

## Southington Board of Education Meeting

Thursday, March 22, 2018 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street

Southington, CT 06489



### SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
  - a. School Safety and Security
  - b. Unaffiliated Wages ~ Jump Start
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ March 8, 2018
6. Communications
  - a. Communications from Audience
  - b. Communications from Board Members
  - c. Communications from Administration
  - d. Communications from Student Representatives
7. Old Business
  - a. Town Government Communications
  - b. Budget 2017-2018
8. New Business
  - a. Presentation ~ World Language
  - b. Presentation ~ Middle School Grading
  - c. Mid-Year Report on Superintendent's Goals for 2017-2018
9. 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](http://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 MEETING**

**MARCH 8, 2018**

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The regular meeting of the Southington Board of Education was held on Thursday, March 8, 2018 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with an Executive Session scheduled for 6:30 p.m.

#### **1. CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:31 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, and Mrs. Patricia Queen. Absent was Mr. Zaya Oshana.

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

#### **2. EXECUTIVE SESSION ~ NEGOTIATIONS UPDATES AND STUDENT MATTER**

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

**"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Negotiations Updates and a Student Matter, and upon conclusion reconvene to public session."**

**Motion carried unanimously by voice vote.**

*Mr. Goralski ended Executive Session at 7:04 p.m.*

#### **3. RECONVENE MEETING ~ REGULAR SESSION**

*Mr. Goralski reconvened the Board of Education Regular Session at 7:12 p.m.*

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, and Mrs. Patricia Queen. Absent: Mr. Zaya Oshana.

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

There were no Student Representatives present as there was no school due to a snow day.

**4. PLEGE OF ALLEGIANCE**

The Kelley School Robotics Team led in reciting the Pledge of Allegiance.

**5. APPROVAL OF MINUTES ~ February 22, 2018**

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

**“Move to approve the regular Board of Education minutes of February 22, 2018, as submitted.”**

**Motion carried unanimously by voice vote.**

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

**“Move to move Agenda Item 9.a ‘Approval of Out of State / Overnight Field Trips’ to Agenda Item 6.a.1.”**

**Motion carried unanimously by voice vote.**

**6. COMMUNICATIONS**

**a. Communications from Audience**

Patti Goldberg, 64 Miller Farm Road, spoke regarding school safety and security and explained that 22 days ago her 14 year old nephew, Alex Schachter, was shot and killed at Marjory Stoneman Douglas High School in Parkland, Florida. She asked the Southington Board of Education to review their security and safety protocol. She requested hiring security guards for each school, bullet-proof glass on all doors and windows and metal detectors. She did not support arming teachers with guns. She recognized the education budget deficit; however, advocated for hiring more school counselors and psychologists for the children who are falling through the cracks and need help. She is starting a crusade for safer schools and mental health programs for young children and adults in memory of her nephew and for all the children in Southington.

Mr. Goralski extended the Board’s sympathy and advised Mrs. Goldberg to speak to Mr. Connellan and Mr. Romano who oversee the safety and security in the school district and that they would be happy to listen to her ideas for consideration.

**a.1 Approval of Out of State / Overnight Field Trips (formerly Agenda Item 9.a)**

Mrs. Marilyn Kahl, Principal of Kelley Elementary School, and Mrs. Valerie Moriarty, Grade 5 Teacher at Kelley, started the Kelley CyberShamrocks Robotic Team five years ago with a maximum of 16 students divided into four teams in the program. They discussed the mentors, competitions against middle school teams, sportsmanship, and the Robotics program. The Kelley Robotics Team qualified to compete in the Vex IQ Robotics World Championship that will be held in Louisville, Kentucky April 29 through May 2, 2018.

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

**“Move that the Board of Education approve the field trip request for the Kelley School Robotics Team to travel to Louisville, Kentucky April 29-May 2, 2018.”**

**Motion carried unanimously by voice vote.**

The students gave a brief demonstration of their robot.

**a.1.b SHS Key Club Field Trip Approval**

Mr. Patrick Nobou, Foreign Language Teacher and Co-advisor of the Southington High School Key Club, gave a brief description of some of the Key Club charitable community activities. He explained the opportunity for 20 Key Club students to learn leadership skills at the New England Key Club Convention at the Springfield Marriott Hotel Springfield, Massachusetts April 6-8, 2018. There would be no expenses incurred by the Board of Education because the Southington Kiwanis Club is paying for the transportation.

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

**“Move to approve the field trip for the SHS Key Club on April 6-8, 2018 to Springfield, Massachusetts, as presented.”**

**Motion carried unanimously by voice vote.**

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

**“Move to move Agenda Item 9.c ‘Perkins Supplemental Enhancement Grant Approval’ to Agenda Item 6.a.2.”**

**6.a.2 Perkins Supplemental Enhancement Grant Approval (formerly Agenda Item 9.c.)**

Mr. Owen McLaughlin, Teacher at the Agricultural, Science and Technology Center at Southington High School, stated that he was applying for this federal Perkins Supplemental Enhancement grant to update some of the equipment in the Plant Science, Animal Science and Aquaculture labs to be more technologically advanced and to reflect what the industry professionals are looking for in the workforce. He gave a brief outline of his grant application. It is a requirement of the Perkins Grant that the Board acknowledges submission and approval of the grant.

Mrs. DiNello explained that annually the school district receives money from the Carl D. Perkins Grant that is used by three different departments at the high school who write and submit the grant (Agricultural Science, Technology Education and Family Consumer Science). The grant award is under \$50,000 each year. This Perkins Supplemental Grant is offered in addition to the annual Perkins Grant. Mr. McLaughlin and Mrs. Marion Stannard, Ag-Science Director, initiated this grant on their own because of the Board of Education budget challenges.

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

**“Move that the Board of Education approve for the administration to apply for the Perkins Supplemental Enhancement Grant and to continue the initiatives developed with this grant award.”**

**Motion carried unanimously by voice vote.**

**b. Communication from Board Members**

Mrs. Carmody addressed the public comments made by several elected officials concerning the work of the Board of Education. She read the following for public record: *“I find some elected officials’ comments quite disparaging and certainly not factual. The nine member Board of Education works very diligently to ascertain what will be the best educationally for all the students of Southington. We examine all possible scenarios that will have the least impact on the students. Mr. Connellan has publically presented our budget and thoroughly explained the impact that state cuts will have on our school system. Still, there are those that believe the Board of Education is not pursuing the best way to move forward. It is a daunting task, one that we all take very seriously and remain committed to putting forth a fair and equitable budget. I ask that before the Board of Education is criticized that these people examine the facts and that we all work together to do what is best for all the people of Southington.”*

Mr. Brown stated that he received a phone call from a 90-year old gentleman who lives out of town and gave him names of two military servicemen, Anthony Pasqualli and John Folcik, to be inducted posthumously to the Wall of Honor who were killed during World War II. Mr. Brown was going to look into these names. Mr. Brown received an email from a student in a history class in Texas who was assigned Charlie Remer’s name to research from the Vietnam Memorial in Washington, D.C. Charlie Remer recently was inducted posthumously into the Wall of Honor at Southington High School and Mr. Brown was able to send her all the biographical information that he had collected on Charlie Remer.

Miss Cammuso read to the second grade class at Thalberg School last Friday and thanked the school community for welcoming her and noted the energy and positivity of the students. She pointed out that it was International Women’s Day and thanked all the strong women who have come before her and currently serve on the Board of Education.

Mr. Goralski had flyers available for parents regarding a STEPS event on March 23, 2018 from 5:30-8:00 p.m. at the Southington Police Department. STEPS will be presenting an educational community event on learning how to stop an opioid overdose. Free Narcan Kits will be distributed at the end of the training courtesy of Beacon Pharmacy (*Attachment #1*). He explained that STEPS also attended a Planning and Zoning meeting to oppose the opening of a medical Marijuana facility on Queen Street

Mr. Goralski thanked Mrs. Queen for writing the open letter to the Citizens of Southington on behalf of the Board of Education that was submitted to the local newspapers encouraging the community of Southington to participate at the budget public hearings in the 2018-2019 budget approval process (*Attachment #2*). He requested that the letter be shared with social media and that Mr. Connellan send the open letter to the parents via email.

Mr. Goralski addressed the student-driven walkout event on March 14 and that the Board was helping the students to safely facilitate the walkout for 17 minutes and not impact education. Mr. Connellan assured the Board that it was a student initiated, neutral memorial event for the 17 students who were slain in Florida. It is not a public or political event and there will be no speeches. It is a private event on school grounds with the involvement of the Southington Police Department who will provide resources. They have been purposely sparse on details for the protection of the students. The event will start at 10:00 a.m. Students who do not want to participate will be engaged in a different activity inside the school. No permission will be given for media to be on school grounds.

