

Southington Board of Education Meeting

Thursday, December 13, 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
 - a. Student Matters
 - b. Unaffiliated Employees
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Celebration of Excellence
 - a. Connecticut Association of Public School Superintendents Superintendent / Student Award Recognition 2018-2019 ~ Abhiram Bhamidipati & Aliya Sarris - Grade 12
6. Approval of Minutes ~ November 8, 2018
7. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Committee Reports
 - a. Board of Education Curriculum & Instruction Committee Meeting ~ December 4, 2018
 - b. Board of Education Policy Committee Meeting ~ December 4, 2018
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Science Curriculum ~ Second Reading
 - b. Capital Improvement Plan 2019-2020 to 2023-2024 ~ Second Reading
 - c. Town Government Communications
11. New Business
 - a. Proposed 2019-2020 School Calendar ~ First Reading
 - b. Ratification of Southington Education Association (SEA) Contract
 - c. First Reading of the following policies:
 1. Policy 1212, School Volunteers, Student Interns and Other Non-Employees ~ First Reading
 2. Policy 1250, Visitors and Observations in Schools ~ First Reading

3. Policy 1313, Non-Discrimination (Community) ~ First Reading
 4. Policy 1350, Possession of Deadly Weapons or Firearms ~ First Reading
 5. Policy 3516, School Security and Safety ~ First Reading
 6. Policy 3518, Policy Regarding Green Cleaning Programs ~ First Reading
 7. Policy 3519, Policy Regarding Automatic External Defibrillators ~ First Reading
 8. Policy 6146, Graduation Requirements ~ First Reading
 - d. Science Curriculum, Grade 5 ~ First Reading
 - e. Approval of Out of State-Overnight Field Trips
12. Adjournment



SOUTHINGTON PUBLIC SCHOOLS

Press Release

For release: October 25, 2018

Contact: (860) 628-3202

Timothy F. Connellan

Superintendent of Schools

Connecticut Association of Public School Superintendents Superintendent / Student Award Recognition 2018-2019

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

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BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

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Abhiram Bhamidipati and Aliya Sarris, seniors at Southington High School have been selected as the 2018-2019 recipients of the Connecticut Association of Public School Superintendents (CAPSS) Superintendent / Student Recognition award for leadership service to the school, academic prowess relative to ability, and service to others in the community. A special luncheon has been planned by the Farmington Valley Superintendents' Association in recognition of student award winners from area school districts on Friday, November 30, 2018, 12:00 noon at the Farmington Country Club, 806 Farmington Avenue, Farmington, CT.

This program was designed by school administrators to recognize students who have served their schools and communities while maintaining exceptional academic progress.

CAPSS, the statewide school superintendents' professional organization is based in West Hartford and provides professional development, personal support, statewide conferences, legislative information and educational services to its members.

The Board of Education will recognize Abhiram Bhamidipati and Aliya Sarris at the December 13, 2018 Board meeting beginning at 7:00 p.m. at the John Weichsel Municipal Center, 200 North Main Street, Southington, CT.

Attached, please find information describing the achievements for Abhiram Bhamidipati and Aliya Sarris.

Respectfully,

Timothy F. Connellan
Superintendent of Schools

CAPSS 2018-2019 Superintendent / Student Award

Southington Public Schools

Timothy F. Connellan, Superintendent of Schools

Abhiram Bhamidipati, Grade 12

Southington High School

Abhiram “Abhi” Bhamidipati is ranked number eight in his senior class. His passion for science and math has led him to pursue a rigorous course load in these areas. Abhi is a member of the school’s Math Team, Robotics Team, and he participates in Project Lead the Way- Southington High School’s pre-engineering program. He is also the Tutorial Director for the National Honor Society. Abhi, along with five other middle school students, founded a non-profit organization that continues to this day. *Power of Peace Group* provides support to orphan children in India, as well as local community organizations, raising over \$100,000 since 2013. In college, Abhi will major in Computer Science and minor in Economics, with the goal of designing financial technologies and algorithms for business and government.

CAPSS 2018-2019 Superintendent / Student Award

Southington Public Schools

Timothy F. Connellan, Superintendent of Schools

Aliya Sarris, Grade 12

Southington High School

Aliya Sarris is currently ranked number three in the senior class. She is an active and involved student leader, serving as Marching Band Clarinet Section Leader, President of the Gender Equality Club and Vice President of the Spanish Club.

While taking a full schedule of Advanced Placement and Honors courses, Aliya studies two foreign languages, and is a representative on the World Language Honor Society Council. A member of the National Honor Society, Aliya provides weekly volunteer tutoring to a second grader who has relocated from Venezuela.

Aliya is interested in studying international relations, politics, and globalism and working as a translator.

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 Meeting
November 8, 2018

The regular meeting of the Southington Board of Education (Committee of the Whole – Operations) was held on Thursday, November 8, 2018 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session was held at 6:30 p.m.

1. CALL TO ORDER

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

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

Administration present: Mr. Timothy Connellan, Superintendent of Schools, Mr. Steven Madancy, Assistant Superintendent (arrived at 6:35 p.m.), Mrs. Sherri DiNello, Director of Business and Finance.

2. EXECUTIVE SESSION ~ SEA NEGOTIATIONS AND STUDENT MATTERS

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussions related to contracts and student matters, and upon conclusion reconvene to public session to complete the agenda.”

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:12 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:19 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, 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 and Ms. Margaret Walsh, Director of Special Services.

Student Representatives present were Bianca Spataro, Trevor Messina, Nicholas Mangene

4. PLEDGE OF ALLEGIANCE

All Student Representatives led in reciting the Pledge of Allegiance.

5. APPROVAL OF MINUTES ~ October 25, 2018

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

“Move to approve the regular Board of Education minutes meeting of October 25, 2018, as submitted.”

Motion carried unanimously by voice vote.

6. PUBLIC COMMUNICATIONS

a. Communications from Public

There was no public communication.

b. Communications from Board of Education

There was no communications from the Board of Education.

c. Communications from Administration

1. School Safety Update Mr. Connellan introduced Mr. Madancy to report - All front office personnel staff attended safety training on two dates in October and November, 2018 which were professional development days. These sessions were held at the Southington Police Department by Sargent Leppard and Officer Butler. They were able to have a dispatcher present and explained to staff how an actual emergency call is handled and which information on the initial contact is needed which offered great insight for office staff. A huge thank you was extended to the SPD for this informational training session. Mr.

Connellan reported that the next meeting of interagency safety committee is scheduled for November 28th in Superintendent's Conference Room.

2. Professional Development Day Activities - Mr. Madancy outlined the Professional Development schedule attended by our staff at all levels on November 6, 2018. Topics included "Vision of a Graduate" with instructional learning teams, Curriculum Planning, Emotional Intelligence, Clinical Supervision, NEASC planning.

Mr. Oshana requested a more detailed explanation of Emotional Intelligence which Mr. Madancy provided.

Communications from Student Board Representatives

Bianca Spataro:

- Apologized for not making last meeting, as she was on a field trip to NYC and the Egyptian embassy
- World Language Society students watched Coco in Spanish. Students are able to listen to native speakers.
- Held a Halloween party for elementary schools on October 31st.
- First marking period has ended.
- Annual homecoming dance on Friday, November 16th.

Nicholas Mangene:

- Apologized for not making meeting, but was also on the NYC field trip to the UN
- Going to University of Hartford to debate issues on November 30 and December 1st.
- Very excited about new advisory structure. Students pick top few choices – some choose their advisory group by either advisor or topic, and they stay in the same group for the year.

Mr. Brown commended the students for their work at the UN

A discussion regarding Advisory and the new structure began. There was excitement about the way it will be handled going forward and students will be voting on a new name instead of "Advisory". and is happy to see that now students get a choice of topics. Mr. Brown – When advisory started it was not working at all. It sounds very positive now. Mrs. Queen asked students to report back in six months. Mr. Goralski asked that whoever in the administration is responsible for the changes in this program be commended.

