

Southington Board of Education Meeting

Thursday, October 20, 2016 6:30 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER ~ 7:00 P.M.
2. Celebration of Excellence ~ Retirees of the Southington Board of Education
3. Reconvene Meeting ~ Regular Session
4. Pledge of Allegiance
5. Approval of Minutes ~ October 6, 2016
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
7. Committee Reports
 - a. Curriculum and Instruction Committee Meeting ~ October 4, 2016
 - b. Policy and Personnel Committee Meeting ~ October 12, 2016
8. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Formation of a Committee to Address the Title IX Review by the State Department of Education
9. New Business
 - a. Smarter Balanced Assessment
 - b. School Safety and Security Plan Update
 - c. Job Description Approval ~ World Language Coordinator
 - d. Job Description Approval ~ Family Resource Center of Southington Director
 - e. Job Description Approval ~ Family Resource Center of Southington Parent Educator
 - f. Job Description Approval ~ Secretary to Special Education / Transportation (Class II)
 - g. Approval of Out of State Field Trips
 - h. Draft Policy #6140, Curriculum ~ First Reading
10. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR (Special) MEETING

OCTOBER 6, 2016

The regular (special) meeting of the Southington Board of Education was held on Thursday, October 6, 2016 at 7:00 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

Mrs. Terri Carmody, Vice Chairperson, called the meeting to order at 6:30 p.m.

Board members present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Juanita Champagne, Mrs. Colleen Clark (*arrived 6:33 p.m.*), Mr. David Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Board member absent: Mr. Brian Goralski, Chairman.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

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 updates on SAA Negotiations, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS UPDATES ON SAA NEGOTIATIONS

Mrs. Carmody declared Executive Session ended at 7:00 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:04 p.m. by Mr. Goralski, Chairperson.

Board members present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Peter Romano, Director of Operations, and Mrs. Margaret Walsh, Director of Pupil Services.

4. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

5. APPROVAL OF MINUTES ~ September 22, 2016

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

“Move to approve the regular Board of Education minutes of September 22, 2016, as submitted.”

Motion carried by voice vote with Mrs. Queen abstaining.

6. COMMUNICATIONS

a. Communications from Audience

There was no communication from the audience.

b. Communication from Board Members

Board members discussed the following:

- The Wall of Honor ceremony is October 24, 2016 at 6:00 p.m. at Southington High School.
- In celebration of literacy, all grades at South End School are reading the book Charlotte’s Web and the community is invited to read with them.
- The Stellar Program at Lincoln College, which is a special education program with seven students participating, held an open house at the college on September 28, 2016.
- The Technology Advisory Board will be sending out a notice of their next meeting.
- For the Wall of Honor next year, the committee will award a diploma to all the people who left school early to serve in Vietnam, did not graduate, and were killed in action.

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

“Move to move Agenda Item 9.b ‘2015-2016 School Resource Officer Annual Report’ to Agenda Item 6.e.’

Motion carried unanimously by voice vote.

Mr. Goralski explained why the regular Board of Education agenda indicated it was called a “Special” meeting because the practice of the Board was to meet at 7:30 p.m. and with no celebrations it was agreed upon to meet at 7:00 p.m. instead. He noted that it was a public meeting and the time change would cause confusion. All the other town board’s meet at 7:00

p.m.; therefore, going forward and for public awareness, Mr. Goralski announced that the Board of Education meetings will start at 7:00 p.m. For the meeting's that have Celebrations of Excellence, it will start at 7:00 p.m. with the Board meeting immediately following (no start time will be listed). Mr. Goralski will be sending out a press release. The Board discussed the time for Executive Session.

c. Communication from Administration

Administration reported on the following:

1. Food Service Grant: Mrs. DiNello reported that the Food Service Program was the recipient of the New England Dairy and Food Council grant and will receive \$4,541 that will fund a new blender to make Smoothies and dressings in the Food Service Program at the high school, a refrigerator and other equipment.
2. Lindsey Vonn at SHS: Mr. Connellan reported that the CIAC sponsored the event to have Lindsey Vonn, Olympic Alpine Skier, at Southington High School. It was attended by many Ski Clubs across the state. Lindsey Vonn was promoting her new book Strong is the New Beautiful, which some Board members wanted added to the Southington High School Library.
3. EdLeader 21 Professional Learning Experience: Mr. Connellan reported that he and Mr. Madancy, along with some other staff members, attended the conference last week, which was about 21st Century skills and how to incorporate creativity, collaboration, critical thinking and communication (the 4C's) into all content areas.

Mr. Connellan announced that through the STEPS Program and Kelly Leppard, Youth Prevention Coordinator, the high school was the recipient of eight new breathalyzers'.

d. Communications from Student Representatives:

Miss Samantha Steeves reported on the following:

- New DECA officers were inducted, including Miss Steeves, last Tuesday and the Slushies were debuted at that time.
- The "Southington Blue Day" honoring police officers was held on Friday, September 30, 2016. STEPS, culinary students, Best Buddies, Band and Key Club helped by making signs, cookies and banners and everyone wore blue to celebrate.
- All the sport teams are doing great.

Miss Martins reported on the following:

- The partnership of sports teams is off to a great start. The Girls Swim Team was paired up with the Baseball Team, who has shown support at swim meets. It draws attention to the sports teams not normally recognized.

Mr. Martin reported on the following:

- There is no school on Monday, October 10, 2016, Columbus Day.
- The Drug Free Rally will be held October 13, 2016.
- The Welcome Dance will be held on Friday, October 14, 2016.
- The PSATs will be held on Wednesday, October 19, 2016.

- Soup Night at Southington High School is on October 19, sponsored by the local restaurants to benefit Bread for Life.
 - Multi-Racial Student Union will be holding an event “Express Yourself” on October 20, 2016. Mr. Martin will report back to the Board regarding this event.
 - Music of the Knight will be held on October 22, 2016 and is the Marching Band’s home competition.
- e. **2015-2016 School Resource Officer Annual Report (formerly Agenda Item 9.b)**

The current School Resource Officer, Kevin Naranjo, spoke to the 2015-2016 School Resource Officer Annual Report prepared by Officer Chad Butler who was the previous School Resource Officer (SRO). Officer Naranjo introduced himself and his background as a police officer. He is bilingual and fluent in Spanish. He is a Southington High School graduate and has children who are of high school age. Officer Naranjo will be serving at the high school for four years instead of the two years that previous SRO’s served. Officer Naranjo and Mr. Brian Stranieri, Principal of Southington High School, answered questions from the Board members.

Mr. Stranieri announced that he had some Lindsey Vonn books and that there were a dozen in the high school library. The Breathalyzers will be used to test 100% of the students who enter school dances. A parent update will be sent out.

7. SUPERINTENDENT’S REORT

a. Personnel Report

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

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

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Finance Committee Meeting ~ September 28, 2016

Mrs. Clark reported that the committee discussed Transfer of Funds, the Self Insurance Report, Snow Removal Bid Awards, Online payment options, contract listing, copier leases, security bid waiver and a debit card.

1. Transfer of Funds:

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

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

Motion carried unanimously by voice vote.

2. Snow Removal Services Award 2017-Bid-16:

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

“Move to award Bid #2017-BID-16, Snow Removal & Sanding for Southington High School, Kennedy Middle School, Hatton, Kelley, Plantsville and South End elementary schools, as recommended by the Finance Committee.”

Mr. Oshana shared his concern of doing business with any vendors who have lawsuits against them and was happy that there were no lawsuits against any of the Snow Removal & Sanding vendors awarded at these schools.

Motion carried unanimously by voice vote.