**c. Communication from Administration**

Administration reported on the following:

1. ALTA Bingo Event: Mrs. Passamano, HR Manager, reported on the Designer Bag Bingo event held at Bread for Life sponsored by the ALTA PTO, which is comprised of community Leaders. The goal of this event was to fundraise \$3,000 for ALTA. This event was the idea of Christina Simms, Director of Youth Services, with 65 women attending and over \$3,000 raised. This will become an annual event.
2. Healthy & Wise Update: Mrs. DiNello reported on results of the Lose to Win six-week competition rolled out in the fall with 138 school and 25 town employees participating for a total of 163 people with 65% staying with the program for a total loss of 562 pounds. The three top winners lost over 25 pounds in six-weeks. First place was John O’Neill, second place was Kelly Kemnitz and third place was Lt. Keith Egan. There will be a another walking challenge offered in the spring with participants picking a team of 5 people.
3. American Legion Grant: Mr. Madancy reported that the school district, in partnership with the American Legion, received a grant for \$764 for literacy materials targeted to the preschool program that was presented by Mrs. Rachel Wache of the American Legion Women’s Auxiliary.

**d. Communications from Student Representatives:**

There was no communication.

**7. SUPERINTENDENT’S REPORT**

**a. Personnel Report**

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

**“Move to approve the Personnel Report at presented.”**

**Motion carried unanimously by voice vote.**

**8. OLD BUSINESS**

**a. Town Government Communications**

Mr. Goralski reported on the recent Committee of the Chairs meeting with discussion centered on the Deficit Mitigation Plan, 2017-2018 Budget, and Medical Marijuana. He

apologized that he did not bring up Mr. Derynoski's idea about holding a Town Hall Meeting to the Committee of the Chairs but will do so at their next meeting.

Mr. Goralski announced the upcoming budget meetings:

- Board of Finance Budget Public Hearing, March 13, 7:00 p.m. at DePaolo Middle School
- Board of Finance/Board of Education Workshop, March 21, 6:30 p.m. at Town Hall
- Board of Finance adoption of budget, March 28, 7:00 p.m. at Town Hall
- Town Council Public Hearing, April 23, 7:00 p.m. at the Municipal Center
- Town Council adoption of budget, May 14, 7:00 p.m. at the Municipal Center
- Board of Finance setting of the Mill rate on May 16, 7:00 p.m. Town Hall

Mr. Goralski reported on the Farm Heritage Committee and that they will be looking at a Master Plan of Development for the two parcels on Pleasant Street and the Groski Farm at the corner of Berlin and East Streets. The committee asked the Southington High School Tech Department about having students renovate the produce stand at Groski Farm; however, the answer that the Farm Heritage Committee received was they could not do it. As the Board of Education chair and the liaison on the Farm Heritage Committee, Mr. Goralski was not happy by that response because it was also a learning opportunity for the students. Mr. Goralski asked Mr. Connellan and Mr. Derynoski, who serves on the Technology Committee, to look into why they replied no to the request because he thought it was a win-win situation for the students and the community.

#### **b. Budget 2017-2018**

Mrs. DiNello walked through the "draft" 2017-2018 Deficit Mitigation Plan with the Board members to meet the Board of Finance request that the Board of Education come up with a reduction of 75% of \$2,100,000, which equals \$1,575,000 and submit it in three columns: 1) Structural, 2) Non-Structural, and 3) One-time Savings that are not under Board of Education control. The directive was if there were not items under Board of Education control then what would be the alternative plans.

Mrs. DiNello stated that the only way that they can meet the request for the Mitigation Plan are some things that are out of their control. At the last Board of Education meeting, the Board asked administration to request a Furlough Day with the bargaining units. They are still awaiting the results of that request from the unions. If the Furlough Day is approved, there also would be savings in transportation.

Another item that is out of their control is action that could take place through the Self Insurance Committee. The school district Self Insurance Fund has a very healthy fund balance, which is separate from the town's fund balance. Mrs. DiNello explained in detail that the claims were well below what was anticipated and if it continues they could have \$1.4 million in claims under budget. Administration believes that a reduction in the contribution by the Board of Education and the Town into the Self Insurance Fund could help the entire community right now to make up some of the money due to the lack of state revenues. The Self Insurance Committee will be meeting in March.

The items out of the Board of Education's control are the Furlough Day, eliminating funding for capital items (elevator at SHS and Security Project), and the Self Insurance

Committee recommendation. The only other option would be lay-off of employees. The longer these decisions are delayed, it would impact a larger number of staff members. Currently, there is not a lay-off plan and they do not have a list by bargaining unit of who would be impacted. She thought it was important for the community at-large to know that they do not have any other options within the budget for reductions except salaries and benefits, which would result in mid-year reductions in staff.

The Board discussed the Deficit Mitigation Plan at length and had many questions. Mrs. Queen was in support of reducing the amount of money that they add into the Self Insurance Fund for this year. She asked Mrs. DiNello to explain a "Premium Holiday" to the public. Mrs. DiNello stated that the Self Insurance Fund balance is made up of money that the Town and Board of Education have contributed into that plan and employees also make contributions into the Self Insurance Fund based on the premiums that they are required to pay. Because there is a healthy Self Insurance Fund balance and they are looking to reduce the contributions being made by the Town and the Board, the employees would have a right to share in some savings. If the recommendation was in the \$1 million to \$1.2 million range, it would be appropriate that employees would have a "Premium Holiday" meaning at one-time this current year, a reduction from their pay would not be taken for health insurance and employees would benefit from the healthy fund balance too.

Mr. Goralski will not support lay-offs of staff in the middle of a school year; especially, when there are alternatives available. The Town's Deficit Mitigation Plan was all capital projects and does not impact services to the community. At the last Committee of the Chairs meeting, he told Mrs. Emilia Portelinha, Town Finance Director, that for over four years at the end of every budget season, Mr. Brumback (former Town Manager) used a word called "Harvesting" which involved harvesting over \$2 million last year for things that serve community needs, i.e., capital projects. This year's two capital project items, which the Board of Education might forego, can be funded through cash from last year's "harvest." He requested the Town to look at those accounts now before the Board of Education considers lay-offs. He noted that Mrs. Portelinha said the Town does not do that until the last quarter of the year. Mr. Goralski reiterated that this is a revenue problem, not a budget problem, because the Board of Education's budget was approved and there was a plan to spend the budget. The Board of Education cannot meet the request of \$1.6 million and if the Town has the ability to have funds leftover at the end of the year that could help the Board of Education, this is where the one checkbook philosophy comes in. He will not support any lay-offs until the Town looks at the "Harvesting" that they have done in the past to help the Board of Education with the budget deficit this year. He hoped that the "Harvesting" process stops and would rather see the Town have contingency accounts and tighter budgets like the Board of Education. The Board of Education uses supply money to cover unexpected special education costs.

Mr. Derynoski did not think there was a school system in Connecticut that was as open and transparent or had a budget prepared with factual detail like Southington. Anybody can look up any aspect of the budget and know exactly where it came from and what it is used for. The Town has contingency funds built-in in almost every department. Their process works fine for them; however, the Board of Education does not have that luxury. The Board of Education had to reduce \$400,000 in the current year budget because they could not get it funded last year.

Mr. Brown wanted to talk about the elephant in the room. The Town has a Rainy Day Fund of something between \$17 million to \$20 million. He is tired of hearing people say that this is not an emergency. When the state made its cuts, their intention was to shift the burden from the

state to the towns. He felt that rules were made to keep an orderly process and that it did not make sense to him to not take the money out of the Rainy Day Fund at this one-time huge deficit cliff that they are facing. Instead of doing that, the school district is going to have to lay-off employees, eliminate school programs and ask employees to give back. He pointed out that school employees are not overpaid in Southington when they look at other school employees in other towns; Southington is either in the middle or below the average. He was tired of hearing that Southington school administrators were overpaid. Mr. Brown pointed out that the nonunion administrators took half a raise this year and a zero percent raise for 2018-2019. He requested that the Town Rainy Day Fund be used instead of decimating the school system that already ranks 154 out of 166 districts. The Board of Education already received a letter from the state that Southington is almost at the point of not matching the minimum of amount of money that is required by the state to educate students, which he found embarrassing. He thought it was an emergency for the students and the Southington educational system to take that state deficit money out of the Town Rainy Day Fund and spend it on the school system before it is damaged any more than it already is because there is nowhere else to cut. Mrs. Carmody agreed with Mr. Brown and asked that the Town officials speak the facts as presented to them.