- Powder Puff game will be played against Rocky Hill at SHS
- November 19th – MS students coming into the HS to see what HS is like.
- Alta annual Thanksgiving feast, November 20th

Trevor Messina:

- Veteran's Day Concert on November 14th
- Night on the stage on November 29th
- The Band will attend Nationals this week at MetLife Stadium

Mr. Goralski thanked students and asked for any follow-up on upcoming events.

Mr. Goralski: Moving forward meetings will be operational meetings. In January, there will be two operations meeting. March will be the next time there is an instruction meeting. There may be instruction topics but during a regular meeting.

7. COMMITTEE REPORTS

- a. Policy & Personnel Committee Meeting – Mrs. Queen – The Policy and Personnel Committee met as a Committee on October 15, 2018 with Mr. Connellan and Mr. Madancy to discuss a plan to engage Shipman & Goodwin’s policy services. This plan would focus first on legally required policies and later determine what will be kept from current policies. The cost is \$3,500 in year one, and then \$1,000 for subsequent years. After discussion, the committee agreed to endorse this plan. Funds were in the budget and the decision was made to go ahead and start with their services. Mrs. Queen also reported on the work of the committee that was done subsequent to the Policy meeting.

- b. Curriculum & Instruction Committee Meeting – Mrs. Carmody reported that the Curriculum & Instruction Committee met on October 16, 2018 and the Proposed Personal Finance Course was discussed. Teacher will be assigned to create and moderate course. Students will be able to access course thru Canvas – new learning management system. Goal is to bring the developed curriculum to the Board in April. Amy Zappone, District Math Coordinator brought Math Olympiad to the committee. This has been grant funded by Petit Foundation, but funding will no longer be available. Mr. Madancy will seek alternative funding and the full board will review. There was a review of the District Science Curriculum: Mrs. Carmody explained students experience something, demonstrate what they saw thru modeling, class discusses each model (group or individual) look to each other and compare and discuss. The class then generates questions. Moving away from learning from someone telling them and experiencing it instead.

When asked for an explanation of Canvas, Mr. Madancy explained that it is an interactive learning management system. Further information regarding this system will be shared at a future Board meeting.

8. SUPERINTENDENT’S REPORT

a. Personnel Report

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

“Move to approve the Personnel Report”

Mrs. DiNello advised that there was a change to the coaches salaries: Cheerleading is only running through the winter, so amount needs to be changed to 50% of that salary to \$1,840.00.

“Move to approve the Personnel Report as amended.”

Motion carried unanimously by voice vote.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski

- Ordinance Committee has been quiet at this time.
- Farm Heritage Committee met on the 24th.
- Gronsby Farm Stand is being constructed at the high school – should be ready by spring
- The Hatton path will remain through the winter and in spring will become a 3-season gravel path. This will not be the designated path for students. Historical information will be provided at the next Town Council meeting.
- Board of Finance is moving their next meeting to November 28th and will follow this meeting with a budget workshop to address budget planning.

Mrs. Carmody:

- Town Council formed tax relief committee including Town and Board of Education members. Options of tax relief for residents in Southington will be reviewed.

b. Superintendent’s Proposed Goals for 2018-19 – Second Reading

Mr. Goralski reported there is a minor revision. Mr. Brown wants to be sure there is an effective future plan, and we need to be cognizant with young people interacting with other people. Mr. Connellan stated that students are future employees and collaboration is one of the components of this plan. Mr. Baczewski agreed that this was a positive plan to bring students to another level to adapt to future needs.

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

“Move to adopt the Superintendent’s 2018-19 goals as presented”.

Mr. Derynoski stated that goals are very well defined. Discussion of each point is premature at this time. Mrs. Queen thanked Mr. Connellan for information on student B which is very informative and progressive. There was a discussion of the support surrounding Emotional Intelligence and its implementation within the district.

All in favor – None Opposed.

Mr. Goralski - Robotics has not filed a field trip approval form yet – this will be brought before us soon.

10. NEW BUSINESS

- a. Approval of Out of State/Overnight Field Trip - SHS DECA ~ Overnight trip to Orlando, Florida April 26, 2019 – May 1, 2019 and Overnight trip to Indianapolis, Indiana October 29, 2019 –November 3, 2019**

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

“Move that the Board of Education approve the field trip request for the SHS DECA group to travel to Orlando, Florida and the SHS Agriculture Science group to travel to Indianapolis, Indiana as presented by the administration.”

Motion was carried unanimously by voice vote.

Mrs. Queen – Suggested in the future, we should only ask for representation for approval of field trips if there are questions. It was suggested that they come back after the trip to share with the Board of Education.

b. Capital Improvement Plan 2019-20 to 2023-2024 ~ First Reading

Mrs. DiNello introduced Mrs. Jennifer Mellitt, Purchasing Agent: Started with last year’s plan and crossed out anything that can be deleted. Any questions or comments, reach out to administrators, and then come back as second reading in December. Mr. Connellan thanked the residents of Southington for supporting the needs of our district through referendum.

Mr. Goralski thanked Mrs. Mellitt for the colored copies, chart, etc. Layout was very helpful and work is very detailed.

c. Science Curriculum ~ First Reading – Mrs. Carmody’s explanation in the C&I Report was helpful.

11. Adjournment

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

“Move to adjourn”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:38 p.m.

Submitted by,

Teresa Colegrove

Recording Secretary

Board of Education

Administrative Report

December 13, 2018



- 1. Parental Volunteer Recognition Recipient ~ Carrie Foligno**
- 2. Southington Hosted the State Advisory Committee on Special Education on Wednesday December 5, 2018.**
- 3. School Security Grant submitted**
- 4. November 28, 2018 Safety Meeting Report**

Southington parent recognized for special education support

By SHERIDAN ROY
STAFF WRITER

The State Education Resource Center (SERC), in collaboration with the Connecticut Commission on Women, Children and Seniors (CSDE), holds an annual ceremony, recognizing parental involvement and awarding selected nominees for their work in their communities.

Southington parent Carrie Foligno earned that recognition on Nov. 15 at the State Capitol. Foligno is a parent of a child with significant special education needs. She is always advocating for her daughter to have access to all of the opportunities—both in school and in the community—available to her daughter's typical aged peers.

Foligno not only advocates for her child but for all students with disabilities in the Southington community.

"Carrie's energy and enthusiasm continues to amaze me," said Meg Walsh, director of special education for Southington public schools. Walsh nominated Foligno for the award and attended the ceremony alongside Foligno and her family. "She is very driven to make sure that all children have an equal opportunity in life."

Foligno has played a role in establishing a number of

programs within the community to help students with disabilities. One of the biggest examples of this is her leadership and involvement with the Next Steps program, which she has co-chaired since 2010. The support group provides resources, workshops, and services available through the state, as well as a network and support system for par-

ents of children with disabilities.

She also helped develop a district-wide program called "EASE" that focused on meeting the needs of students who have significant developmental delays, cognitive challenges, and may be medically fragile. The EASE program began at Kennedy Middle School, and as those students were getting ready

to enter high school, Foligno was spearheading a program called the Achieve Program at Southington High School.

Foligno's work did not stop there. She also collaborated with the Department of Pupil Personnel Services and the Parks and Recreation department to develop a summer camp program for students with disabilities called Camp Rise. Alongside

Camp Rise, she created a "buddy club" which paired typically aged peers to ride the bus to Camp Rise with the students with disabilities.

"I have been in the field of special education for 39 years and have worked with many parents, agencies and personnel," said Walsh. "In all of my years, Carrie Foligno is a parent who truly deserves to be recognized for her level of parental involvement—not only with her own child—but with the community of Southington as a whole. She continually comes forward to present new ideas and opportunities for students."

Jessica Monson, special education teacher at SHS, also nominated Foligno, and wrote a letter to SERC listing the different organizations and programs she has started or been involved in.