9. OLD BUSINESS

a. Town Government Communications

Mr. Romano was questioned about the solar panels being installed on the Hatton School roof and in the Hatton School field. Mr. Romano stated that he had a structural concern about putting the solar panels on the roof, which was addressed by Greenskies and a Structural Engineer who agreed that the roof would support the panels. Mr. Romano addressed the life cycle of the roof. He discussed the six steps that the town and Greenskies will be taking regarding the integrity of the roof. He noted that at the end of the roof warranty period, the Board of Education will include the cost to replace the roof in their Capital Plan to the town. The town has agreed to all the stipulations. The warranty on the portion of Hatton School roof, where they are putting the panels, expires in April 2024.

Mr. Goralski emphasized that, by state statutory requirement, the Board of Education are the stewards of the school buildings and has the final say about what happens to these buildings. They are owned by the town but the Board of Education has the final say to what happens to them by state statute.

Mr. Romano reported that the solar programs occurred at both middle schools over the summer months. They are completed and the town is inspecting. DePaolo Middle School has been inspected and approved and needs to go through the commissioning process and next week Kennedy Middle School is being inspected.

Mrs. Queen reported that the Facility Advisory Committee met during the week. During mid-summer the ProGrass people performed the annual deep cleaning of the turf field at the high school and the warranty has been extended another year. The ProGrass people emphasized that the turf field should never be plowed. The track has cracks on the outer edges; it is still under warranty and Dalton Track will be contacted to look at the problem. The committee discussed the brick fundraising program, the signage program and financial status at the close of the last fiscal year.

b. 2015-2016 School Resource Officer Annual Report (Moved to Agenda Item 6.e.)

10. NEW BUSINESS

a. Proposed 2016-2017 Superintendent's Goals ~ Second Reading

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

“Move that the Board approves the Superintendent's Goals for 2016-2017, as presented.”

The Board discussed the Superintendent's fiscal budget goal.

Motion carried unanimously by voice vote.

b. Draft Policy #4112.5, Personnel ~ Security Check/Fingerprinting ~ Second Reading

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

“Move to table Draft Policy #4112.5, Personnel ~ Security Check/Fingerprinting and return it to committee for further review and discussion.”

Motion carried unanimously by voice vote.

c. Draft Policy #4118.2, Personnel ~ Psychotropic Drug Use ~ Second Reading

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

“Move to approve Draft Policy #4118.2, Personnel ~ Psychotropic Drug Use, as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

d. Draft Policy #4212.42, Personnel ~ Drug and Alcohol Testing for School Bus Drivers ~ Second Reading

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

“Move to approve Draft Policy #4212.42, Personnel ~ Drug and Alcohol Testing for School Bus Drivers, as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

e. Obsolete Textbooks

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

“Move that the Board approves the disposal of outdated textbooks presented by the school administration.”

Mr. Madancy explained that the administration is contacting Follett Repurchasing Services to see what books they would want to purchase back and that administration is working

with a Parish in Louisiana that is in need of textbooks. Two teachers at DePaolo Middle School are coordinating that delivery.

Motion carried unanimously by voice vote.

11. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:02 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Board of Education

Administrative Report

October 20, 2016



- 1. United Way Campaign**
- 2. STEPS Survey Results**
- 3. Derynoski – Grant from American Legion Auxiliary**
- 4. Veteran’s Committee**



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting October 4, 2016

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

COLLEEN W. CLARK
SECRETARY

ROBERT S. BROWN
JUANITA CHAMPAGNE

DAVID J. DERYNOSKI

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:33 a.m.

Committee Members Present: Mr. Robert Brown, Mrs. Terri Carmody, Patricia Queen. Other Board Members Present: Mrs. Terry Lombardi.

Administration Present and Faculty Present: Mr. Steven Madancy, Assistant Superintendent; Mrs. Dianne Holst-Grubbe, Assistant Principal, Southington High School; Mrs. Rebecca Savelkoul, Instructional Technology Coordinator; Mrs. Tina Riccio, World Language Department Chair at Southington High (arrived at 10:00 a.m., left at 10:20 a.m.); Ms. Catherine Disantis, Mr. Michael Gagnon, and Ms. Rebecca Migliaro, Southington High School (arrived at 10:20 a.m., left at 11:00 a.m.).

Review of Policy #6140 Curriculum

The committee reviewed and discussed revisions to policy #6140, Curriculum, presented by the administration. It was agreed that the revisions will lead to improved sustainability and capacity of staff district-wide with regard to the continued development of a guaranteed and viable curriculum. Additionally, the inclusion of the digital product, *Unit Planner*, will lead to increased consistency in formatting and add to staff efficiency throughout the curriculum development process. Given that the Personnel and Policy Committee already reviewed this policy, it was the recommendation of the Curriculum and Instruction Committee that this policy be brought forward to the full Board at the next regularly scheduled Board of Education meeting.

World Language Expansion

The administration, along with the Southington High School world language department chair, presented possible scenarios for consideration with regard to the expansion of the world language program. It was agreed that with the potential financial implications of expansion, it would be prudent to consider various phasing-in options that would ultimately lead to a K-12 world language experience for Southington students. It was the recommendation of the committee to bring the task of exploring various phasing-in and delivery models to the World Language Committee and return to the committee with potential options for further consideration and discussion.

Mastery-Based Learning ~ Update

Southington High School administration and faculty presented to the committee and update on the Mastery-Based Learning Pilot that has recently expanded and moved into year two. The teachers who were present shared their stories of success and offered feedback and input to the committee pertaining to some of the paradigm

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

shifts, including opportunities for reassessment, continuous specific feedback, integration of technology, and the challenges of grading within a mastery-based learning system while currently existing in a traditional letter, grade-based system. Additionally, results of the mastery-based learning pilot parent and student surveys were shared with the committee. There was agreement within the group that this pilot continues to produce new learning for the faculty and administration and continues to trend in a positive direction. The administration shared examples of students who participated in the pilot this year insisting that they receive schedule changes in order to continue participating in the mastery based learning experience.

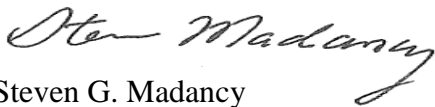
By Mr. Brown, seconded by Mrs. Queen

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

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:15 a.m.

Respectfully Submitted,



Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut
Policy and Personnel Committee Meeting
October 12, 2016

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

Committee Members Present: Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. Zaya Oshana, and Mrs. Patricia Queen. Other Board Members Present: Mr. Robert Brown

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Curriculum and Instruction.

Draft Job Descriptions

The administration presented the following job descriptions:

- World Language Coordinator
- Secretary to Special Education/Transportation (Class II)
- Family Resource Center of Southington Director
- Family Resource Center of Southington Parent Educator

Each of the aforementioned descriptions were reviewed and discussed. Minor edits and revisions were made. It was the recommendation of the Policy and Personnel Committee to bring these descriptions forward full Board approval.

Draft Policy #4112.5

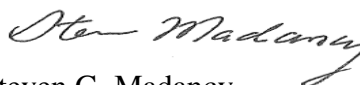
Draft Policy #4112.5 was reviewed and discussed. It was agreed that more research relative to the recently passed Public Act 16-67 be completed in order to assess whether additional language relative to that legislation be embedded within this draft policy. Administration will follow-up appropriately with legal counsel as well as CABE for the direction and advice. This policy will be placed on a future Policy and Personnel agenda for further review and discussion.

MOTION: By Mrs. Champagne, seconded by Mr. Oshana
“Move that the Policy and Personnel Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:10 p.m.