Mrs. Queen explained that coming into the 2017-2018 school year, the Board of Education already made structural changes, some of which came from the \$400,000 deficit from last year that had to be carried over into this year's budget and there was not an appropriation that came at the time. The Board of Education had to reduce eight teaching full time equivalent positions, six paraeducator full time equivalent positions and no longer have a paraeducator in every kindergarten classroom. There is one less guidance counselor at the high school, the World Language Pilot Program at South End Elementary School was eliminated, which the Board had intended to expand district-wide, also the middle school sports programs were lost, which is now being funded by the Southington Middle School Athletic Association. There have already been summative structural changes made already for this year. When the budget was presented to the Board of Finance, the message was that now is time to reduce the size of government and that structural changes were needed. Many people do not believe that education is government. With the school system ranking 154 out of 166 school districts in terms of how much money Southington spends per pupil, she did not know how much more they could reduce without damaging the quality of education that is provided to our students.

Mrs. Clark respectfully disagreed with Mr. Brown. She did not think that they needed to go into the Town Rainy Day Fund for anything because she did not want to see the town's credit rating be affected and would like to keep it as healthy and robust as it is now. She questioned if the Board of Education had to add to it this year. With the Self Insurance fund, there is a healthy, robust fund that our insurance consultant has said was fine at the level it is now. She questioned why the Board of Education had to add more money to it. This is a revenue problem, not a budget problem, because the Board of Education had a budget that was workable and could keep the integrity of the school district as it was. The state threw the curveball in November and told Southington they are going to be short \$2.1 million. She agreed that it was an emergency and questioned why they were still adding this year to the "Savings Account" Rainy Day Fund because it is one checkbook for the town. The Town has \$2.4 million of "Harvested" money and the Board of Education is being told that they have to basically dismantle the school system in April. The Southington residents write their checks out to pay taxes to the "Town of Southington," not the Board of Education.

Mr. Baczewski was concerned about the communication between the different Boards in town. Administration worked hard on the Mitigation Plan and had gotten very creative with it.

He noted that they have been talking about this for three months now and certain key meetings were put off. He has two children in the elementary schools and finds what is happening unacceptable. He noted the cliché, “Fool me once, shame on you; fool me twice, shame on me.” He stated that they have been fooled this year because they had a budget and it was important that they make good on it without laying off teachers. As a taxpayer and father, he found it ridiculous to be having a conversation around open space when the Board of Education is bleeding and needs to be surgically fixed.

Miss Camusso does not support any layoffs; especially, in the middle of the school year. She thought that they have to work with the other Boards collaboratively and be as transparent as possible. She thought that the Self Insurance Fund should be looked at.

The Board agreed to support the “draft” Deficit Mitigation Plan if they removed the layoff component and leave no other alternative. The Board discussed how to present the approved Deficit Mitigation Plan and whether to show the scenarios of the layoff component. Mrs. DiNello explained that the Board of Education had a clear directive from the Board of Finance that they needed to put a plan together of items that were out of their control and to provide alternative options. She stated that the “draft” was the administrations Mitigation Plan shared with the Board of Education and that if the Board of Education does not agree with administrations alternative option regarding layoff's it could be communicated in a letter that accompanies the document. She thought that the Board of Education needed to share in that letter what their alternatives are because they were asked to come up with an alternative. The Board's alternative option is that the Town relooks at accounts to see if there might be line items that are running in a surplus. An option is that of the \$3 million in contingency the Board of Finance and Town Council have that 85 / 15 split, her understanding is that 15% is not going into anything specific and is being held by the town in the event that there is a need for it somewhere else. It is another \$450,000 that potentially would end up going into the fund balance. There also should be some communication that the administration had no other alternatives but to put layoffs in front of the Board of Education and that the Board does not support that and is putting that burden back on the Town with some suggestions.

Mr. Goralski summarized that the Board is comfortable with sending to the Board of Finance the Deficit Mitigation Plan as it is with a letter attached to it that the Board does not support the layoff option and making the request for the Board of Finance to look at revenue items that could be potentially in the surplus on the Town side, as has been done in past years. Mrs. Queen added that the Self Insurance piece would benefit both sides of the budget ledger because it is both the Town and Board of Education, as well as the employees themselves, who have contributed to that fund.

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

**“Move to accept the Deficit Mitigation Plan as presented and discussed.”**

**Motion carried unanimously by voice vote.**

## **9. NEW BUSINESS**

- a. Approval of Out of State / Overnight Field Trips** (*moved to Agenda Item 6.a*)
- b. Lawn Mowing Bid Award – BID-2018-15**

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

**“Move that the Board of Education Award BID-2018-15 Lawn Mowing and Trimming Services and Fall and Spring Grounds Debris Clean Up and Removal at Flanders, Hatton, Strong and Thalberg Elementary School, as presented.”**

Mr. Goralski stated that Mr. Oshana could not attend the meeting because of a family obligation; however, if he were in attendance Mr. Oshana would not be in favor of voting to allow any company that has a lawsuit against them working in the Town.

ROLL CALL VOTE: YES – Mr. Brown, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Baczewski, Mrs. Queen and Mr. Goralski.

**Motion carried unanimously.**

**c. Perkins Supplemental Enhancement Grant Approval** *(moved to Agenda Item 6.a.2)*

## **10. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

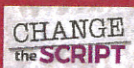
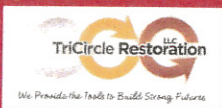
The meeting adjourned at 8:55 p.m.

Respectfully submitted,  
*Linda Blanchard*  
Recording Secretary

## FREE NARCAN KITS

Narcan is a brand name for naloxone, a drug that can reverse the effects of an opioid overdose.

Free Narcan kits will be distributed at the end of the training courtesy of Beacon Pharmacy



# SAVE A LIFE

## ATTEND OUR COMMUNITY EDUCATION EVENT

### LEARN HOW YOU CAN GIVE SOMEONE A SECOND CHANCE AT LIFE

### STOP AN OPIOID OVERDOSE

TriCircle, Inc.'s founder, also the facilitator of Southingtons Hope & Support Group, Ana Gopoian, will be presenting.

Christine Gagnon, Southington resident, will share her story and experience of her son's addiction and overdose death.

Beacon Pharmacy will be facilitating the Naloxone training and the dissemination of FREE Naloxone kits.

**Event is free but registration is required. To register, email Megan Albanese: [albanesem@southington.org](mailto:albanesem@southington.org).**

## ATTEND THE EVENT

DATE

**03/23/2018**

TIME

**5:30-8pm**

LOCATION

**Southington Police Department  
( 69 Lazy Lane )**

## Open Letter to the Citizens of Southington from the Board of Education

We, the Board of Education, strongly encourage the entire community to participate actively in the 2018-2019 budget approval process. We strongly feel that the future of public education in Southington should be the subject of a community discussion. We provide the following facts.

For the current fiscal year, 2017-2018, the BOE budget was not adequately funded to provide the same level of services as the previous year. As a result, we eliminated:

- 8 teaching positions;
- 6 paraeducator positions;
- Elementary world language pilot program, a program that we wanted to expand;
- Middle school sports, subsequently saved by the SMSAA; and
- All new textbooks.

After the budget was finalized, we were asked to cut an additional \$1.6 million because the State reduced funding to Southington partway into the current year. Resolution is still to come.

For next year, 2018-2019, the Superintendent proposed a 3.27% budget increase which totaled \$97.3 million. This budget included no new staff or services. The Board of Education reduced that budget to a 2.77% increase for a total of \$96.8 million.

The cost of education is personnel driven. Some contracts were due for negotiations this year and resulted in a 0% increase for salaries in the 2018-2019 budget. Nonunion staff, including our superintendent and other central office administrators, will also have a 0% increase in their salaries for next year.

The fiscal state of Southington is strong, but the fiscal state of Connecticut is weak. The increase in Southington's grand list at the current mil rate will not be enough to offset reduced state funding and the expected increase of BOE expenses.

Any further reductions in the BOE budget for next year will result in the reduction of staff and loss of programming.

We are proud of what Southington Public School employees and our students have achieved. This success is happening with a lean budget, one of the lowest in the state.

- Southington's per pupil expenditures ranks at 154 out of the 166 school districts in Connecticut.
- The ratio of students to administrators in Southington is 186 students per administrator, 36 students above the state average
- The recent enrollment study concluded that elementary enrollment is rising over the next ten years, due to home sales, both new and existing.