"Carrie is an exemplary role model and support system for fellow families of students with disabilities, educators, and most importantly her daughter," wrote Monson in her letter.

Foligno was recognized at the SERC ceremony alongside eight other awardees from across the state of Connecticut. Speakers from SERC and CSDE commended the awardees for their passion, collaboration, decision-making, community service and unselfish agendas.

"I am honored to be a recipient of the SERC Parental Involvement Recognition Award," said Foligno. "I will continue to advocate for my daughter and help others in the community to do what is best for these wonderful individuals with disabilities throughout their lives."

To comment on this story or to contact staff writer Sheridan Roy, email her at SRoy@SouthingtonObserver.com.

“
She is
very driven
to make sure
that all children
have an equal
opportunity
in life.”

”
Meg Walsh,
Southington director
of special education



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting December 4, 2018

Committee Chairperson Mrs. Terri Carmody called the Curriculum and Instruction Committee Meeting to order at 9:40 a.m.

Committee Members Present: Mrs. Terri Carmody, Mr. Robert Brown, Mrs. Patricia Queen

Administration Present: Mr. Steven Madancy, Assistant Superintendent, Mr. Brian Stranieri, SHS Principal; Mr. Richard Aroian, SHS Assistant Principal, Mrs. Dianne Holst-Grubbe, SHS Assistant Principal, Mrs. Evette Corujo-Aird, Special Education Coordinator, Mr. John Duffy, Science Curriculum Coordinator, Ms. Jennifer Discenza, Director of School Counseling 6-12

Others Present: Mrs. Marion Stannard, Agriculture Science & Technology Program Director, and Mrs. Tina Riccio, SHS World Language Department Leader

1. Proposed Change in Advanced Agriculture Schedule – Marion Stannard (9:30 a.m.)

Mrs. Stannard proposed a change to the Ag Sci schedule to include alternating single and double periods. This would help with scheduling challenges, ie leaving class to attend band/orchestra or AP Science classes. Work experience requirement is 100 hours, which is sometimes challenging for students with a heavy academic load or involvement in athletics. Work in labs fulfills volunteer opportunity for work experience. The committee endorses the proposal.

Additionally, the program director is proposing reducing the credit earned for the Ag Sci course from 2.0 to 1.5 for freshman. The prior practice was a carryover from many years ago when students entered the program from our Junior High School because students would attend for more than a period. The committee endorses this proposal.

2. Science – Earth Science Unit 2, Grade 5 NGSS Unit – John Duffy (9:45 a.m.)

John Duffy, District Science Curriculum Coordinator, presented the

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Grade 5 Unit on Space Systems to the committee. The committee reviewed and discussed the unit. The committee recommends Board adoption of this and brings this unit to you for a first read this evening.

3. Seal of Bi-Literacy – Tina Riccio (10:00 a.m.)

Mrs. Riccio presented the Seal opportunity to the committee and requested that we begin recognizing and awarding the Seal to the class of 2018. The committee discussed the request and indicated that this opportunity is included within the revised graduation policy. If approved as presented, they may proceed with this practice for the class of 2018. Students whose native language is not English would still be eligible for this Seal and recognizing them with a Seal exempts them from having to take a World Language beyond English as a graduation requirement. Their current English Language class would meet their World Language requirement as it is credit bearing. The committee asked the chair to investigate Sign Language as a potential option going forward.

4. Course Name Changing

Mrs. Riccio presented a request to change the name of World Language courses to levels of proficiency versus numbering i.e. Year 1, Year 2, etc.

This method would allow students to pick up where they left off after their last World Language experience, new content/curriculum, but instruction at the proper proficiency level. The courses already exist, the only changes are the labeling of the courses.

5. Latin course (Foundations of Language)

Mrs. Riccio requested that the Latin for Reading courses approved in concept two years ago be included in the program of study. This CP level course would assist some students who were not eligible for World Language in middle school and not ready for the reading and writing components of World Language in high school. The committee agrees that this course will assist some of our students who may struggle to meet the new World Language requirement set forth by the state. The committee also requests that the World Language Department and administration pursue other course offerings to ensure we are able to meet the needs of ALL students enrolled at SHS. The curriculum for this course will be brought to the committee in the spring.

6. Graduate Requirement Policy HS Admin (10:30 a.m.)

State requirements of the new policy were reviewed and discussed. US History will now occur in grades 7-9 with AP USH offered in grades 10-12. The committee also discussed scheduling challenges presented with any PE exemptions received which is currently a challenge as well. The committee also discussed the opportunity for middle school students to earn credit for courses taken in grade 8 that align with current high school courses. The committee agreed that a minimum passing grade of C- should be awarded in order to award credit. Language allowing the opportunity for community service credit to be awarded is included however it will not be a minimum requirement for graduation. The high school administration presented what these requirements might look like within a student's schedule over four years as well as additional considerations to be explored going forward with the adoption of this policy. The committee recommends bringing this policy to the Policy and Personnel Committee for further review.

7. Academic Support Course

Mrs. Corujo-Aird, High School Special Education Coordinator, presented to the committee an Academic Support course for credit to facilitate student success through promotion of executive functioning skills, study skills, and various other levels of support. The course will not require any additional staffing, rather a reallocation of staff. Costs associated with curriculum development and materials can be covered with existing budget dollars. The committee approves the course in concept and looks forward to the curriculum presentation in the spring.

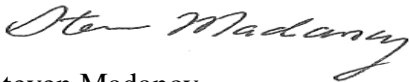
8. Chronicle Advisor

Mr. Madancy made a clarification-It was previously communicated that offering the course "21st Century Skills in the Business Environment" would result in a yearbook as an end product. The administration presented at the time that there could be savings in the form of the stipend associated with this course.

After meeting with the teacher and understanding the workload outside of the class and school day, the administration has decided that the stipend remains an appropriate amount of compensation, aligns with past practice for awarding a stipend to the yearbook advisor given the demands on time outside the scheduled workday, and is specified within the language of the teacher's association contract.

The meeting adjourned at 12:10 p.m.

Respectfully submitted,



Steven Madancy
Assistant Superintendent for
Curriculum and Instruction



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting December 4, 2018

Committee Chairperson Mrs. Patricia Queen called the Policy and Personnel Committee Meeting to order at 5:21 p.m.

Committee Members Present: Mrs. Patricia Queen, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. Zaya Oshana

Administration Present: Mr. Steven Madancy, Assistant Superintendent

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1. Final review of the revised 1000 Series Policies-

The committee reviewed the mandated policies currently absent from the district's policy manual. The committee agrees to leave all existing policies as is for now other than to replace any existing policies with updated versions that have been provided by Shipman & Goodwin's model policy service. The policies brought before you for a first read this evening are either replacing existing policies and bringing them up to compliance, or policies absent from the current Board manual.

3. Review and discussion of revised Graduate Requirements Policy

The committee reviewed and discussed the proposed revised graduation policy, 6146. The committee feels these new requirements will provide more flexibility and opportunities for innovation within the district to offer credit opportunities for experiences beyond traditional offerings of the classroom.

The meeting adjourned at 6:48 p.m.

Respectfully Submitted,

Steven G. Madancy
Assistant Superintendent for
Curriculum and Instruction

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date December 13, 2018

Decision Requested X Agenda Code 9. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2018– 2019.

Background: The attached report lists personnel activity from November 1, 2018 through November 30, 2018.

Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – December 2018

PERSONNEL ACTIVITY REPORT

FOR: December 2018

APPOINTMENTS

Certified

| Name | Position | School | FTE If Less Than 1.0 | Effective Date | Highest Degree | University / School | Salary |
|--|----------|--------|----------------------------------|----------------|-------------------|---------------------|--------|
| No certified appointments in the month of November | | | | | | | |

Classified

| Name | Position | School | Hours Per Week | Effective Date | Salary / Hourly Rate |
|--------------------|--------------------------------|--------|----------------------|-------------------|-------------------------|
| Mulligan, Brian | Security Attendant | SHS | 36.25 | TBD | \$18.96 |
| Gesner, Andrew | Evening Custodian | Strong | 40.00 | November 14, 2018 | \$23.50 |
| Perillo, Jennifer | Special Education Paraeducator | SHS | 27.50 | November 19, 2018 | \$16.83 |
| DiLorenzo, Michael | Technology Assistant | SPS | 25.00 | November 26, 2018 | \$14.71 |
| Gallen, John | Special Education Paraeducator | Strong | 27.50 | November 29, 2018 | \$16.83 |
| Mancino, Gary | Crossing Guard | SPS | 10.00 | December 3, 2018 | \$17.34 |
| O'Hara, Catherine | School Nurse Supervisor | SPS | 36.25 | December 3, 2018 | \$53,028.00 |
| Hooks, Bethann | Registered Nurse | JAD | 36.25 | December 10, 2018 | \$45,641.00 prorated |

RESIGNATIONS

Certified

| Name | Position | School | Effective Date | Years of Service | Retire |
|---------------------|---------------------------------------|-----------|-------------------|---------------------|--------|
| Assem, Dalia | TESOL Teacher | SHS | December 22, 2018 | 2 years | No |
| Ashline, Claudia | Health and Physical Education Teacher | SHS | June 30, 2019 | 18 years | Yes |
| Craigie, Victoria | English Teacher | JFK | June 30, 2019 | 33 years | Yes |
| Kalasky, Natalie | School Psychologist | KES & PES | June 30, 2019 | 24 years | Yes |
| Steinberg, Jennifer | Mathematics Teacher | SHS | June 30, 2019 | 13 years | Yes |
| Eckert, Mary Beth | Library Media Specialist | DES | June 30, 2019 | 13 years | Yes |
| Needham, Carole | Kindergarten Teacher | DES | June 30, 2019 | 16 years | Yes |
| Nyerick, Stephen | Guidance Counselor | JAD | June 30, 2019 | 41 years | Yes |

Classified

| Name | Position | School | Effective Date | Years of Service | Retire |
|-------------------|--|-------------|-------------------|------------------|--------|
| Gaona, Ruben | Crossing Guard | SPS | November 9, 2018 | 3 years | No |
| Perillo, Jennifer | Part-Time Special Education Paraeducator | SHS | November 17, 2018 | 1 year | No |
| Pritchard, Molly | Part-Time Special Education Paraeducator | Plantsville | November 21, 2018 | 3 months | No |
| Salerno, Kimberly | Full-Time Special Education Paraeducator | JAD | December 1, 2018 | 6 years | No |
| Hooks, Bethann | Part-Time Nurse | JAD | December 8, 2018 | 2 years | No |
| O'Hara, Catherine | Registered Nurse | Kelley | December 8, 2018 | 17 years | No |
| Delsanto, John | Head Custodian | Strong | January 3, 2019 | 14 years | Yes |

TRANSFERS

Certified

| Name | From Position | From School | To Position | To School | Effective Date |
|---|---------------|-------------|-------------|-----------|----------------|
| No certified transfers in the month of November | | | | | |

Classified

| Name | From Position | From School | To Position | To School | Effective Date |
|--|---------------|-------------|-------------|-----------|----------------|
| No classified transfers in the month of November | | | | | |

UNPAID LEAVES OF ABSENCE

| Name | Position | School | Start Date | End Date | Reason |
|--|----------|--------|------------|----------|--------|
| No unpaid leaves of absence in the month of November | | | | | |

COACHING / STIPENDS

Appointments

| Name | To Position | School | Effective Date | Stipend |
|----------------------|---|--------|-------------------|---------------------|
| Shurtleff, Christian | Board Representative Healthy & Wise Committee | SPS | November 30, 2018 | \$1,500.00 prorated |

Resignations

| Name | From Position | School | Effective Date |
|---|---------------|--------|----------------|
| No coaching/stipend resignations in the month of November | | | |

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date December 13, 2018

Decision Requested X

Agenda Code 10 a

AGENDA REPORTING FORM

Agenda Topic: Science Curriculum – Second Reading

Summary of Issue: The Board of Education Curriculum & Instruction Committee reviewed the attached units for Science ~ Grade 3, Grade 6 and Grade 10. The Committee previously reviewed the attached MS Storyline Narrative and Earth Science Unit 1.

Background: _____

Alternative Strategies: _____

Cost (if applicable): N/A

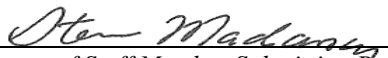
Funding Source: N/A

Beginning Date of Program or Project: N/A


Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the above units for Science as recommended by the Board of Education Curriculum & Instruction Committee.

Titles of Attachments:



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **X** _____ Board Meeting Date December 13, 2018
Decision Requested _____ Agenda Code 10.b

AGENDA REPORTING FORM

Agenda Topic: Capital Improvement Plan 2019-20 to 2023-2024 ~ Second Reading

Summary of Issue: The proposed Capital Improvement Plan calls for \$2,720,260 in capital projects in 2019-2020 and \$10,228,764 over the next four years for a total of \$12,949,024. A copy of the previous five-year plan is also attached and color coded to reflect the changes proposed.

Background: The Board prepares an updated five-year Capital Improvement Plan each year. Our requests are then combined with the town into a long-term Capital Improvement Plan presentation.

Alternative Strategies: Modify plan as proposed.

| | | |
|------------------------------|--------------------------|--|
| | 2019-2020 - \$ 2,720,260 | |
| | 2020-2024 - \$10,228,764 | |
| Cost (if applicable): | <u>\$12,949,024</u> | Funding Source: <u>To Be Determined</u> |

Beginning Date of Program or Project: July 1, 2019

Ending Date of Program or Project: June 30, 2024

Recommendation or Comment: Move to approve the Capital Improvement Plan 2019-2020 to 2023-2024, as presented by administration.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Proposed Capital Projects 2019-2024
2. Proposed Summary by School 2019-2024



SOUTHINGTON PUBLIC SCHOOLS

Capital Improvement Plan Five-Year Projection 2019/2020 to 2023/2024

INTRODUCTION

This document represents the Capital Improvement Plan developed for the Southington Public School district. This document is a fiscal and planning tool that provides a five-year coordinated sequence for carrying out the proposed projects.

This document was revised to conform to the request of the Town of Southington that projects must:

- ❖ have a five year life;
- ❖ be over \$50,000; and
- ❖ not be considered maintenance.

The Capital Improvement Plan document is divided into two sections described below:

Summary: The items in the summary are listed alphabetically by project. The summary provides a matrix of the requests included in the Capital Improvement Plan.

Detail: This section provides a description of each of the requests included in the Capital Improvement Plan. The format was requested by the Town Finance Director so that she can combine the projects requested by the Town and Board of Education into one document.