Respectfully Submitted,


Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

COLLEEN W. CLARK
SECRETARY

ROBERT S. BROWN

JUANITA CHAMPAGNE

DAVID J. DERYNOSKI

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date October 20, 2016

Decision Requested _____ Agenda Code 8.A

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date _____ October 20, 2016 _____

Decision Requested _____

Agenda Code _____ 8 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: _____

Roof repairs have been made. The project will be closed out upon confirmation that the issue is resolved. _____

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

Building construction at both schools has been completed. _____

Other Construction Projects: _____

Southington High School – Atrium Roof Replacement: _____

The construction has been completed. _____

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 October 20, 2016

Decision Requested x Agenda Code 8.c

AGENDA REPORTING FORM

Agenda Topic: Formation of a Committee to Address the Title IX Review by the State Department of Education

Summary of Issue: A broad-based town-wide committee should be formed to address solutions to the issues identified by the State Department of Education

Background: In the spring of 2016 the State Department of Education completed a review of Southington High School. The review addressed a number of areas that were deemed to be in need of resolution from a Title IX perspective. The scope of some of the issues suggest that there will be a significant financial investment. Therefore, it will be necessary to work across the boundaries of elected boards and agency officials to arrive at solutions that will be effective for Southington.

Alternative Strategies: N/A

Cost (if applicable): No cost for the committee **Funding Source:** N/A


Beginning Date of Program or Project: November 2016

Ending Date of Program or Project: June 2017

Recommendation or Comment: This should be a hybrid committee involving representatives from multiple Boards, administration, other agency personnel and members of the general public.

Timothy J. Connellan

Signature of Superintendent of Schools



Smarter Balanced Assessment Results 2015-16

Southington Public Schools

October 2016

Agenda

- Purposes of the State Summative Assessment
- Background Information on the Summative Assessment
- Scale Scores and Achievement Levels
- The Results
- Next Steps

Purposes of the State Summative Assessment

- Legal Requirement
 - ❖ Federal and state law require that all students in Grades 3 through 8, and once in high school (New SAT) be assessed annually in English language arts and mathematics.
- Matter of Equity
 - ❖ Annual summative assessment serves as an important academic checkup and an accountability measure that helps us know if we are delivering on the promise of a high quality public education to all students.
- State and Local Responsibility
 - ❖ The Connecticut State Department of Education (CSDE) and local education agencies (LEAs) are legally responsible to administer these assessments to all students.

Background Information on the Summative Assessment

What is expected on the ELA Test?

Students will:

- Show they can read and understand a variety of complex, grade appropriate informational and literary texts
- Use evidence from source materials to support their ideas in written responses at every grade level
- Interpret and use information delivered orally to determine main ideas, summarize or analyze

Background Information on the Summative Assessment (continued)

English Language Arts

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Reading	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing*	Students can produce effective and well-grounded writing for a range of purposes and audiences.
Listening	Students can employ effective speaking and listening skills for a range of purposes and audiences.
Research/Inquiry*	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

*For reporting purposes, Claim 2 (Writing) and Claim 4 (Research/Inquiry) are combined into one reporting category in Connecticut: Writing and Research/Inquiry."

Background Information on the Summative Assessment

What is expected on the Mathematics Test?

Students will:

- Justify the mathematics used to solve problems
- Complete math problems fluently and accurately
- Understand how math concepts link together
- Apply their mathematical knowledge and skills to solve real-world problems
- Communicate their mathematical reasoning

Background Information on the Summative Assessment (continued)

Mathematics

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Concepts and Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving*	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Modeling and Data Analysis*	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

*For reporting purposes, Claims 2 and 4 are combined into one reporting category.

Scale Scores and Achievement Levels

Four Achievement Levels:

- Level 1 = Does not meet the achievement standard
- Level 2 = Approaching the achievement standard
- Level 3 = Meets the achievement standard
- Level 4 = Exceeds the achievement standard




Scale Score:

A more precise number that describes student achievement (found within a band at each level).

Performance Rating

- Students also receive a performance rating for each area of knowledge and skills within a subject
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area

For example:

Areas of Knowledge and Skill	Performance
Reading	 Above Standard
Listening	 At/Near Standard
Writing and Research/Inquiry	 Above Standard

How Southington Compares to the State: ELA

Grade	State	Southington
3	54%	65.6%
4	55.6%	62%
5	58.8%	68%
6	55%	68.6%
7	55.2%	65.3%
8	55.5%	66.8%

The Results: ELA – All Students: “Rough Cohort”

Grade	Percent Scoring Level 3 and Above		Average Vertical Scale Score	
	2014-15	2015-16	2014-15	2015-16
3	65.2%	65.6%	2458	2461
4	63.4%	62%	2498	2496
5	68.7%	68%	2538	2540
6	68.6%	68.6%	2560	2563
7	64.4%	65.3%	2576	2583
8	59.5%	66.8%	2587	2596

SMARTER BALANCED DISTRICT RESULTS

District-wide: English Language Arts

Percent of Students Achieving Levels 1–4 by Grade

All
Students

Grade	Level 1	Level 2	Level 3	Level 4
3	12%	22%	28%	37%
4	16%	22%	28%	34%
5	15%	18%	34%	34%
6	14%	18%	40%	29%
7	12%	23%	43%	23%
8	10%	23%	48%	18%

How Southington Compares to the State: Math

Grade	State	Southington
3	52.8%	71%
4	47.9%	61.7%
5	40.8%	52.2%
6	40.6%	50.1%
7	41.8%	52.1%
8	40.3%	55.3%

The Results: Mathematics - All Students: “Rough Cohort”

Grade	Percent Scoring Level 3 and Above		Average Vertical Scale Score	
	2014-15	2015-16	2014-15	2015-16
3	65.2 %	71 %	2458	2467
4	63.4 %	61.8 %	2498	2503
5	68.7 %	52.3 %	2538	2527
6	68.6 %	50.2 %	2560	2524
7	64.4 %	52.1 %	2576	2568
8	59.5 %	55.3 %	2587	2588

SMARTER BALANCED DISTRICT RESULTS

2) District-wide: **Mathematics**

Percent of Students Achieving Levels 1–4 by Grade

All
Students

Grade	Level 1	Level 2	Level 3	Level 4
3	11 %	18 %	39 %	32 %
4	9 %	29 %	34 %	27 %
5	16 %	32 %	28 %	24 %
6	20 %	30 %	30 %	20 %
7	15 %	33 %	30 %	22 %
8	16 %	29 %	30 %	25 %

How Southington Compares in our DRG: % at Level 3 and above.

Town	Math	ELA
Southington	57.1%	66.1%
Berlin	53.8%	68.7%
Branford	53.2%	63.7%
Clinton	55.6%	69%
Milford	51.8%	64.1%
Newington	50.8%	57.8%
North Haven	60.2%	71.2%

How Southington Compares in our DRG: % at Level 3 and above

Town	Math	ELA
Southington	57%	66.1%
Shelton	56.7%	70.8%
Wallingford	47%	56.9%
Windsor	39.3%	45.7%

2015-16 District High Needs Subgroup Performance (EL,SWD, F/R)

Subject Grades 3-8	2014-15 Percent Scoring Level 3 and Above	2015-16 Percent Scoring Level 3 and Above
Math	26.3%	26.7%
ELA	37.2%	39.7%

In Closing

CAUTION

This is one data point.....

We also use other forms of assessment to monitor student learning, in real time, to adjust instruction, address student needs and provide supports as needed.

Next Steps.....

Continue to:

- Revise ELA and Math assessments to align with the CCSS
- Refine the vertical alignment of ELA and Math curriculum
- Strengthen the SRBI process
- Build teacher repertoire of instructional strategies
- Support K-3 Foundational Reading Skills
- Integrate district and school level data teams

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 20, 2016

Decision Requested x

Agenda Code 9 b.