We believe that the strength of our schools contributes to the strength and prosperity of our town. The question now is how much value does Southington place on public education for our children and our town, and what are we willing to pay for it?

The Board of Finance will hold a public hearing on March 13<sup>th</sup> at 7pm at DePaolo Middle School. The Town Council will hold a public hearing on April 23<sup>rd</sup> at 7pm at the Municipal Center. Community members are always able to speak during the public communications portion of any board or council meeting.

Please join the conversation.

**Board of Education**

**Administrative Report**

**March 22, 2018**



- 1. School Safety and Security Plans Update**
- 2. Vision of the Graduate – discussion with Chamber, Southington Education Foundation**
- 3. SAT Day**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date March 22, 2018

Decision Requested \_\_\_\_\_ Agenda Code 7 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*

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Signature of Superintendent of Schools









# 3 YEAR ROADMAP



**EdLeader21**

# 3 Year Roadmap



The 3 Year Roadmap seeks to address the challenge many EdLeader21 members have in beginning their 4Cs transformation work. The 3 Year Roadmap aims to “shrink the change” by making the first three years of the district transformation process easier to plan and implement, based on promising practices within the PLC.

## BIRD'S EYE VIEW



### **YEAR 1 | Vision & Plan**

District or school transformation process begins with a 21st century vision or profile of a graduate developed with community consensus and an action plan for implementation.



### **YEAR 2 | Learn & Expand**

In the preliminary stages of implementation, there is an emphasis on building professional capacity, engaging early adopters and aligning teaching and learning systems to your 21st century vision for students.



### **YEAR 3 | Spread & Scale**

Readiness to bring implementation to scale involves building system capacity, promoting a culture of continuous improvement and elevating models of success to celebrate and illustrate progress.

# Frequently Asked Questions



## HOW SHOULD WE USE THE ROADMAP TO SUPPORT OUR WORK?

The most common question we hear in EdLeader21 is “How should I get started with implementation?” The Three Year Roadmap can help focus and prioritize your 4Cs implementation work based on the primary activities of each year:

- Year 1: Create profile of a graduate, community consensus, and implementation action plan
- Year 2: Build leadership capacity, engage early adopters, align curriculum and assessment
- Year 3: For readiness to scale and spread, build system capacity, promote culture of continuous improvement, and elevate models of success.

## WHY THREE YEARS AS THE TIMEFRAME?

The overall intention of a “3 year” message is to promote a reasonable sense of urgency. Consider the following:

- A 2nd grader will be a 5th grader by the end of three years.
- A 7th grader will be a 10th grader by the end of three years.
- A 9th grader will be a senior by the end of three years.
- The average superintendent tenure is currently three years.

The roadmap captures the most common “pathway” to accomplish significant progress, bearing in mind that each district/school may take more or less time.

The roadmap is articulated from an “end-of-year” perspective. The roadmap describes what one might expect to see at the end of the 12 month period. In other words, the indicators are describing the floor, not the ceiling: “At minimum, Year 1 we should accomplish...” etc.

## HOW IS IT ORGANIZED?

The 3 Year Roadmap is aligned to the 7 Steps implementation model developed by Ken Kay and Valerie Greenhill which provides school and district leaders a process to organize and focus their system-wide work. Each year of the roadmap includes the key outcomes, stakeholders, actions and resources across each of the 7 steps. Having all 7 steps represented in each year of the roadmap allows for multiple entry points into the 4Cs transformation process.

The roadmap is provided in a table format. This allows for a holistic view of each year of the roadmap.

The 3 Year Roadmap is also available online at [community.edleader21.com/3YearRoadmap](http://community.edleader21.com/3YearRoadmap).



# YEAR 1 | Vision & Plan

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
<b>OUTCOMES / DELIVERABLES</b>	<p>A clear vision for 21st century student outcomes is established.</p> <p>Finalization of a Profile of a Graduate (PoG) clearly aligned to vision is visible to and available to stakeholders.</p> <p>Multi-strategic action plan to accomplish vision is drafted and ratified.</p>	<p>Representatives from all key stakeholder groups have gone through a consensus building process to ratify the Vision/PoG.</p> <p>Strategic action plan reflects feedback from key community/stakeholder groups.</p>	<p>Visible consistent dedication to Vision/PoG is evident in central leadership work (communications, meetings, department plans, budget priorities, etc.)</p> <p>Major misalignments across the system between current practices and those that support the Vision/PoG have been identified and addressed in the multi-strategic action plan.</p>	<p>The Professional Learning (PL) portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p>	<p>The Curriculum and Assessment portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p> <p>Curriculum reviewed to identify major misalignments with Vision/PoG to address in strategic action plan.</p>	<p>The Instruction (teaching and learning) portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p> <p>Instructional practices reviewed to identify major misalignments with Vision/PoG to address in strategic action plan.</p>	<p>Continuous improvement attitudes are modelled to ensure that “perfect doesn’t become the enemy of the good.”</p> <p>A culture of continuous dialogue and engagement is developed.</p> <p>The Human Resource portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p>
<b>PRIMARY ACTORS</b>	Central office/ Cross-organization Leadership team	Central office/ Cross-organization Leadership team	Central office/ Cross-organization Leadership team  Board members	Professional Learning team  Cross-organization steering committee	Curriculum & Assessment team  Cross-organization steering committee	Instructional team  Cross-organization steering committee	Central office/ Cross-organization Leadership team
<b>ACTIONS</b>	<p>Vision-building processes that take into consideration perspectives of societal changes and equity issues are undertaken.</p> <p>Visual representation of Vision/PoG developed.</p> <p>Strategic action planning processes to implement Vision/PoG are undertaken</p> <p>Media coverage of vision building events are shared.</p>	<p>Leadership develops communication strategies and messages for consensus building processes with school board, central office, department teams, principals, parents students, etc. to ratify Vision/PoG.</p> <p>Involvement by representatives from diverse stakeholder groups explore drivers of change and possible responses to a shifting future.</p> <p>Leadership integrates relevant stakeholder input into strategic action plan.</p>	<p>As part of a system-wide alignment to the Vision/PoG:</p> <ul style="list-style-type: none"> <li>Review of governance structures and processes are undertaken with representation from appropriate stakeholder groups.</li> <li>School board and central office, goals and plans are revised and updated to promote implementation of Vision/PoG.</li> <li>Central level operational structures and processes are reviewed to support organizational implementation of Vision/PoG.</li> </ul>	<p>PL team and key stakeholders collaborate to research the best frameworks and processes for 21st Century PL.</p> <p>Current PL structures, allocations and personnel are reviewed in contrast to best practices selected for 21st Century PL.</p> <p>The PL plan uses the Vision/PoG as basis for design principles and content focus of PL.</p>	<p>C&amp;I and Assessment teams collaborate with key early adopters to research the best frameworks and processes for 21st Century curriculum, instruction and assessment.</p> <p>Current curriculum and assessment are reviewed in contrast to best practices selected.</p> <p>Assessment plan with multiple measure of 21st century student performance is developed.</p> <p>Plans for meeting the curriculum and assessment capacity building needs are communicated to all levels of leadership.</p>	<p>Instruction teams with cross-organization representation research and inquire into the types of instructional practices and frameworks that support the Vision/PoG.</p> <p>Instructional development needs (resources and capacities) are articulated and a plan is developed with PD personnel to address gaps and needs</p> <p>Representative student and parent groups join in visioning and planning tasks and processes.</p> <p>Student workshops and forums are held to inquire into drivers of change and possible responses to a shifting future.</p>	<p>Self-assessment of current state conducted to determine baseline of each area of the system.</p> <p>Leadership and governance groups collaborate on ways to develop a culture of continuous improvement with an emphasis on transparency.</p> <p>Organizational capacity building is planned for through strategies for purposeful hiring, development and retention.</p>