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2019/20 THROUGH 2023/24**

| Project Type / Site / Description | | Year of Request | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | Total Request |
|---|--|-----------------|------------------|------------------|------------------|----------------|----------------|------------------|
| Air Conditioning - Elementary | | Pending | TBD | | | | | TBD |
| Athletic Facility Plan | | | | | | | | |
| SHS | Retrofit Turf Stadium Lights to LED | 2018/19 | | 105,000 | | | | 105,000 |
| SHS | Renovate Existing Tennis Courts | 2018/19 | | | 412,000 | | | 412,000 |
| SHS | Fitness Center Renovation & Improvement | 2018/19 | | | | | 117,373 | 117,373 |
| SHS | Replace Bleachers on Turf Field | 2018/19 | | TBD | | | | TBD |
| SHS | Other Athletic Facility Plan Projects | Pending | | TBD | | | | TBD |
| | Subtotal | | - | 105,000 | 412,000 | - | 117,373 | 634,373 |
| Auditorium Lighting Project | | | | | | | | |
| SHS | Stage Lighting Upgrade (updated 2017/18) | 2012/13 | | | 190,000 | | | 190,000 |
| | Subtotal | | - | - | 190,000 | - | | 190,000 |
| Boiler Replacement Project | | | | | | | | |
| SHS | Replace Boiler | 2018/19 | 104,300 | | | | | 104,300 |
| | Subtotal | | 104,300 | - | - | - | | 104,300 |
| Heating Project | | | | | | | | |
| SHS | Heating Units and Pumps Replacement | 2003/04 | 86,569 | | | | | 86,569 |
| | Subtotal | | 86,569 | - | - | - | | 86,569 |
| Masonry Project - Exterior | | | | | | | | |
| SHS | Silicon/Sealing Masonry | 2008/09 | | 100,389 | | | | 100,389 |
| | Subtotal | | - | 100,389 | - | - | | 100,389 |
| Paving Projects | | | | | | | | |
| SHS | Parking Lot Expansion/Repaving, revised 2017/18 | 2007/08 | 207,030 | | | | | 207,030 |
| SHS | Rear Parking Lots and Driveways Excluding Ag Sci Area, revised 2018/19 | 2017/18 | | 237,884 | | | | 237,884 |
| HES | Reconstruct Paved Playground for Parking | 2008/09 | | | | 124,246 | | 124,246 |
| SES | Parking Lot Expansion | 2008/09 | | | | 77,605 | | 77,605 |
| | Subtotal | | 207,030 | 237,884 | - | 201,851 | - | 646,765 |
| Roofing Projects | | | | | | | | |
| SHS | Replace 1988 PVC Roofing, 70,800 SF | 2017/18 | 2,272,361 | | | | | 2,272,361 |
| SHS | Replace 1995 Built-Up Roofing, 120,857 SF | 2017/18 | | 4,107,929 | | | | 4,107,929 |
| HES | Replace 1996 Roofing, 27,000 SF | 2017/18 | | | 934,416 | | | 934,416 |
| | Subtotal | | 2,272,361 | 4,107,929 | 934,416 | - | | 7,314,706 |
| School Safety Improvement Projects | | | | | | | | |
| SYS | Elementary Security Camera System Upgrades | 2018/19 | TBD | | | | | TBD |
| SYS | Redesign Elementary and High School Entryways | 2018/19 | TBD | | | | | TBD |
| | Subtotal | | TBD | - | - | - | | TBD |
| Subtotal Board of Education Capital Improvement Plan | | | 2,670,260 | 4,551,202 | 1,536,416 | 201,851 | 117,373 | 9,077,102 |

Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2019/20 THROUGH 2023/24

| Project Type / Site / Description | | Year of Request | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | Total Request |
|---|---|-----------------|------------------|------------------|------------------|----------------|----------------|-------------------|
| Phase III: Derynoski, Flanders, & Kelley Building Projects | | | | | | | | |
| D/F/K | Architect Plans for Phase III Schools (Derynoski/Flanders/Kelley) | 2018/19 | 50,000 | | | | | 50,000 |
| D/F/K | Phase III Building Renovation Project | 2018/19 | | | TBD | | | TBD |
| | Subtotal | | 50,000 | - | TBD | - | - | 50,000 |
| Bleacher Replacement Project | | | | | | | | |
| DES | Gymnasium Bleacher Replacement | 2001/02 | | | TBD | | | TBD |
| | Subtotal | | - | - | - | - | - | TBD |
| Fire Alarm System Replacement Projects | | | | | | | | |
| KES | Install Updated Fire Alarm System | 2014/15 | | | 173,139 | | | 173,139 |
| FES | Install Updated Fire Alarm System | 2008/09 | | | 173,139 | | | 173,139 |
| | Subtotal | | - | - | 346,278 | - | - | 346,278 |
| Paving Projects | | | | | | | | |
| DES | Playground and Pyne Center Rear Parking, Revised 2018/19 | 2006/07 | | | 837,046 | | | 837,046 |
| FES | Parking Lot Expansion | 2008/09 | | | 310,539 | | | 310,539 |
| KES | Parking Lot Expansion | 1998/99 | | | 279,542 | | | 279,542 |
| | Subtotal | | - | - | 1,427,127 | - | - | 1,427,127 |
| Roofing Projects | | | | | | | | |
| DES | Replace Built-Up and Shingle Roofing, 87,856 SF | 2018/19 | | | 1,860,152 | | | 1,860,152 |
| | Subtotal | | - | - | 1,860,152 | - | - | 1,860,152 |
| School Fixture Replacement Projects | | | | | | | | |
| FES | Lavatory & Classroom Fixtures | 2008/09 | | | 61,636 | | | 61,636 |
| KES | Lavatory & Classroom Fixtures | 2008/09 | | | 61,636 | | | 61,636 |
| | Subtotal | | - | - | 123,272 | - | - | 123,272 |
| Window Replacement Project | | | | | | | | |
| DES | Cafeteria Window Wall | 2008/09 | | | 65,093 | | | 65,093 |
| | Subtotal | | - | - | 65,093 | - | - | 65,093 |
| Subtotal Phase III: Derynoski, Flanders & Kelley Building Projects | | | 50,000 | - | 3,821,922 | - | - | 3,821,922 |
| Grand Total Board of Education Capital Improvement Plan | | | 2,720,260 | 4,551,202 | 5,358,338 | 201,851 | 117,373 | 12,949,024 |

TOWN OF SOUTHLINGTON

CAPITAL IMPROVEMENT PLAN

FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: AIR CONDITIONING - ELEMENTARY SCHOOLS

FISCAL YEAR PROPOSED: TBD

DESCRIPTION:

The Board of Education Administrators are developing a plan to provide air conditioning or cooling stations at the Elementary Schools. The pricing and scope of this project have not yet been determined.

PROJECT COST: TBD

**TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24**

| | | | |
|--------------------|---------------------------|------------------------------|--------------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | ATHLETIC FACILITY PLAN |
| | | FISCAL YEAR PROPOSED: | 2020/21 Through 2023/24 |

DESCRIPTION:

2020/21
Retrofit Turf Stadium Lights to LED
 This project would upgrade the current stadium lights to LED technology. This project would reduce our energy cost and reduce the cost of replacement bulbs for the existing system.
\$105,000

2021/22
Revovate Existing Tennis Courts at SHS
 This project would install a post tension concrete overlay on the seven existing tennis courts at Southington High School. The project also includes painting the existing fence posts, new chain link fencing, new net posts, nets and center net straps.
\$412,000

2023/24
Fitness Center Renovation at SHS
 This project would install a post tension concrete overlay on the seven existing tennis courts at Southington High School. The project also includes painting the existing fence posts, new chain link fencing, new net posts, nets and center net straps.
\$117,373

TBD
Replace Bleachers at Turf Field
 This project would replace the existing bleachers on the turf field. The scope and pricing of this project TBD.
TBD

Other Athletic Facility Plan Projects
 The Administrators of the SPS have identified several projects needed for improvements to the Athletic Facilities. More projects are being evaluated by Mr. Brian Stranieri, SHS Principal, Mr. Greg Ferry, Athletic Director, and Mr. Peter Romano, Director of Operations and will presented in future years.
TBD

PROJECT COST: 634,373

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|----------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | AUDITORIUM LIGHTING |
| | | FISCAL YEAR PROPOSED: | 2020/21 |

DESCRIPTION:

2020/21

SHS: Updated 2017/18: This project will upgrade the aging Auditorium and Stage Lighting System. The new lighting system will be an LED system with no separate dimmer rack.

PROJECT COST: 190,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|--|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | BOILER REPLACEMENT PROJECT AT HIGH SCHOOL |
| | | FISCAL YEAR PROPOSED: | 2019/20 |

DESCRIPTION:

2019/20

This project would replace the existing 1995 boiler with two high efficiency condensing boilers. This boiler provides heat for the entire Blue Section of the high school and supplies hot water for the building section east of the main kitchen. The current boiler has had issues with cracked sections.