AGENDA REPORTING FORM

Agenda Topic: School Safety and Security Plan Update

Summary of Issue: By statute the Board of Education must approve any changes to the School Safety and Security Plans that are to be submitted to the State every other year.

Background: The Safety and Security Plans are individualized by school but are based on the same State template. Board members will have had the opportunity to review the template and any changes in language required by the State. The individual school plans are on file in each building and in Central Office. The individual plans are submitted to the State.

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: Board approval of the necessary changes is requested.

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 20, 2016
Decision Requested X Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Job Description Approval ~ World Language Coordinator

Summary of Issue: The Policy & Personnel Committee has reviewed and discussed this new job description for K-12 World Language Coordinator at their October 11, 2016 Policy and Personnel Committee meeting.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the newly developed job description for K-12 World Language Coordinator as recommended by the Policy and Personnel Committee.

Titles of Attachments:

1. DRAFT Job Description

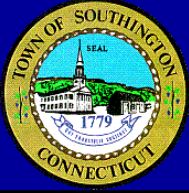
mp\Board\10.20.16, Job Descripton Approval



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

TITLE: K-12 WORLD LANGUAGE COORDINATOR

QUALIFICATIONS:

1. Demonstrated knowledge and experience in world languages
2. Demonstrated experience in leadership roles
3. Five (5) years' experience in teaching world languages
4. Experience teaching world languages at the elementary and high school/middle school level
5. Certification for Ed. Leadership (092)
6. Certification for World Language Instruction at the Elementary (K-6) level (101) and High/Middle School (7-12) level (# specific to language)

REPORTS TO:

Assistant Superintendent for Curriculum and Instruction and/or his/her designee.

JOB GOAL:

To facilitate the collaboration with world language teachers to improve instruction, ensure program consistency, and continuously work towards improved program opportunities for students.

PERFORMANCE RESPONSIBILITIES:

1. Model and facilitate teaching methodologies in the area of world language education.
2. Coordinate and facilitate curriculum development and implementation.
3. Coordinate and facilitate appropriate Professional Development for K-12 World Language Program.
4. Assist with development and oversight of K-12 world language budget.
5. Coordinate and facilitate department and K-12 Curriculum Meetings.
6. Coordinate K-12 performance calendars.
7. Available to staff and administration as content specialist/consultant (re: budget, observations, and community relations).
8. Other duties as designated by Assistant Superintendent.

TERMS OF EMPLOYMENT:

Yearly 10-Month Stipend

EVALUATION:

Annually by Assistant Superintendent

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 20, 2016

Decision Requested X Agenda Code 9 d

AGENDA REPORTING FORM

Agenda Topic: Job Description Approval ~ Family Resource Center of Southington Director

Summary of Issue: The Policy & Personnel Committee has reviewed and discussed the job description for the *Family Resource Center of Southington Director* at their October 11, 2016 meeting.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the new job description for *Family Resource Center of Southington Director* as recommended by the Policy and Personnel Committee.

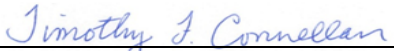
Titles of Attachments:

1. DRAFT Job Description

mp\Board\10.20.16, Job Description Approval



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



SOUTHINGTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

TITLE: Family Resource Center of Southington Director

QUALIFICATIONS:

1. Bachelor's degree in Early Childhood Education, Child Development or related field.
2. Minimum two years' experience in child care, public administration or early childhood education.
3. Effective communication skills required. This includes written, verbal and conflict resolution proficiency.
4. Ability to work with parents, community providers.
5. Accepts responsibility and has the ability to work independently.
6. Managerial skills include:
 - Planning and organizing program components
 - Implementing program policies and procedures
 - Setting program priorities
 - Monitoring of budget
 - Problem solving

REPORTS TO: Southington Public Schools Special Education Coordinator

JOB GOAL:

To design, coordinate and implement the requirements of the Family Resource Center grant in collaboration with Southington Public Schools, the Board of Education, and to meet the needs of parents, children and the community.

RESPONSIBILITIES:

1. Develops, coordinates and implements programs for playgroups, school-age children, child care providers and parents.
2. Coordinates all program components to assure program continuity/quality.
3. Collaborates with agencies and service providers in the community to build capacity and partnership to support families and program services.
4. Monitors program budget, assures expenditures are in compliance with funding requirements, and identifies additional resources to expand program.
5. Participation in local and statewide organizations that foster best practices for families of young children.
6. Writes and submits required interim and year end reports to funding agencies

TERMS OF EMPLOYMENT:

Forty-eight (48) weeks a year with some night and weekend hours required as dictated by the needs of the program and community.

EVALUATION:

Performance to be evaluated annually by the Southington Public School's Special Education Coordinator.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 20, 2016

Decision Requested X Agenda Code 9 e

AGENDA REPORTING FORM

Agenda Topic: Job Description Approval ~ Family Resource Center of Southington Parent Educator

Summary of Issue: The Policy & Personnel Committee has reviewed and discussed the job description for the *Family Resource Center of Southington Parent Educator* at their October 11, 2016 meeting.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the new job description for *Family Resource Center of Southington Parent Educator* as recommended by the Policy and Personnel Committee.

Titles of Attachments:

1. DRAFT Job Description

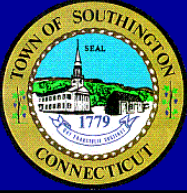
mp\Board\10.20.16, Job Description Approval



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



SOUTHTINGTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

TITLE: Family Resource Center of Southington Parent Educator

QUALIFICATIONS:

1. An Associate's or Bachelor's degree in early childhood education, child development or related field.
2. Minimum three (3) years' experience with early childhood education, child development, parent educator, or related education field.
3. Ability to model and facilitate appropriate parent-child interactions.
4. Experience with public speaking or group facilitation.
5. Experience working with a diverse population.
6. Certification in Raising Readers Program and Ages & Stages is preferred, but not required.

REPORTS TO:

Family Resource Center of Southington Director

JOB GOAL:

To assist the Family Resource Center of Southington Director with the development and implementation of all programming for families; including, but not limited to: parent/child playgroups, story hours, and workshops.

RESPONSIBILITIES:

1. On-site or off-site program facilitation.
2. Assists with planning and implementation of playgroups.
3. Facilitates and coordinates workshops with Director.
4. Provides childcare, when needed.
5. Develops and Facilitates craft and reading activities.
6. Inventories Family Resource Center of Southington supplies and equipment.
7. Attends appropriate professional development workshops/conferences.
8. Develops and maintains family enrollment database.
9. Other activities or tasks as assigned by Family Resource Center of Southington Director.

TERMS OF EMPLOYMENT:

This is an hourly position, 46 weeks per calendar year.

Hours may be day or evening, as determined by Family Resource Center of Southington Director. Work days to coincide with the Family Resource Center operation. Hours/days are subject to change as dictated by program needs.

EVALUATION:

Performance to be evaluated annually by the Southington Public School's Special Education Coordinator in conjunction with the Family Resource Center of Southington Director.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 20, 2016

Decision Requested X Agenda Code 9 f

AGENDA REPORTING FORM

Agenda Topic: Job Description Approval ~ Secretary to Special Education/Transportation
(Class II)

Summary of Issue: The Policy & Personnel Committee has reviewed, discussed, and revised the job description for *Secretary to Special Education/Transportation* at their October 11, 2016 Policy and Personnel Committee meeting.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the revised job description for *Secretary to Special Education/Transportation (Class II)* as recommended by the Policy and Personnel Committee.