# YEAR 1 | Vision & Plan

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<b>KEY RESOURCES</b>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 1</a></p> <p><a href="#">Profile of a Graduate Website</a></p> <p><a href="#">Profile of a Graduate Builder Tool</a></p> <p><a href="#">Profile of a Graduate Gallery</a></p> <p><b>External Resource:</b> <a href="#">Stanford 2025</a> (Higher ed example)</p>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 2</a></p> <p><a href="#">Profile of a Graduate Implementation Guide</a></p> <p><a href="#">Stakeholders Outreach Toolkits</a></p> <p><b>Videos on 21st Century Education:</b></p> <ul style="list-style-type: none"> <li><a href="#">Making 21st Century Education Happen</a></li> <li><a href="#">Above and Beyond</a></li> <li><a href="#">Most Likely to Succeed</a></li> </ul> <p><b>Books:</b> <a href="#">21st Century Skills: Rethinking How Students Learn</a> (Bellanca &amp; Brandt)</p> <p><a href="#">The Global Achievement Gap</a> (Tony Wagner)</p>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 3</a></p> <p><b>Videos (webinar):</b> <a href="#">Developing the 4Cs with Systems Thinking</a></p> <p><b>External Resource:</b> Partnership for 21st Century Skills <a href="#">MILE Guide</a></p>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 4</a></p> <p><a href="#">EdLeader21 Events</a> Professional Learning Days EdLeader21 Annual Event</p> <p><b>Videos (building capacity):</b> <a href="#">The Role of Leaders in 21st Century Education</a></p> <p><b>External Resource:</b> <a href="#">World cafe method</a></p>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 5</a></p> <p>Videos (curriculum &amp; assessment):</p> <p><a href="#">Assessing the Four C's: The Power of Rubrics</a></p> <p><a href="#">Big Thinkers: Linda Darling-Hammond on Becoming Internationally Competitive</a></p> <p><b>External Resources:</b> <a href="#">Understanding by Design</a></p> <p><a href="#">Assessing What Matters (Educational Leadership)</a></p>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 6</a></p> <p><b>External Resources:</b> Buck Institute for Ed: <a href="#">Project-based learning</a></p> <p><a href="#">Literacy Design Collaborative</a></p> <p><a href="#">Mathematics Design Collaborative</a></p> <p>For shifting mindsets:</p> <p><a href="#">Habits of Mind Growth Mindset</a></p>	<p><b>EdLeader21 Resources:</b> <a href="#">The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 7</a></p> <p><b>Books:</b> <a href="#">Coherence: The Right Drivers in Action</a> (Michael Fullan)</p> <p><a href="#">Most Likely to Succeed</a> (Tony Wagner)</p>

# YEAR 2 | Learn & Expand

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
<b>OUTCOMES / DELIVERABLES</b>	<p>Central and site level leadership model the 21st Century outcomes of Vision/PoG</p> <p>Communication and branding tools for Vision/PoG are utilized by leadership at all levels.</p> <p>Vision/PoG is prominent in electronic and printed communications for both internal and external stakeholder groups.</p>	<p>Early adopters are in place across the system to support implementation.</p> <p>Robust partnerships with external stakeholders are in place to enhance support for Vision/PoG implementation.</p>	<p>System-wide updates to policies and structures are ratified and executed to ensure integration of the Vision/PoG into every classroom.</p> <p>Early adopter schools have revised and updated goals and plans to promote implementation of Vision/PoG.</p> <p>Evaluation framework with trusted data sources is underway to identify progress in all areas of the system.</p>	<p>Professional learning is provided to all leadership and early adopter PLC teams for integration of the Vision/PoG.</p> <p>Increased 4C understanding and best practices is observed and documented in early adopter leadership and educators, demonstrating evidence that Professional Learning opportunities and initiatives support Vision/PoG.v</p>	<p>“Intended” curriculum revised and updated with cohesive integration of Vision/PoG clearly delineated.</p> <p>Successful infusion by early adopters of Vision/PoG into “taught” and “learned” curriculum informs improvements for full implementation.</p> <p>Assessment practices piloted with early adopters; implementation plans refined and finalized.</p>	<p>Early adopter leaders and educators have clear understanding of professional practices as aligned to their role in achieving the Vision/PoG.</p> <p>Students and families in early adopter schools have a clear understanding of family engagement as aligned to their role in achieving the the Vision/PoG.</p> <p>In early adopter schools, barriers to student engagement and learning have been identified and a plan for addressing them has been deployed.</p> <p>Successful implementation of 21st Century teaching &amp; learning aligned to Vision/PoG by early adopters informs improvements for full implementation.</p>	<p>Strategic system evaluation processes to gauge progress are developed, communicated and enacted.</p> <p>Internal and external stakeholders reports of progress toward Vision/PoG are in place and are viewed as relevant and accurate.</p>
<b>PRIMARY ACTORS</b>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Community partnership advisory group</p> <p>Site level leadership</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>	<p>Professional Learning team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Assessment team</p> <p>Curriculum team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Instructional team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p> <p>Student advisory groups</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>

# YEAR 2 | Learn & Expand

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
ACTIONS	<p>Communication and branding tools for Vision/PoG and related actions are developed.</p> <p>Ignite presentations are developed to communicate and promote Vision/PoG throughout the organization and community.</p> <p>Media coverage of Vision/PoG implementation events is organized.</p>	<p>Collaboration mechanisms are developed for internal early adopters (students, parents, educators and leaders) of Vision/PoG to connect and share.</p> <p>Outreach strategies are developed to connect with partners (school board, community organizations and agencies, higher education, education organizations, business community, and equity organizations) to promote and implement Vision/PoG.</p>	<p>School board and central, early adopter policies are developed/ revised to support organizational implementation of Vision/PoG.</p> <p>Operational structures and processes are revised and updated to align with Vision/PoG.</p> <p>Governance structure is revised and updated to align to 21st century best practice and the Vision/PoG.</p> <p>Evaluation framework developed for each area of the system to track progress toward achieving the Vision/PoG.</p>	<p>Pathways for 21st century learning articulated and integrated into PL strategies (i.e. PBL, tech infusion, experiential learning etc.) in collaboration with early adopters.</p> <p>PL strategies are piloted with early adopter leaders, educators, parents and students to customize, refine and identify capacity building needs to address.</p> <p>Learning walks conducted to identify successful teaching and learning strategies that support Vision/PoG in action.</p> <p>Classroom examples of instructional practices, learning environments, etc. that support Vision/PoG are collected and shared.</p>	<p>Curriculum and Assessment teams collaborate with early adopters:</p> <ul style="list-style-type: none"> <li>• Articulate PoG outcomes and map with core academic curriculum.</li> <li>• Develop curricula design framework (such as UbD) that supports PoG and core content.</li> <li>• Articulate horizontal and vertical alignment of Vision/POG rubrics and assessment measures</li> <li>• Develop assessment plans to guide system-wide assessment work.</li> <li>• Experiment with Formative assessments; Making your thinking visible</li> <li>• Student self-assessment</li> <li>• Conversation among teachers and students about what is being learned about instruction and learning regarding the PoG and how that information can be used to improve.</li> </ul>	<p>Instruction teams collaborate with early adopters:</p> <ul style="list-style-type: none"> <li>• Desired instructional practices are identified and characteristics are clearly articulated.</li> <li>• Educator profiles that articulate desired professional practices are developed and communicated.</li> <li>• Appropriate personnel and groups undertake self-assessment or review of current instructional practices.</li> <li>• Students provide input into appropriate levels of equity and student support needed to successfully achieve the learning outcomes.</li> <li>• Students direct their own learning through meaningful opportunities within and outside the school setting.</li> <li>• Students provide input into school/system planning for full implementation.</li> <li>• Deep PD on the 4Cs rubrics (for students) to develop student friendly "I Can" statements for performance and self-assessment.</li> </ul>	<p>Improvement models applied to early adopter efforts to identify what works and doesn't work to inform plans for full implementation of Vision/PoG.</p> <p>Mechanisms for sharing successes and areas for attention with key stakeholders (central office, educators, students, community members, parents, etc.) are developed.</p>