PROJECT COST: 104,300

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | HEATING PROJECT |
| | | FISCAL YEAR PROPOSED: | 2019/20 |

DESCRIPTION:

2019/20

SHS - Project includes the replacement of five (5) water source heat pump units. The Noresco project replaced 36 of 41 heat pumps as a part of their work in 2014.

PROJECT COST: 86,569

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: MASONRY PROJECTS - EXTERIOR

FISCAL YEAR PROPOSED: 2020/21

DESCRIPTION:

2020/21

SHS - This project would provide masonry work and silicon sealing of the original 1974 facility which is approximately 200,000 square feet, as well as the auditorium and art wing.

PROJECT COST: 100,389

**TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24**

| | | | |
|--------------------|---------------------------|------------------------------|--------------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | PAVING PROJECTS |
| | | FISCAL YEAR PROPOSED: | 2020/21 Through 2022/23 |

DESCRIPTION:

2020/21
SHS - Parking at the high school is inadequate. This project would expand the existing lot and provide ninety-four (94) additional spaces.
\$207,030

2020/21
SHS - This project would replace the asphalt paving in the rear of the high school (excluding the Ag-Science Building) from Pleasant Street through the back lot.
\$237, 884 (updated quote received October 2018)

2022/23
HES - Reconstruct paved playground for parking off the east wing and driveway access to existing visitors parking lot and drop off area. \$124,246
SES - This project would provide an additional fifteen (15) parking spaces in the front parking lot along Marion Avenue \$77,605

NOTE: See additional paving projects for Phase III Schools later in the Proposed Capital Plan.

PROJECT COST: 646,765

**TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24**

| | | | |
|--------------------|---------------------------|------------------------------|--------------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | ROOFING PROJECTS |
| | | FISCAL YEAR PROPOSED: | 2019/20 THROUGH 2021/22 |

DESCRIPTION:

2019/20
SHS - This project would replace the 1988 PVC roofing, 70,800 SF
\$2,272,361

2020/21
SHS - This project would replace the 1995 Built-Up roofing, 120,857 SF
\$4,107,929

2021/22
HES - This project would replace the 1996 roofing, 27,000 SF
\$934,416

NOTE: An evaluation of the roofing on all school buildings was performed during 2016. The recommended replacement schedule for all roofs can be found on the following page. The schedule shows the replacements recommended for the next five years and those required beyond the five year cycle.

See also Phase III Roofing for Derynoski (DES) School later in Capital Plan

PROJECT COST: 7,314,706

**SOUTHINGTON PUBLIC SCHOOLS
5-YEAR ROOF REPLACEMENT SCHEDULE**

| REPLACEMENT YEAR | SCHOOL | YEAR INSTALLED | SF | REPLACEMENT COST ESTIMATE | Replacement Cost Estimate for 2019/20 |
|--------------------|-----------------|----------------|---------|---------------------------|---------------------------------------|
| 2018-2019 | SHS - PVC | 1988 | 70,800 | \$2,206,176 | |
| | Subtotal | | | \$2,206,176 | 2,272,361 |
| 2020-2021 | SHS - Built Up | 1995 | 120,857 | \$3,988,281 | |
| | Subtotal | | | \$3,988,281 | 4,107,929 |
| 2021-2022 | HES | 1996 | 27,000 | \$907,200 | |
| | Subtotal | | | \$907,200 | 934,416 |
| Grand Total | | | | \$7,101,657 | 7,314,706 |

BEYOND 5-YEARS

| REPLACEMENT YEAR | SCHOOL | YEAR INSTALLED | SF | REPLACEMENT COST ESTIMATE | Replacement Cost Estimate for 2019/20 |
|--------------------|-----------------|----------------|---------|---------------------------|---------------------------------------|
| 2023-2024 | DES - Built Up | 1993 | 38,692 | \$1,310,400 | |
| | DES - Shingle | 1993 | 49,164 | \$495,573 | |
| | Subtotal | | | \$1,805,973 | 1,860,152 |
| 2027-2028 | ALTA | | | \$235,200 | |
| | TES | 2002 | 62,000 | \$2,083,200 | |
| Subtotal | | | | \$2,318,400 | 2,387,952 |
| 2028-2029 | HES | 2003 | 45,000 | \$1,350,001 | |
| | SES | 2003 | 55,370 | \$1,860,432 | |
| Subtotal | | | | \$3,210,433 | 3,306,746 |
| 2030-2031 | FES | 2000 | 31,663 | \$1,310,400 | |
| | KES | 2000 | 31,663 | \$1,310,400 | |
| Subtotal | | | | \$2,620,800 | 2,699,424 |
| 2034-2035 | Ag -Sci | 2009 | (blank) | | |
| | PES | 2009 | 26,000 | \$780,001 | |
| | SEES - Shingle | 2009 | 52,500 | \$147,000 | |
| | SEES - Built up | 2009 | 5,127 | \$114,845 | |
| Subtotal | | | | \$1,041,846 | 1,073,101 |
| 2039-2040 | JAD | 2014 | 90,690 | \$2,031,456 | |
| | JFK | 2014 | 90,690 | \$2,031,456 | |
| Subtotal | | | | \$4,062,912 | 4,184,799 |
| Grand Total | | | | \$15,060,364 | 15,512,175 |

1. Roofs are scheduled for replacement on a 25-year cycle (typical unless otherwise noted)
2. Roofs should be re-evaluated yearly after 20 years for the opportunity to extend the life to a 30-year term
3. DES, FES & KES are currently scheduled for replacement at 30 years on this schedule

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|---|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | SCHOOL SAFETY IMPROVEMENT PROJECTS |
| | | FISCAL YEAR PROPOSED: | TBD |

DESCRIPTION:

Elementary Security Camera System Upgrades

The BOE Administrators are developing a plan to improve the security camera systems at all Elementary Schools. The pricing and scope of this project are TBD.

Redesign Elementary Schools and High School Entryways

The BOE Administrators are developing a plan to redesign the school entryways for improved school security. The pricing and scope of this project are TBD.

PROJECT COST: TBD

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|--|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | PHASE III-DERYNOSKI, FLANDERS, AND KELLEY BUILDING PROJECTS |
| | | FISCAL YEAR PROPOSED: | 2019/20 & TBD |

DESCRIPTION:

2019/20

Architect Plans for Phase III Schools:

This project would allow the Board of Education to hire an architect to evaluate Phase III and draw plans for Derynoski, Flanders and Kelley. Estimate is provided at \$50,000

Phase III Building Renovation Projects

The Board of Education is identifying the need for these sites as future building renovation projects. The pricing and scope of these projects have not yet been determined.

TBD

PROJECT COST: 50,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|---|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | DERYNOSKI BLEACHER REPLACEMENT PROJECT |
| | | FISCAL YEAR PROPOSED: | 2021/22 |

DESCRIPTION:

2021/22

DES - This project would replace existing bleachers in the gymnasium which date back to the original High School, with state-of-the-art aluminum/plastic.