Titles of Attachments:

1. DRAFT Job Description

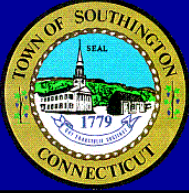
mp\Board\10.20.16, Job Descripton Approval



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



SOUTHINGTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

TITLE: SECRETARY TO SPECIAL EDUCATION / TRANSPORTATION (Class II)

QUALIFICATIONS:

1. High School diploma and knowledge and / or experience in secretarial skills.
2. Excellent computer skills including familiarity with Microsoft Office™ and the ability operate office machinery including, but not limited to, fax machine and copy machine.
3. ~~Knowledge of SASI computer program preferred.~~
4. Excellent interpersonal and communication skills.

REPORTS TO: Coordinator of Special Education ~~and Operations Administrator~~

JOB GOAL: To assure the smooth and efficient operation of the assigned office.

PERFORMANCE RESPONSIBILITIES:

Transportation

1. ~~Perform office routines including preparation and typing of reports, correspondence, notices and agendas as directed by immediate supervisor.~~
2. ~~Maintain records as directed by immediate supervisor.~~
3. ~~Receive and route incoming calls and distribute appropriate mail.~~
4. ~~Prepare and input ISSIS data and other information for reports for Connecticut State Department of Education.~~
5. ~~Prepare reports, including, but not limited to, reports required by the Connecticut State Department of Education, monthly reports and maintain statistics as directed.~~
6. ~~Maintain caseload listings from special education teachers.~~
7. ~~Organize PPT meetings including, but not limited to, scheduling, invitations, file preparation and IEP preparation.~~
8. ~~Serve as a backUp for other special education secretaries assigned to the Pupil Personnel Services office.~~

Special Education

1. Perform office routines including preparation and typing of reports, correspondence, notices and agendas, as directed by immediate supervisor.
2. Prepare and input ISSIS™ data and other information for reports for Connecticut State Department of Education.
3. **Assist with system-wide student transportation needs by responding to questions and arrangement of transportation needs with service providers.**
4. Maintain caseload listings from special education teachers.
5. Organize PPT Meetings including, but not limited to, scheduling, invitations, file preparation and IEP preparation.
6. Serve as back up for other special education secretaries assigned to the Pupil Personnel Service office.
7. ~~Maintain records as directed by immediate supervisor.~~
8. ~~Receive and route incoming calls, and distribute appropriate mail.~~
9. ~~Prepare reports, including but not limited to, reports required by the Connecticut State Department of Education, monthly reports and maintain statistics as directed.~~

OVERALL: Perform any other job related responsibilities as assigned by the immediate supervisor.

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

212 days (five days after school ends and fifteen days before school starts) A ten-month work year.

EVALUATION: Performance will be evaluated annually by the Coordinator of Special Education. ~~and Operations Administrator.~~

Union approved July 14, 2000

Revised: 4-10-06; Approved: 5-11-06; Revised:

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 20, 2016

Decision Requested X Agenda Code 9 g

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State Field Trips

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet are two trips for the Southington High School wrestling team to compete in tournaments.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

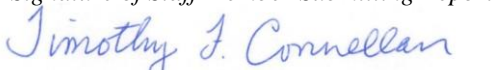
Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approves the attached field trip requests for the Southington High School Wrestling Team to Massachusetts and New Hampshire as presented by the administration.

Titles of Attachments:

1. Field Trip Applications


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

SHS Wrestling Team
Lowell, MA
December 28 & 29, 2016

**Southington High School
Wrestling Team**

**Lowell Holiday Tournament
Tsongas Arena ~ Lowell, MA
December 28 and 29, 2016**

ITINERARY

December 28, 2016

5:00 am Departure from SHS
8:00 am Weigh-in at Tsongas Arena
10:00 am Tournament Start Time, Day 1
6:00 pm Estimated Start Time of Semi-finals Round
8:30 pm Hotel Check In
10:00 pm Lights out

December 29, 2016

8:00 am Departure from Hotel
9:00 am Weigh-in at Tsongas Arena
10:00 am Tournament Start Time, Day 2
5:00 pm Estimated Start Time of Finals Round
7:00 pm Departure from Tsongas Arena
10:00 pm Arrival at SHS

**SHS Wrestling Team
Plaistow, NH
January 21 & 22, 2017**

Southington Public Schools
Southington, Connecticut

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: 10/1/16
 Out of State: Yes No
 Overnight: Yes No
 Miles Round Trip: 300

Southington High School Wrestling Team January 21 & 22, 2017
 School Class/Group Date of Trip

Name and Address of Destination Timberland High School ~ Plaistow, NH

Reasons for Field Trip Increased competition and experience for wrestlers

Itinerary (attach if needed) Included

Departure Date/Time January 21, 2017 at 5:00 am Return Date/Time January 22, 2017 at 12:00 pm

of Students 15 # of Teacher/Chaperones 4 # of Buses 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
 Nurse's Signature _____ Date _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
TOTAL Anticipated Cost of Trip	\$3,100.00	
Board of Education Contribution	\$	
Other	\$	
Fundraising Activity	(\$850.00)	Entrance fee paid by SAA; Transportation paid by Booster Club
BALANCE	\$2,250.00	
Student Contribution		
Transportation	\$0	0 Students @ \$0
Entrance Fees, Room & Board	\$2,250.00	15 Students @ \$150.00
TOTAL Cost of Trip to Each Student	\$150.00	Students will cover the cost of the hotel.

SIGNATURES

Teacher Derek Dion, Wrestling Coach (signature on original) Date 10/1/16

Dept. Head Greg Ferry, Athletic Director (signature on original) Date 10/7/16

Principal Brian Stranieri (signature on original) Date 10/7/16

Comments _____

Assistant Superintendent *Steve Madanay* Date 10/11/16 Approved
 Not Approved

Board of Education Approval*** YES NO Date _____

**Southington High School
Wrestling Team**

**Timberlane Invitational
Plaistow, NH
January 21 and 22, 2017**

ITINERARY

January 21, 2017

5:00 am	Departure from SHS
8:00 am	Weigh-in at Timberlane Regional HS
10:00 am	Tournament Start Time
6:00 pm	Estimated Start Time of Finals Round
8:30 pm	Hotel Check In
10:00 pm	Lights out

January 22, 2017

8:00 am	Complimentary Breakfast
9:00 am	Departure from Hotel
12:00 pm	Arrival at SHS

DRAFT

Policy #6140 ~ Curriculum

Series 6000: Instruction

Curriculum

The curricula of the schools shall be in harmony with the Board of Education’s adopted goals and legal requirements. The Superintendent, as the educational leader of the school system and the Board of Education’s professional representative, shall organize the certified staff so as to implement the instructional goals and philosophy of the school system.

Curriculum development by the certified staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in the school district;
2. The range of abilities, aptitudes and interests of the students;
3. Aspirations of residents of the school district for the students;
4. The mobility of the population, making it necessary to provide education for students useful anywhere in the world;
5. Avoidance of discrimination.

The Board of Education desires ~~that unnecessary duplication of work among the various school levels be eliminated~~ **desires a well-designed, standards-based curriculum that successfully promotes vertical articulation across the levels with units of study** ~~course of study and syllabi~~ that are effectively coordinated.

The assistant superintendent shall maintain a Curriculum Network of staff to review, develop, and assist with the curriculum process. The Board of Education favors providing opportunities for faculty to consult and assist in curriculum development through such devices as, meetings, workshops, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort.

The Board of Education reserves to itself the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference:

Connecticut General Statutes

10-15: Towns to maintain schools - Prescribed courses of study.

10-18: Courses in United States history, government and duties and responsibilities of citizenship.

10-19: Effective of alcohol, nicotine or tobacco and Drugs to be taught.