# YEAR 2 | Learn & Expand

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
<b>KEY RESOURCES</b>	<p><b>EdLeader21 Resources:</b> <a href="#">STEP21 self-assessment</a> – Leadership &amp; Vision for 21st Century Student Outcomes</p> <p><b>Videos (EL21 member practices)</b> <a href="#">Ignite Presentations</a></p> <p><b>External Resources:</b> <a href="#">How Great Leaders Inspire Action</a>, Simon Sinek</p> <p><a href="#">The Power of Branding</a>, Corwin Connected Educator Series)</p>	<p><b>EdLeader21 Resources:</b> <a href="#">STEP21 self-assessment</a> – Leadership</p> <p><a href="#">STEP21 Community</a></p> <p><a href="#">Stakeholders Outreach Toolkits</a></p>	<p><b>EdLeader21 Resources:</b> <a href="#">STEP21 self-assessment</a> – Governance; Human Resources; Operations; Budget/Finance</p> <p><b>External Resource:</b> Partnership for 21st Century Skills <a href="#">MILE Guide</a></p> <p><b>Books:</b> <a href="#">The Dance of Change: The challenges to sustaining momentum in a learning organization</a> (Peter Senge)</p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 self-assessment</a> – Professional Learning</p> <p><b>Videos (webinar):</b> <a href="#">Professional Learning Communities: The Key to Effective 21st Century Education</a> (Rick DuFour)</p> <p><b>External Resources:</b> <a href="#">Learning Forward resources</a> <a href="#">Peer Coaching: Unlocking the Power of Collaboration</a> (Foltos)</p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 self-assessment</a> – Curriculum, Assessment</p> <p><b>External Resources:</b> Partnership for 21st Century Skills <a href="#">Assessment: A 21st Century Implementation Guide</a></p> <p>Stanford: <a href="#">Beyond the Bubble</a></p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 self-assessment</a> – Instruction; Student Engagement/ Support</p> <p><a href="#">EdLeader21 4Cs Rubrics</a></p> <p><b>External Resources:</b> <a href="#">AVID</a></p> <p><a href="#">Authentic Intellectual Work</a></p> <p><a href="#">Accountable Talk</a></p> <p><a href="#">Design Thinking</a></p> <p><a href="#">Austin's Butterfly (Expeditionary Learning)</a></p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 self-assessment</a> – Continuous Improvement/Alignment/Culture</p> <p><b>Videos (webinar):</b> <a href="#">International comparisons with PISA</a></p> <p><b>Books:</b> <a href="#">Learning to Improve: How America's Schools Can Get Better at Getting Better</a> (Carnegie Foundation)</p>

# YEAR 3 | Spread & Scale

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
<b>OUTCOMES / DELIVERABLES</b>	<p>Support for Vision/PoG as demonstrated by performance indicators are shared and celebrated.</p> <p>Educators at all levels model the 21st Century outcomes of Vision/PoG.</p>	<p>Representatives from all key stakeholder groups have gone through a consensus building process to ratify the performance indicators of progress on Vision/PoG.</p> <p>Evidence of community members/organizations integrated into instructional programming</p> <p>A culture of continuous dialogue and engagement with all stakeholders is in place.</p> <p>Students and families feel that they are working in partnership with the educational organization and collaborating on issues of mutual importance.</p> <p>Educators share benefits gained through engagements with local community groups and business partners.</p>	<p>System-wide processes are fully developed, defined, and communicated for integration of the Vision/PoG into every classroom for every student every day.</p> <p>Models of success across the system are identified and provided as resources to expand implementation of Vision/PoG.</p>	<p>PL is refined and ready for full implementation in all areas of the system for integration of the Vision/ PoG.</p> <p>Professional learning communities are implemented with appropriate supports for PLC collaborations, both operationally and in terms of professional capacities.</p> <p>Evidence of impact is shared to celebrate successes and inform ongoing PL structures and practices aligned to Vision/PoG.</p>	<p>System-wide infusion of the Vision/PoG into core academic curriculum and units at all levels is in place.</p> <p>Student performance is tracked through a balanced system of multiple measures that are embedded with learning outcomes aligned to Vision/PoG.</p> <p>Scaling out the best practices regarding formative assessment, student's self-assessment, and using information to have conversations about instruction and learning and plans to improve is in place.</p>	<p>Processes and tools to measure the degree of fidelity to the desired teaching and learning strategies aligned to the Vision/PoG are in place.</p> <p>Strategies and resources to ensure equitable access for all students to learning aligned to Vision/PoG are in place.</p> <p>Strategies and resources to address and eliminate barriers to student engagement and learning are in place.</p> <p>Educator observation/evaluation processes and focus are understood and seen as aligned with vision.</p> <p>Student perception regarding the role and relevance of the Vision/PoG in teaching/ learning success is evident.</p>	<p>Continuous improvement mindset and practices are in place to ensure system-wide program coherence and alignment across all levels (vertical and horizontal articulation) with the integration of the Vision/ PoG for every student, every classroom, every educator, every day.</p> <p>Evaluation of progress towards the Vision/PoG is a system-wide endeavor.</p> <p>Processes and metrics for monitoring and improving Vision/PoG implementation over time are in place.</p> <p>Progress on Vision/PoG learning outcomes included in system accountability measures.</p>
<b>PRIMARY ACTORS</b>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p> <p>Community partnership advisory group</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Community partnership advisory group</p> <p>Site level leadership</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>	<p>Professional Learning team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Assessment team</p> <p>Curriculum team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Assessment team</p> <p>Curriculum team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p> <p>Student advisory groups</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p> <p>Community partnership advisory group</p>

# YEAR 3 | Spread & Scale

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<p><b>ACTIONS</b></p>	<p>Surveys and other tools to measure performance indicators are developed and deployed to identify stakeholder's (central office, educators, students, community members, parents, etc.) level of understanding and support of Vision/PoG.</p>	<p>Involvement by representatives from all key stakeholder groups explore possible performance indicators of progress in achieving the Vision/PoG for all students.</p> <p>Leadership develops communication strategies and messages for consensus building processes with all key stakeholders to ratify performance indicators of the Vision/PoG.</p> <p>Implementation progress (central office, educators, students, community members, parents, etc.) is shared with key stakeholders.</p>	<p>Formative analysis tool used to measure progress compared to Year1 baseline to take an implementation "snapshot".</p> <p>System-wide professional learning community developed to expand degree of implementation in every classroom.</p> <p>Focus on 2"C's" as district wide goals</p>	<p>Implementation of identified strategies and instructional practices to promote Vision/PoG is expanded and expected in all areas of the system.</p> <p>PLC culture and processes are sustained to support on-going efforts and system-wide improvement in line with the Vision/PoG</p> <p>Teacher-led labs, collaborative learning environments to promote 21st century practice and 4Cs development for educators are developed.</p> <p>Learning walks conducted in all schools to develop system-wide understanding of desired teaching and learning strategies that support Vision/PoG in action.</p> <p>Measures to gauge progress in the impact of professional learning are developed and deployed.</p>	<p>Measures to gauge progress in curriculum and assessment are developed and deployed.</p> <p>Deep learning of both core academic curriculum and 21st century learning outcomes using backward-design process is designed.</p> <p>Assessment instruments focused on benchmarking key learning outcomes and core content are designed and implemented.</p> <p>Data and reporting systems are updated and aligned.</p> <ul style="list-style-type: none"> <li>Key stakeholder groups are involved in the grading and reporting alignment process.</li> </ul> <p>Performance-based measures aligned to Vision/PoG expanded:</p> <ul style="list-style-type: none"> <li>Performance tasks are linked vertically to track student progress across the years.</li> <li>Feedback on student progress towards proficiency on Graduate Profile is integrated into Assessment System</li> <li>Student results on performance-based measures highlighted in public communication</li> <li>Rich performance tasks which focus on the blend of core academic and 21st century learning are central to Vision/PoG integration.</li> </ul>	<p>Individual educator learning plan frameworks developed and linked to Vision/PoG.</p> <p>Educator innovation is explicitly supported and included as part of the professional learning plan.</p> <p>Measures to gauge progress in classroom practices and school support structures are developed and deployed .</p> <p>Measures to gauge progress in student social emotional wellness and engagement are developed and deployed.</p> <p>Accountability structures are in place to ensure equitable access for all students to engage in learning that supports the development of Vision/PoG attributes.</p> <p>Students collaborate with leaders to design communication and collaboration pathways between students and the school system</p> <p>Desired instructional practices are clearly aligned with teacher accountability measures.</p> <p>Instruction and PD teams meet to align work in areas of accountability measures and ongoing professional support.</p>	<p>Student work and models of success within the system are shared to ensure system-wide coherence in understanding and use of desired professional practices to achieve the Vision/PoG.</p> <p>Improvement plan for addressing areas in need of attention as identified through evaluation process is developed and ratified.</p> <p>Formative analysis tools and measures of success are devised and a plan for collecting data/evidence across entire system is developed.</p> <p>Stakeholder groups are involved in formative assessments of progress toward achieving the Vision/PoG.</p> <p>Leader and educator effectiveness information is collected, monitored and used to strengthen organizational capacity</p> <p>Stakeholders collaboratively begin identifying measures of success toward the realization of Vision/PoG.</p>