PROJECT COST: TBD

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

DEPARTMENT BOARD OF EDUCATION

PROJECT TITLE:

FIRE ALARM SYSTEM REPLACEMENT PROJECTS

FISCAL YEAR PROPOSED:

2021/22

DESCRIPTION:

2021/22

KES: The current fire alarm system at KES is vintage and in need of upgrading.
This project would update and replace the existing system which dates back to 1966.
\$173,139

FES: The current fire alarm system at FES is vintage and in need of upgrading.
This project would update and replace the existing system which dates back to 1966.
\$173,139

PROJECT COST: 346,278

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|---|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | PHASE III SCHOOLS: PAVING PROJECTS |
| | | FISCAL YEAR PROPOSED: | 2021/22 |

DESCRIPTION:

2021/22

DES - The playground is in need of repaving, there are many cracks and separations. Staff parking is also in need of repaving at the JV Pyne Center. The asphalt paving has deteriorated over the years and has become difficult to plow and maintain. An updated quote was received in October 2018.
\$837,046

FES - This expansion of the existing front parking lot would provide approximately forty-seven (47) additional spaces for staff and parents.
\$310,539

KES - The construction of a 2,400 square foot parking area in front of the building.
\$279,542

PROJECT COST: 1,427,127

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE:

PHASE III: ROOFING PROJECTS

FISCAL YEAR PROPOSED:

2021/22

DESCRIPTION:

2021/22

DES - Replace Built-up and Shingle Roofing, 87,856 SF

\$1,860,152

PROJECT COST: 1,860,152

**TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24**

| | | | |
|--------------------|---------------------------|------------------------------|------------------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | SCHOOL FIXTURE REPLACEMENTS |
| | | FISCAL YEAR PROPOSED: | 2021/22 |

DESCRIPTION:

2021/22

FES - The existing fixtures are 1960's vintage and are showing their age. Surfaces of fixtures are scratched, corroded, showing wear, and there is some cracking. The faucets are also showing wear from years of exposure to cleaning agents and use. The water usage of the existing toilets is 4.5 gallons per flush compared to the new standard toilets that use 1.6 gallons per flush.

\$61,636

KES - The existing fixtures are 1960's vintage and are showing their age. Surfaces of fixtures are scratched, corroded, showing wear, and there is some cracking. The faucets are also showing wear from years of exposure to cleaning agents and use. The water usage of the existing toilets is 4.5 gallons per flush compared to the new standard toilets that use 1.6 gallons per flush.

\$61,636

PROJECT COST: 123,272

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2019/20 THROUGH FISCAL YEAR 2023/24

| | | | |
|--------------------|---------------------------|------------------------------|--|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | CAFETERIA WINDOW REPLACEMENT PROJECT DERYNOSKI ELEMENTARY |
| | | FISCAL YEAR PROPOSED: | 2021/22 |

DESCRIPTION:

2021/22

The wall of windows in the Derynoski school's cafeteria create excessive heat between the months of May and October.

The window project would include insulating and reflecting panels to reduce area temperatures and to minimize heating requirements.

PROJECT COST: 65,093

Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By School
2019/20 THROUGH 2023/24

| School | Project Type / Site / Description | Year Of Request | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | Total Request |
|--|--|-----------------|------------------|------------------|------------------|----------------|----------------|------------------|
| HES | Reconstruct Paved Playground for Parking | 2008/09 | | | | 124,246 | | 124,246 |
| HES | Replace 1996 Roofing, 27,000 SF | 2017/18 | | | 934,416 | | | 934,416 |
| | Subtotal Hatton | | - | - | 934,416 | 124,246 | - | 1,058,662 |
| SES | Parking Lot Expansion | 2008/09 | | | | 77,605 | | 77,605 |
| | Subtotal Strong | | - | - | - | 77,605 | - | 77,605 |
| SHS | Heating Units and Pumps Replacement | 2003/04 | 86,569 | | | | | 86,569 |
| SHS | Replace 1988 PVC Roofing, 70,800 SF | 2017/18 | 2,272,361 | | | | | 2,272,361 |
| SHS | Parking Lot Expansion/Repaving, revised 2016/17 | 2007/08 | 207,030 | | | | | 207,030 |
| SHS | Silicon/Sealing Masonry | 2008/09 | | 100,389 | | | | 100,389 |
| SHS | Rear Parking Lots and Driveways, Excluding Ag Sci Area (revised 2018/19) | 2017/18 | | 237,884 | | | | 237,884 |
| SHS | Auditorium Lighting System Upgrade (updated 17/18) | 2012/13 | | | 190,000 | | | 190,000 |
| SHS | Replace 1995 Built-Up Roofing, 120,857 SF | 2017/18 | | 4,107,929 | | | | 4,107,929 |
| SHS | Replace Boiler | 2018/19 | 104,300 | | | | | 104,300 |
| SHS | Renovate Existing Tennis Courts | 2018/19 | | | 412,000 | | | 412,000 |
| SHS | Fitness Center Renovation & Improvement | 2018/19 | | | | | 117,373 | 117,373 |
| SHS | Retrofit Turf Stadium Lights to LED | 2018/19 | | 105,000 | | | | 105,000 |
| SHS | Replace Bleachers on Turf Field | 2018/19 | TBD | | | | | TBD |
| SHS | Athletic Facility Plan - Other Athletic Facility Plan Projects | 2015/16 | TBD | | | | | TBD |
| | Subtotal Southington High | | 2,670,260 | 4,551,202 | 602,000 | - | 117,373 | 7,940,835 |
| SYS | Elementary Security Camera System Upgrades | 2018/19 | TBD | | | | | TBD |
| SYS | Redesign Elementary and High School Entryways | 2018/19 | TBD | | | | | TBD |
| SYS | Air Conditioning - Elementary | 2016/17 | TBD | | | | | TBD |
| Subtotal Capital Improvement Plan | | | 2,670,260 | 4,551,202 | 1,536,416 | 201,851 | 117,373 | 9,077,102 |

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By School
2019/20 THROUGH 2023/24**

| School | Project Type / Site / Description | Year Of Request | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | Total Request |
|---|---|-----------------|------------------|------------------|------------------|----------------|----------------|-------------------|
| Phase III: Derynoski, Flanders, & Kelley Building Projects | | | | | | | | |
| D/F/K | Architect Plans for Phase III Schools (Derynoski/Flanders/Kelley) | 2018/19 | 50,000 | | | | | 50,000 |
| D/F/K | Phase III Building Renovation Project | 2018/19 | | | TBD | | | TBD |
| | Subtotal Derynoski | | 50,000 | - | - | - | - | 50,000 |
| DES | Gymnasium Bleacher Replacement | 2001/02 | | | TBD | | | TBD |
| DES | Playground and Pyne Ctr Rear Parking | 2006/07 | | | 837,046 | | | 837,046 |
| DES | Cafeteria Window Wall | 2008/09 | | | 65,093 | | | 65,093 |
| DES | Replace Built-Up and Shingle Roofing, 87,856 SF | 2018/19 | | | 1,860,152 | | | 1,860,152 |
| | Subtotal Derynoski | | - | - | 2,762,291 | - | - | 2,762,291 |
| FES | Install Updated Fire Alarm System | 2008/09 | | | 173,139 | | | 173,139 |
| FES | Parking Lot Expansion | 2008/09 | | | 310,539 | | | 310,539 |
| FES | Lavatory & Classroom Fixtures | 2008/09 | | | 61,636 | | | 61,636 |
| | Subtotal Flanders | | - | - | 545,314 | - | - | 545,314 |
| KES | Install Updated Fire Alarm System | 2014/15 | | | 173,139 | | | 173,139 |
| KES | Parking Lot Expansion | 1998/99 | | | 279,542 | | | 279,542 |
| KES | Lavatory & Classroom Fixtures | 2008/09 | | | 61,636 | | | 61,636 |
| | Subtotal Kelley | | - | - | 514,317 | - | - | 514,317 |
| Subtotal Phase III: Derynoski, Flanders & Kelley Building Projects | | | 50,000 | - | 3,821,922 | - | - | 3,871,922 |
| Grand Total Capital Improvement Plan | | | 2,720,260 | 4,551,202 | 5,358,338 | 201,851 | 117,373 | 12,949,024 |

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date December 13, 2018

Decision Requested _____ Agenda Code 10 c.

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 Board Meeting Date December 13, 2018

Decision Requested _____ Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Proposed 2019-2020 School Calendar ~ First Reading

Summary of Issue: The attached school calendar is provided to the Board for their comments and recommendations.

Background: The calendar will be brought back to the Board for approval at the January 10, 2019 Board meeting.