10-221a: High school graduation requirements

Policy adopted: May 1989
Policy revised: October 2002
Policy revised: September 2016

DRAFTS

Regulation #6140 (1)

Regulation #6140 (2)

Curriculum Renewal Cycle

Please note: *The draft regulations were rewritten to reflect the current process within the district. Under separate cover, you will receive a copy of our CURRENT regulations which do not accurately reflect the process. The changes were too extensive, which is why we did not “mark-up” the current regulations.*

Series 6000: Instruction

Curriculum

THE CURRICULUM NETWORK MEMBERSHIP STRUCTURE

Curriculum and
Instruction
Committee

Curriculum Instruction Committee

The Curriculum and Instruction Committee is comprised of up to four elected Board of Education members who are appointed by the Board chair.

Assistant
Superintendent for
Curriculum and
Instruction

Assistant Superintendent for Curriculum and Instruction

The assistant superintendent will act as a liaison between members of the Curriculum Network and the Curriculum and Instruction Committee of the Board.

Curriculum
Leadership Team

Curriculum Leadership Team

The Curriculum Leadership Team is chaired by the assistant superintendent and membership consists of administrators and teachers from across the district inclusive of multiple content areas across elementary, middle and high school. Membership is voluntary and shall occur by invitation of the assistant superintendent of Schools.

Curriculum
Development Team

Curriculum Development Teams

The Curriculum Development Team is comprised of certified staff within the various curricular areas that are under revision/development. This team shall be co-chaired by an elected certified staff member within the team as well as an appointed Curriculum Leadership Team member. This member shall be appointed by the assistant superintendent.

Vertical
Articulation Team

Vertical Articulation Teams

Vertical articulation teams are to be established and maintained for all K-12 instructional program areas. The team will be organized with representation from all grade levels. Each team shall be co-chaired by an administrator and a certified staff member.

School
Improvement Team

School Improvement Teams

School Improvement Teams will be chaired by the building administrator and shall consist of representation from across grade levels and include support staff within each respective building.

Series 6000: Instruction

Curriculum

Instructional Decision-Making Roles within the Curriculum Network (K-12)

Curriculum and Instruction Committee

The Curriculum and Instruction Committee (C&I) is a standing committee appointed by the Board chair. The committee will meet regularly to review proposed curriculum as developed/revised, review textbooks up for adoption, and explore and discuss educational issues and topics as needed with a goal of making recommendations to the full board at its regularly scheduled Board of Education meeting.

Procedures

1. The C&I Committee will meet monthly, or more frequently if needed, and post in a public place the time, location, and agenda items for the public meeting.
2. Minutes will be kept and shared with the full Board at its regularly scheduled meeting.

Assistant Superintendent for Curriculum and Instruction

It is the responsibility of the Assistant Superintendent for Curriculum and Instruction to stay current with research, practices, shifts and educational trends within the various content areas across the district and to coordinate shared decision making and participation amongst staff within the curriculum process. The assistant superintendent will effectively coordinate a five year curriculum cycle to facilitate the review, revision and development of curriculum within each respective content area. The assistant superintendent will be responsible for oversight, participation, and appointment of membership within the Curriculum Network and facilitation of district curriculum revision/development processes.

Procedures

1. Annually, the assistant superintendent shall review membership of staff within the Curriculum Network and work to ensure a balance of administrators and teachers within each respective content area. The assistant superintendent will work to replace staff within the Network where vacancies occur.
2. Annually, the assistant superintendent shall update the curriculum cycle to reflect the status of each content area within that cycle and to ensure the various content areas undergo regular review, revision or development of curriculum as dictated by each content area's place within the cycle.
3. Annually, the assistant superintendent will provide a full report to the Board of Education summarizing the results and activities of the Network occurring during the school year.

Series 6000: Instruction

Curriculum

Instructional Decision-Making Roles within the Curriculum Network (K-12)

Curriculum Leadership Team

The primary function of the Curriculum Leadership Team is to oversee the ongoing refinement of Southington Public School's instructional program in keeping with established priorities and practices. The team is intended to facilitate the following objectives:

1. An increase in shared decision-making among staff with regard to curriculum matters.
2. A more effective use of the expertise available among staff at all levels.
3. To ensure a guaranteed and viable curriculum is established prior to presentation to the Board of Education Curriculum and Instruction Committee.

Procedures ~

1. The curriculum leadership team will meet five times per year.
2. Annually, the team will meet in June to review the end-of-year reports from each content area and begin planning for the new school year.
3. The team will review the curriculum cycle with the assistant superintendent and designate one to two leadership team members to oversee and facilitate the process for any content area up for revision/adoption within the curriculum cycle.
4. The designated member(s) will work to identify membership of their Curriculum Development Team and notify the Assistant Superintendent of their respective participants prior to initiating the work.
5. The designated Curriculum Leadership Team member(s) for each area under revision/development will assist with technical support and action planning: release time required, timelines for review, software needed, and provide guidance and feedback relative to the Understanding by Design (UbD) process.
6. The Curriculum Leadership Team will establish Vertical Articulation Teams and establish meeting dates and times for these teams.
7. The Curriculum Leadership Team will review the various curriculum development in process throughout the stages of development prior to submission to the Curriculum and Instruction Committee.

Curriculum Development Team

The Curriculum Development Team, in partnership with a designated Curriculum Leadership Team member, will work to revise or develop curriculum as appropriate within the timelines identified in the curriculum cycle.

Procedures~Curriculum Development Team

1. Upon membership within the Curriculum Development Team, members will mutually agree on a Co-Chair to partner with the Curriculum Leadership Team member appointed by the assistant superintendent.

Series 6000: Instruction

Curriculum

Instructional Decision-Making Roles within the Curriculum Network (K-12)

Procedures~Curriculum Development Team (cont.)

2. The Curriculum Development Team, under the guidance and leadership of the Co-Chairs, will develop an action plan identifying the timelines for development, review, and resources needed and submit to the assistant superintendent for review.
3. The committee will utilize the principles of the Understanding by Design process in the development/revision of the proposed curriculum.
4. During the curriculum development process, work completed to date will be submitted to the Office of Curriculum and Instruction for review by the Curriculum Leadership Team at one of its regularly scheduled meetings.
5. Final documents will be reviewed by the Curriculum Leadership Team and approved prior to presentation to the Board of Education's Curriculum and Instruction committee.
6. It is the expectation that the Co-Chairs of each Curriculum Development Team present and support their proposed curriculum at a regularly scheduled Curriculum and Instruction Committee meeting.

Vertical Articulation Teams

Co-chairpersons will be identified to lead each vertical team. One co-chairperson will be a member of the administrative staff who expresses an interest and/or has a background in the particular subject area. Coordinators will be the administrative co-chairpersons in those areas where those staff are available. The other co-chairperson will be a team member **selected with a background in the particular subject area** from the teaching staff. The co-chairpersons will lead the teams in all of their deliberations. The primary role of the vertical articulation team is to evaluate the effectiveness of the curriculum and identify deficits or unnecessary redundancy within each of the adopted curriculum areas.

Vertical Articulation Team Procedures ~

1. Each team should meet at least three times per year during years 3-5 in the curriculum cycle (fall, winter, spring). Designated meeting times will be established by the assistant superintendent in collaboration with members of the Curriculum Leadership Team prior to the start of each school year.
2. An agenda shall be established and published by the team chair in advance of the meeting. At each meeting, relevant and recent data will be reviewed to identify patterns and trends within student performance. In addition, any staff member may submit agenda items. Items can be submitted through one of the co-chairs of the team.
3. Notes should be kept at each meeting and published for staff reference.
4. Each team will develop an annual report summarizing the major issues and activities addressed during the year and indicating major items to be pursued in the coming year. Reports shall be submitted each spring to the assistant superintendent of schools.