# YEAR 3 | Spread & Scale

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
<b>KEY RESOURCES</b>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review</a> – Leadership &amp; Vision for 21st Century Student Outcomes</p> <p><b>External Resources:</b> Free/low cost survey tools (i.e., Google Forms, Survey Monkey, Typeform, Survey Planet) EL21 Key Resource:</p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review readiness</a> – Leadership</p> <p><b>External Resources:</b> Whole Child accountability example: <a href="#">Tacoma Whole Child Initiative</a></p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review readiness</a> – Governance; Human Resources; Operations; Budget/Finance</p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review readiness</a> – Professional Learning</p> <p><b>External Resource:</b> <a href="#">Leadershipforlearning.org</a></p> <p><a href="#">Comprehensive Assessment of Leadership for Learning</a></p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review readiness</a> – Curriculum; Assessment</p> <p><b>External Resources:</b> <a href="#">Deeper Learning</a> (Hewlett Foundation)</p> <p><a href="#">Deeper Learning Student Assessment Initiative</a></p> <p><a href="#">Performance Assessment</a> (Jay McTighe)</p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review readiness</a> – Instruction; Student Engagement/ Support</p> <p><b>Books:</b> <a href="#">Getting Teacher Evaluation Right</a> (Linda Darling-Hammond)</p>	<p><b>EdLeader21 Resource:</b> <a href="#">STEP21 peer review readiness</a> – Continuous Improvement/ Alignment/Culture</p> <p><b>Books:</b> <a href="#">Learning to Improve: How America's Schools Can Get Better at Getting Better</a> (Carnegie Foundation)</p>

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date March 22, 2018

Decision Requested \_\_\_\_\_ Agenda Code 8 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Mid-Year Report on Superintendent's Goals for 2017-2018

**Summary of Issue:** Progress continues in each one of the Superintendent's objectives.

**Background:** Objectives were developed between the Board of Education and the Superintendent of Schools on October 26, 2017.

**Alternative Strategies:** N/A

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

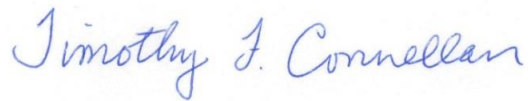
**Beginning Date of Program or Project:** N/A

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

**Recommendation or Comment:** The attached is an update of the Superintendent's Goals for 2017-2018.

**Titles of Attachments:**

1. Mid-Year Report on Superintendent's Goals 2017-2018



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

# SUPERINTENDENT'S GOALS SCHOOL YEAR 2017 – 2018

Approved October 26, 2017 – Updated March 22, 2018

## ***SOUTHINGTON PUBLIC SCHOOL DISTRICT***

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Office of the Superintendent

### **I. Teaching and Learning**

#### A. Education for 21<sup>st</sup> Century Skills / Personalized Learning

1. Extend and continue to build the capacity of administrators, teachers and staff to facilitate the introduction and implementation of 21<sup>st</sup> Century Skills in the classroom, including personalized learning, mastery-based learning and mastery of competencies in all areas identified as components of the Southington Vision of a Graduate. *Building professional capacity will be ongoing. This is a multi-year effort.*

a) Continue to engage the Administrative Leadership Team, faculty and staff in didactic and reflective professional development regarding 21<sup>st</sup> Century Skills, including personalized student learning, anywhere, anytime learning, mastery based learning and student competencies.

1) Ongoing

2) Ed Leadership Conference, 21<sup>st</sup> Century Skills – SPS team representing elementary, secondary and district level professionals 10-2-17 through 10-5-17.

3) Administrative Leadership Team meetings 11-17-17, 1-26-18, 2-23-18

4) Professional learning opportunity for SPS team – series of five work sessions focusing on transforming education vis a vis 21<sup>st</sup> Century Skills 10-12-17, 11-15-17, 12-19-17, 1-11-18, 5-16-18

5) Internal “Team 21” ongoing multiple small group work sessions.

b) Specific professional development opportunities will be reviewed and coordinated through the Southington Professional Development and Evaluation Committee (PDEC).

1) Ongoing

2) PDEC meetings 10-1-17, 1-30-18

3) Introduction of Instructional Learning Teams this year is considered a step in the direction of reflecting on professional practice, a cornerstone in the effort to expanding the concept of 21<sup>st</sup> Century Skills.

4) Efforts in this area are hampered by current budgetary constraints.

c) Engage the Board of Education and the Curriculum and Instruction Committee of the Board in active discussions regarding 21<sup>st</sup> Century Skills and Southington’s Vision of the Graduate.

1) Presentation to the Board 10-26-17.

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- d) Engage members of Southington's professional staff through the Southington Education Association in active discussions regarding 21<sup>st</sup> Century Skills and Southington's Vision of the Graduate.
    - 1) See A-b) above through the Professional Development and Evaluation Committee meetings
    - 2) Specific monthly meeting with SEA leadership scheduled for 4-18-18.
  - e) Extend the discussions regarding 21<sup>st</sup> Century Skills and Southington's Vision of the Graduate to the community at large.
    - 1) Initial Community engagement activity
      - i. Completed 9-18-17
    - 2) Student organizations and student leaders
      - i. TBD
    - 3) Parent Teacher Organizations
      - i. This occurred in the 2016-2017 school year but an update is desirable.
      - ii. Update TBD – spring 2018
    - 4) Community agency leaders
      - i. TBD
    - 5) Community elected officials
      - i. Tentatively schedule presentation time at Town Council meeting 3-26-18
    - 6) Community business and philanthropic organization leaders
      - i. Rotary 2-21-18
      - ii. Chamber of Commerce 3-21-18
      - iii. Other TBD
    - 7) Board of Education adoption of Southington's Vision of a Graduate
      - i. TBD
- B. Introduce and explore alternative methods to offer feedback and support within the Teacher and Administrator Evaluation Process
- 1. Implement professional development for the Administrative Leadership Team and the District Professional Development and Evaluation Committee.
    - a) Professional learning opportunity with Kim Marshall 11-17-18 (A.M.)
  - 2. Continue discussion and work with PDEC regarding changes necessary to the existing Evaluation and Support Plan.
    - a) Professional learning opportunity with Kim Marshall 11-17-18 (P.M.)
  - 3. Create a revised version of the required Evaluation and Support Plan
  - 4. Submit the revised Evaluation and Support Plan to the Board of Education for review and approval.
    - a) To be continued. Both the Administrative Leadership Team and the Professional Development and Evaluation Committee determined that the task of redesigning an appropriate evaluation and support plan is a longer term project than time in the current school year allows. The

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target development term is during summer 2018 and the 2018-2019 school year. Budgetary restrictions, i.e. funds for additional work outside the contract day and year have impacted this effort and may adversely impact this project in the near term.

5. Submit the revised Evaluation and Support Plan to the State Department of Education for review and approval.

a) Delayed until spring 2019 at the earliest – see B-4-a) above.

### II. Facilities

A. In collaboration with Milone and McBroom, complete both Phase I and Phase II of the comprehensive school enrollment study.

1. Disseminate the results of Phase I of the comprehensive school enrollment study to parents, Town Officials and other members of the community.

a) Completed – presentation to Board of Education 9-28-17

b) Report posted to website 9-29-17 with notification to public

c) Report disseminated to all Town elected officials 9-29-17

2. Prepare information regarding actual facility use, e.g. classroom spaces, for use by Milone and McBroom in Phase II of the study.

a) In progress

3. Disseminate the results of Phase II of the comprehensive school enrollment study to parents, Town Officials and other members of the community.

a) TBD

4. Begin to assemble the framework for a system-wide re-districting project based on the results of the enrollment study.

a) In progress

b) Street addresses updated.

c) Attendance area maps updated.

d) Transportation routes updated.

e) Projections from Milone and McBroom study analyzed.

B. Continue to collaborate with Town officials on the further development of the Town of Southington Capital Improvement Plan.

1. Plan approved by Board of Education 12-14-17

2. Plan submitted to Town

C. Reconvene the Civil Rights Committee to review responses from the State Department of Education regarding the issues raised by the State Department of Education relative to the Title IX of Southington High School.

1. Review completed and accepted actions.

a) Waiting for State response to completed actions.

2. Create a plan for the next steps in addressing issues that have not yet been resolved.

a) Waiting for State response to completed actions.

b) Planned partnership with Town Engineering Department regarding plans for relocation of fields at SHS, i.e. softball field specifically.

**SUPERINTENDENT’S GOALS SCHOOL YEAR 2017 – 2018**  
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**III. Technology**

- A. Facilitate the work of the District-wide Technology Committee and Technology Department.
  - 1.Continue work on an evolving vision for the use of technology in the district, in concert with the Vision of the Graduate, e.g. consideration of implementing 1:1 student devices and the infrastructure necessary to support that effort.
    - a) Ongoing. Committee meets monthly.
    - b) District technology department continuing to work with consultants and vendors on improvements to infrastructure.
    - c) Heat mapping project, wireless access – spring 2018
    - d) Replacement of SHS internal fiber optic – summer 2018
  - 2.Research and recommend the most appropriate Learning Management System for the district.
    - a) Completed. Budget recommendation 2018-2019.
  - 3.Research and recommend an appropriate alternative to the current district database, given the choice of Learning Management System.
    - a) Deferred depending on outcome of budget recommendation.

**IV. School Safety and Security**

- A. Southington High School Security Camera System
  - 1.As appropriate, update the cost analysis of the school security camera system at Southington High School.
    - a) Completed
  - 2.Upgrade the school security camera system at Southington High School within available Capital Expenditure appropriations.
    - a) On hold pending budget resolution 2017-2018.
- B. School Safety and Security Plan
  - 1.Reconvene the District School Safety Committee to review adjustments, if any to the School Safety and Security Plans.
    - a) In progress and ongoing
  - 2.Review and discuss necessary adjustments with appropriate Town partners.
    - a) In progress and ongoing with SPD; SFD and Emergency Management to follow
  - 3.Report on adjustments to Board of Education by December 14, 2017.
    - a) Not yet completed – see B-1 and B-2 above.
  - 4.Submit required components of the School Safety and Security Reimbursement Grant
    - a) Completed and submitted. SPS did not receive state funding.

# SUPERINTENDENT'S GOALS SCHOOL YEAR 2017 – 2018

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## V. Budget – Fiscal

- A. In collaboration with the Administrative Leadership Team develop a budget proposal that will support the continued improvement of all programs and services under the jurisdiction of the Southington Public School System.
  - 1. By November 18, 2017, meet with all members of the Administrative Leadership Team to review submitted budget requests.
    - a) Completed
  - 2. By December 14, 2017, establish the funding priorities for ongoing and proposed programs and services.
    - a) Completed
  - 3. On or before January 3, 2018 prepare the Superintendent's Proposed Budget for review and discussion at the Board of Education Budget Workshops.
    - a) Completed
  
- B. Explore ways to continue to leverage cooperation and collaboration between and among other school districts or Regional Education Service Centers.
  - In progress; examples include:
    - a) Collaboration with Wallingford Public Schools, attendance at the WPS professional development day for math January 2, 2018.
    - b) Sponsorship of Greg Tang Math Night, leveraging attendance of the presenter in Connecticut at the WPS professional development day.
    - c) Assistant Superintendent district collaboration for professional development including Plainville, Berlin, Wallingford, etc.
    - d) Continued participation in a variety of consortia for purchasing.



# SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan  
Superintendent of Schools*

*TFC*

## **MEMO**

To: Board of Education Members  
Date: March 22, 2018  
Re: Superintendent's Goals 2017-2018 - Update

Attached you will find for your review, a progress update of my approved goals for the current school year. As you may recall I retained the format of separating the work into the five categories of **Teaching and Learning; Facilities; Technology; School Safety and Security and Budget-Fiscal**. In addition, I retained the convention of using the blue text enhancement in the outline for this update. The year-end update will be added in red as in the past.

### **Teaching and Learning**

As you may recall from previous discussions, we are engaged in a multi-year process of transforming the teaching and learning process. The focus on 21<sup>st</sup> Century Skills and Personalized Learning will continue to be a major focus of our work in Southington for many years to come. Also, from the presentation to the Board in October you probably recall the "The 7 Steps for Education Leaders" and how they are really not linear in nature. In fact, it has become clear to our Administrative Leadership Team that Building Professional Capacity (Step 4) will be an important component of this process for years and it will occur simultaneously with other activities, e.g. building Southington's Vision of a Graduate.

Given what we know about the importance of capacity building, we have concentrated our efforts so far this year in solidifying and expanding the base with our entire Administrative Leadership Team as a whole and extending the professional learning of our much smaller core team whom we have dubbed "Team 21". Eventually Team 21 will encompass the entire Administrative Leadership Team and perhaps stretch farther. Capacity building is extending out to other staff members, albeit slowly. I think our administrators are feeling more and more confident in their understanding of these concepts and it is really the building administrators and those administrators working most directly with classroom teachers and other staff who must become the primary resources for teachers.

We are steadily making progress in the area of discussions with community groups and members. We will be presenting at the Town Council meeting on Monday March 26, 2018 and that should provide not only good exposure, but a very positive view of some of the work underway in the SPS. We will invite members of Town agencies this spring to a brief presentation and provide an update from our past presentation for PTO members.

Early this winter we had the opportunity to work with Kim Marshall who has completed some of the seminal work in evaluation and support of instruction. Kim was able to work with our Administrative Leadership Team in the morning and then he worked with our Professional Development and Evaluation Committee (PDEC) in the afternoon. It became clear to everyone involved that there is a better, more sensible and more practical way in which to engage in the task of helping to improve professional practice than the model offered by the State. I believe that we are all in agreement we should expand on this work and develop our model based this very practical and effective approach. The caveat of course is that this project will be time consuming and will require work outside of contractual hours for teachers and certainly during the summer months. The budgetary impact is clear and we are exploring ways to fund the work required with a combination of operating budget dollars and grant funds.

### **Facilities**

As I noted in my original proposal, the focus on Facilities has been three-pronged this year. The data provided in the Phase I Milone and McBroom report was quite comprehensive and provided a multi-faceted view of the variables effecting student population moving forward. The report of the enrollment study was widely disseminated and was placed on the district website. Quite a few parents, teachers and other members of the community have commented that they have reviewed the report. Interestingly enough, other than Board of Education members and one or two other elected officials, very few elected officials have indicated to me that they have reviewed the report. Therefore I do not have a clear picture of whether or not elected officials are versed in this material despite the efforts at dissemination of the information. Phase II of this project is in process.

We have continued to work with local officials, appointed and elected regarding the capital improvements necessary for the educational facilities of this community. One recent result is that the Town Council agreed to bring a high school roof replacement project to referendum this fall. The Council was not aware previously of the work completed by Mr. Romano and his team that details the ages, conditions and warranty status of all the roofs on all the school buildings. The Council is very appreciative of those efforts and of now possessing the necessary information to plan for those projects appropriately.

### **Technology**

Our two branches of technology, Instructional Technology and Information Technology are “blooming” nicely. Information Technology has continued the work on the infrastructure side. The SPS network now has tiers or levels of access. This improvement creates a more effective and efficient use of the bandwidth available across the district, but most notably at the high school where many devices are connected. In addition, the wireless access has been reconfigured to improve access and efficiency.

Instructional technology has focused on how technology is used to facilitate learning in and out of the classroom. The Instructional Technology Committee meets monthly and is

comprised of professional staff members from across the district at all levels. The Instructional Technology Committee provided the lead work on researching an appropriate Learning Management System (LMS). Funding has been included in the 2018-2019 budget for a LMS and some preliminary work has been completed regarding Open Source materials that come at no cost and can be used in the curriculum development process. A more user friendly, effective data base to replace SchoolNet is necessary, but is on hold for the moment until a LMS is in place.

### **School Safety and Security**

The outline in the Goals update speaks for itself. The Board will receive a more complete update of our work with the Southington Police Department Thursday evening. Suffice to say, SPD has been wonderful with their time and extremely helpful with their expertise. Meetings have been arranged and held for each building administrator to review and update school safety and security plans. SPD is being very proactive and there are a number of changes and improvements to the plans as a result. In addition, Sergeant Leppard has conducted or is scheduled to conduct Q&A meetings with staff at all schools. There are some additional ideas that I will discuss with the Board in Executive Session.

### **Budget-Fiscal**

Preparing a budget for fiscal year 2018-2019 was a difficult challenge to say the least. I do think that collectively the administration and the Board have produced a budget proposal that can maintain our current level of services provided reductions from the Board of Finance recommendations or the Town Council are not too steep.

There are a number of partnerships with other districts and Regional Education Service Centers (RESC's) that have developed. Professional development is an area in which it is possible to partner with local districts to a certain extent. SPS is not on the same early release day schedule as a number of surrounding districts at this time. If that were to change in the future, it might be possible to work more closely on professional development with other districts, sharing costs etc. Nonetheless, there are some common days in the calendar that will work. In addition, when a national presenter comes into an area it is usually possible to negotiate a reduced rate for the work, e.g. Greg Tang Math Night. Also, we do continue to work with various consortia for purposes of purchasing goods and supplies and continue to look for those opportunities whenever possible.