Series 6000: Instruction

Curriculum

Instructional Decision-Making Roles within the Curriculum Network (K-12)

School Improvement Teams

The goals of the School Improvement Team are to regularly review the performance of students across content areas with a focus on proper allocation of resources, support and materials. Based on patterns or trends identified in student performance data, the School Improvement Team will make recommendations for items for potential review to chairpersons of Vertical Articulation Teams with regards to curriculum.

School Improvement Team Procedures~

1. School Improvement teams will meet every 4-6 weeks as arranged by building administration.
2. Building administration will publish an agenda identifying data that will be reviewed prior to each meeting and also include solicited input from staff with regard to areas of curriculum staff may like the team to review/discuss
3. Notes from each meeting will be kept and published for sharing with certified staff within each building.
4. Annually, building administrators will submit a report to the assistant superintendent summarizing the work of the School Improvement Team and highlighting areas of growth/success and areas of focus for the following year.

Regulation revised:

Regulation revised: **August 2016**

CURRICULUM CYCLE

Years 1 & 2

Writing and Review

Who:

Curriculum Leadership Team
AND
Curriculum Development Team

When:

??

- *Align curriculum with frameworks and standards*
- *Review literature, research, best practices*
- *Develop units*
- *Identify materials and resources*
- *Determine PD needs*
- *Yr 2 P.D. getting ready*
 - ▶ *Data driven*
 - ▶ *Research proven practices*
 - ▶ *New technology*
 - ▶ *Student needs*

Years 3-5

Implementation

Put curriculum into practice

Monitoring

*How are we doing?
Is it in place?*

Who: School Improvement Team

When: Monthly

Evaluation

Assess Success

Who: Vertical Articulation Team

When: Three times per year

Curriculum

DRAFTS

Regulation #6140 (3)

Regulation #6140 (4)

Series 6000: Instruction

Curriculum

Procedures for the Development of the Grades 9-12 Program Studies

Requests for new courses shall be submitted to the secondary principals **for review and approval within a timeline that allows for consideration of budgeting and curricular implications.** ~~by May 1st.~~ The principals will then meet with the assistant superintendent for curriculum and instruction ~~by May 20th~~ to review the proposed new/revised courses. New/revised course proposals shall be submitted to the Board of Education ~~in June~~ for approval.

~~The high school principal, in cooperation with the middle school principals, will be responsible for revising and editing the grades 6-12 program of studies that shall be sent out to bid in October with the final product printed by January 15th.~~

Regulation approved: December 1989
Regulation revised: December 1995
Regulation reviewed: October 2002
Regulation revised: **August 2016**

Series 6000: Instruction

Curriculum

Procedures for Proposing Course Changes, Grades 9-12

The following guidelines must be adhered to when a proposed course/program change is being recommended:

1. Staff must complete the Proposed Course/Program Change Form and submit it to the building administration ~~by May 1st~~ for changes to be considered for the next program of studies booklet.
2. A curriculum outline must be completed and must accompany the change form.
3. The building administration and appropriate department heads will meet with the assistant superintendent ~~by May 29th~~ to review the proposed changes.
4. The assistant superintendent will present all approved course/program changes to the Board of Education. ~~by June 30th~~.
5. The building administration will reflect necessary monies for approved course/program changes in the budget to be submitted in the subsequent fall.
6. The staff will develop curriculum during the school year or summer for course implementation in the succeeding year.

Suggested Timeline for Proposed Course/Program Changes

Year One

Jan. – April

- Staff members will write course/program outlines and complete Course/Program Change Forms.

May 1

- Deadline for submitting forms to building administration.

May 20

- Deadline for meeting between building administration/department heads and Assistant Superintendent to review proposals.

June

- The Assistant Superintendent presents approved proposal(s) to the Board of Education for approval.

September

- The building administration reflects necessary monies for approved course/program changes in the ensuing budget proposal.

Sept. – Dec.

- The staff defines objectives, content, and methodologies.

Series 6000: Instruction

Curriculum

Suggested Timeline for Proposing Course Changes, Grades 9-12 cont.(6-12)

Year Two

Jan. – Feb.

- The staff defines objectives, content, and methodologies.

March 15th

- Deadline for textbook proposals.

July – August

- Staff develops curricula for new courses (if not previously completed).

September

- New course(s) or programs will begin.

*See Procedure for textbook selection

Regulation approved: December 1989

Regulation reviewed: October 2002

Regulation revised: May 2005

Regulation revised: **August 2016**

CURRENT

Policy and Regulations #6140, Curriculum

Series 6000: Instruction**Curriculum**

The curricula of the schools shall be in harmony with the Board of Education's adopted goals and legal requirements. The Superintendent, as the educational leader of the school system and the Board of Education's professional representative, shall organize the certified staff so as to implement the instructional goals and philosophy of the school system.

Curriculum development by the certified staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in the school district;
2. The range of abilities, aptitudes and interests of the students;
3. Aspirations of residents of the school district for the students;
4. The mobility of the population, making it necessary to provide education for students useful anywhere in the world;
5. Avoidance of discrimination.

The Board of Education desires that unnecessary duplication of work among the various school levels be eliminated and that course of study and syllabi is coordinated effectively.

The Board of Education favors providing opportunities for faculty to consult and assist in curriculum development through such devices as, meetings, workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort.

The Board of Education reserves to itself the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.

Legal Reference:

Connecticut General Statutes

10-15: Towns to maintain schools - Prescribed courses of study.

10-18: Courses in United States history, government and duties and responsibilities of citizenship.

10-19: Effective of alcohol, nicotine or tobacco and Drugs to be taught.

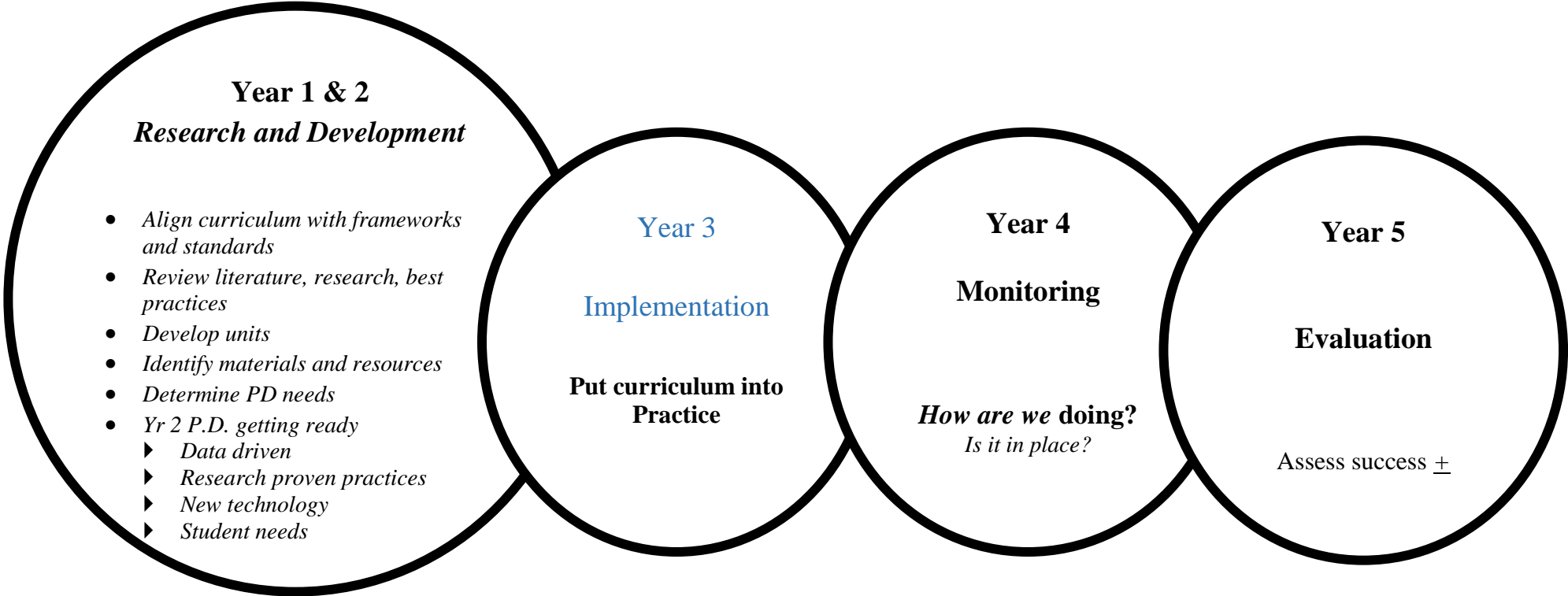
10-221a: High school graduation requirements

Policy adopted: May 1989

Policy revised: October 2002

SOUTHINGTON PUBLIC SCHOOLS

Curriculum Renewal Cycle



Regulation Approved:	December 1989
Regulation Reviewed:	October 2002
Regulation Revised:	May 2005

Series 6000: Instruction**Curriculum****Instructional Decision-Making Roles (K-12)**

Type of Instructional Decision	Primary Role***	Supportive Role***	Resource Role***
Articulating curricular goals and objectives	K-12 Curriculum Committees	Principals SIT* Department Heads	
Identifying basic material(s) for general use in each subject area	K-12 Curriculum Committees	Principals SIT* Department Heads	
Identifying supplementary materials to meet building level or departmental needs	Principals SIT* Department Heads Individual Teachers	Reading Teachers LD Teachers Coordinator Staff	
Organizing instruction groups for basic K-12 program	Principals SIT Department Heads Individual Teachers		Reading Teacher Pupil Personnel Staff
Scheduling for Instructional groups	Principals SIT* Department Heads	SIT*	Coordinator Staff
Scheduling for Art, Music, PE, Lunch, etc. (K-5)	Principals	Individual Teachers	Coordinator Staff

*School Improvement Teams

**When appropriate, special education coordinators should be included in the decision making process.

Series 6000: Instruction

Curriculum

Instructional Decision-Making Roles (K-12) (continued)

Type of Instructional Decision	Primary Role	Supportive Role	Resource Role
Special Education Assistance	<ul style="list-style-type: none"> • Parents • Principals • Individual Teachers • Pupil Personnel • Staff • Coordinator Staff 		
Students under section 504	<ul style="list-style-type: none"> • Parents • Principals • Teachers • Pupil Personnel • Staff 		

Definition of Roles

1. **Primary** – has the major role to play in the decision making process.
2. **Supportive** – serves as ongoing consultant to those in primary roles
3. **Resource** – called upon to give advice in specific instances related to particular needs of students.

Regulation approved: December 1989
 Regulation revised: December 1995
 Regulation revised: October 2002

Series 6000: Instruction

Curriculum

The Curriculum Network

The primary function of the curriculum network is to oversee the ongoing refinement of Southington's instructional program in keeping with established priorities and practices. The network is intended to facilitate the following objectives:

1. An increase in shared decision-making among staff with regard to curriculum matters.
2. A more effective use of the expertise available among staff at all levels.
3. An expansion of curricular activity in all program areas at all levels.

Procedures ~ Curriculum Network

1. Permanent curriculum committees are to be established and maintained for all K-12 instructional program areas. The committees will be organized with representation from all grade levels and all buildings. Participation will be on a voluntary basis.
2. Co-chairpersons will be identified to lead each committee. One co-chairperson will be a member of the administrative staff who expresses an interest and/or has a background in the particular subject area. Coordinators will be the administrative co-chairpersons in those areas where those staff are available. The other co-chairperson will be a committee member elected from the teaching staff. The co-chairpersons will lead the committees in all of their deliberations.

Regulation approved: December 1989
Regulation reviewed: October 2002

Series 6000: Instruction

Curriculum

School Improvement Teams

All schools will have a structure to promote shared-decision making. The high school, middle schools, and elementary schools will form a school improvement team.

Functions

1. To oversee building level implementation of system wide curriculum and curriculum-related programs and initiatives.
2. To act on all building-based curriculum and instruction initiatives and see to their effective implementation.
3. To serve as a building level clearinghouse for procedural and administrative matters affecting the school.
4. To coordinate with the building level professional development committee on professional development matters.

Committee Representation

Each School Improvement Team should have representation, which includes the building principal, classroom teachers, support services staff, special education teaching staff, and parents. The number of representatives from each of these classifications will depend on the overall size of the school.

Committee Procedures

1. Each committee should meet at least monthly.
2. An agenda should be published in advance of the meeting. Any staff member may submit agenda items.
3. Notes should be kept at each meeting and published (or posted) for staff reference.
4. The building principal will serve as the chairperson of the committee.
5. Each committee will develop an annual report summarizing the major issues and activities addressed during the year and indicating major items to be pursued in the coming year.

Regulation approved: December 1989
Regulation revised: October 2002

Series 6000: Instruction

Curriculum

Procedures for the Development of the Grades 6-12 Program Studies

Requests for new courses shall be submitted to the secondary principals by May 1st. The principals will then meet with the assistant superintendent for curriculum and instruction by May 20th to review the proposed new/revised courses. New/revised course proposals shall be submitted to the Board of Education in June for approval.

The high school principal, in cooperation with the middle school principals, will be responsible for revising and editing the grades 6-12 program of studies that shall be sent out to bid in October with the final product printed by January 15th.

Regulation approved: December 1989
Regulation revised: December 1995
Regulation reviewed: October 2002

Series 6000: Instruction

Curriculum

Procedures for Proposing Course Changes, Grades 9-12

The following guidelines must be adhered to when a proposed course/program change is being recommended:

1. Staff must complete the Proposed Course/Program Change Form and submit it to the building administration by May 1st for changes to be considered for the next program of studies booklet.
2. A curriculum outline must be completed and must accompany the change form.
3. The building administration and appropriate department heads will meet with the Assistant Superintendent by May 20th to review the proposed changes.
4. The Assistant Superintendent will present all approved course/program changes to the Board of Education by June 30th.
5. The building administration will reflect necessary monies for approved course/program changes in the budget to be submitted in the subsequent fall.
6. The staff will develop curriculum during the school year or summer for course implementation in the succeeding year.

Time Line for Proposed Course/Program Changes

Year One

Jan. – April

- Staff members will write course/program outlines and complete Course/Program Change Forms.

May 1

- Deadline for submitting forms to building administration.

Series 6000: Instruction

Curriculum

Procedures for Proposing Course Changes, Grades 9-12 (continued)

May 20

- Deadline for meeting between building administration/department heads and Assistant Superintendent to review proposals.

June

- The Assistant Superintendent presents approved proposal(s) to the Board of Education for approval.

September

- The building administration reflects necessary monies for approved course/program changes in the ensuing budget proposal.

Sept. – Dec.

- The staff defines objectives, content, and methodologies.

Year Two

Jan. – Feb.

- The staff defines objectives, content, and methodologies.

March 15th

- Deadline for textbook proposals.

July – August

- Staff develops curricula for new courses (if not previously completed).

September

- New course(s) or programs will begin.

*See Procedure for textbook selection

Regulation approved: December 1989
Regulation reviewed: October 2002
Regulation revised: May 2005