Alternative Strategies: 1) Modify starting date; 2) Modify recess periods; 3) Modify professional development days

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

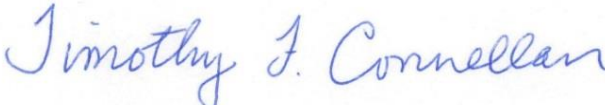
Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Board members may wish to comment on the Proposed School Calendar for the 2019-2020 School Year.

Title of Attachment

1. Proposed School Calendar for the 2019-2020 School Year



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date December 13, 2018

Decision Requested _____ Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Proposed 2019-2020 School Calendar ~ First Reading

Summary of Issue: The attached school calendar is provided to the Board for their comments and recommendations in two versions.

Background: The calendar will be brought back to the Board for approval at the January 10, 2019 Board meeting.

Alternative Strategies: 1) Modify starting date; 2) Modify recess periods; 3) Modify professional development days

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

Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Board members may wish to comment on the Proposed School Calendar for the 2019-2020 School Year. Version "A" and "B" with the options for the April Vacation.

Title of Attachment

1. Proposed School Calendar for the 2019-2020 School Year
 - a. Version "A" and Version "B"

Timothy J. Connellan

Signature of Superintendent of Schools

Southington Public Schools

2019



2020

VERSION "A"

FIRST DAY OF SCHOOL: AUG 29

PROPOSED SCHOOL CALENDAR

SCHOOL ENDS: JUNE 11

| M | T | W | TH | F |
|--------------------|----|----|----|--------|
| AUGUST 2019 | | | | 2 DAYS |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8* | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| WD | PD | PD | FD | 30 |

| M | T | W | TH | F |
|-----------------------|------|----|----|---------|
| SEPTEMBER 2019 | | | | 20 DAYS |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | <PD> | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| M | T | W | TH | F |
|---------------------|------|----|----|---------|
| OCTOBER 2019 | | | | 22 DAYS |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | <PD> | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| M | T | W | TH | F |
|----------------------|----|----|-----|---------|
| NOVEMBER 2019 | | | | 16 DAYS |
| | | | | 1 |
| 4 | PD | 6 | 7 | 8 |
| 11 | 12 | 13 | 14* | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| M | T | W | TH | F |
|----------------------|----|----|----|---------|
| DECEMBER 2019 | | | | 15 DAYS |
| 2 | 3* | 4* | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | <20> |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| M | T | W | TH | F |
|---------------------|------|----|----|---------|
| JANUARY 2020 | | | | 21 DAYS |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | <PD> | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| | |
|------------|---|
| AUG 26 | Convocation/Work Day |
| AUG 27 | Professional Development Day |
| AUG 28 | Professional Development Day |
| AUG 29 | FIRST DAY OF SCHOOL ~ FULL DAY |
| SEPT 2 | Labor Day |
| SEPT 17 | Professional Development Day--Early Dismissal |
| OCT 14 | Columbus Day |
| OCT 15 | Professional Development Day--Early Dismissal |
| NOV 5 | Election Day/Prof. Dev. Day |
| NOV 11 | Veterans Day |
| NOV 14 * | High School Conferences - Early Dismissal |
| NOV 27-29 | Thanksgiving Recess |
| DEC 3* | Elem/Mid.School Conf./HS PD -- Early Dismissal |
| DEC 4* | Elementary School Conferences - Early Dismissal |
| DEC 20 | Early Dismissal for Students |
| DEC 23 - | Holiday Recess |
| JAN 1 | (Includes Christmas and New Year's Day) |
| JAN 20 | Martin Luther King Day |
| JAN 21 | Elem/Mid School Prof. Dev. - Early Dismissal |
| FEB 14 | Professional Development Day - Early Dismissal |
| FEB 17 | Presidents' Day |
| FEB 18 | Professional Development Day |
| MAR 16-17* | Elementary School Conferences - Early Dismissal |
| MAR 24 | Professional Development - Early Dismissal |
| APR 10-17 | Spring Break (Includes Good Friday) |
| APR 21 | Professional Development - Early Dismissal |
| MAY 12 | Professional Development - Early Dismissal |
| MAY 25 | Memorial Day |
| JUNE 11 | Projected Last Day |

- = Holiday/School Recess - No School for Students and Staff
- PD = Professional Development - No School for Students
- <PD> = <PD> Professional Development - Early Dismissal for Students
- < > = Early Dismissal for Students
- * = Early Dismissal Only for Designated School

| M | T | W | TH | F |
|----------------------|----|----|----|---------|
| FEBRUARY 2020 | | | | 18 DAYS |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | <PD> |
| 17 | PD | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| M | T | W | TH | F |
|-------------------|------|----|----|---------|
| MARCH 2020 | | | | 22 DAYS |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16* | 17* | 18 | 19 | 20 |
| 23 | <PD> | 25 | 26 | 27 |
| 30 | 31 | | | |

| M | T | W | TH | F |
|-------------------|------|----|----|---------|
| APRIL 2020 | | | | 16 DAYS |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | <PD> | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| M | T | W | TH | F |
|-----------------|------|----|----|---------|
| MAY 2020 | | | | 20 DAYS |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | <PD> | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| M | T | W | TH | F |
|------------------|----|----|------|--------|
| JUNE 2020 | | | | 9 DAYS |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | <LD> | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

Projected Last Day ~ JUNE 11
 If weather or other emergencies require the closing of school, these days will be made up after the projected last day to June 30th. If additional weather related days are needed beyond these 14 days we will begin with April 17th and move backward.

Southington Public Schools

2019



2020

VERSION "B"

FIRST DAY OF SCHOOL: AUG 29

PROPOSED SCHOOL CALENDAR

SCHOOL ENDS: JUNE 10

| M | T | W | TH | F |
|--------------------|---|---|----|--------|
| AUGUST 2019 | | | | 2 DAYS |

| | | | | |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8* | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| WD | PD | PD | FD | 30 |

| SEPTEMBER 2019 | | | | | 20 DAYS |
|-----------------------|--|--|--|--|---------|
|-----------------------|--|--|--|--|---------|

| | | | | |
|----|------|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | <PD> | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| OCTOBER 2019 | | | | | 22 DAYS |
|---------------------|--|--|--|--|---------|
|---------------------|--|--|--|--|---------|

| | | | | |
|----|------|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | <PD> | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| NOVEMBER 2019 | | | | | 16 DAYS |
|----------------------|--|--|--|--|---------|
|----------------------|--|--|--|--|---------|

| | | | | |
|----|----|----|-----|----|
| | | | | 1 |
| 4 | PD | 6 | 7 | 8 |
| 11 | 12 | 13 | 14* | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| DECEMBER 2019 | | | | | 15 DAYS |
|----------------------|--|--|--|--|---------|
|----------------------|--|--|--|--|---------|

| | | | | |
|----|----|----|----|------|
| 2 | 3* | 4* | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | <20> |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| JANUARY 2020 | | | | | 21 DAYS |
|---------------------|--|--|--|--|---------|
|---------------------|--|--|--|--|---------|

| | | | | |
|----|------|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | <PD> | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| | |
|------------|---|
| AUG 26 | Convocation/Work Day |
| AUG 27 | Professional Development Day |
| AUG 28 | Professional Development Day |
| AUG 29 | FIRST DAY OF SCHOOL ~ FULL DAY |
| SEPT 2 | Labor Day |
| SEPT 17 | Professional Development Day--Early Dismissal |
| OCT 14 | Columbus Day |
| OCT 15 | Professional Development Day--Early Dismissal |
| NOV 5 | Election Day/Prof. Dev. Day |
| NOV 11 | Veterans Day |
| NOV 14 * | High School Conferences - Early Dismissal |
| NOV 27-29 | Thanksgiving Recess |
| DEC 3* | Elem/Mid.School Conf./HS PD -- Early Dismissal |
| DEC 4* | Elementary School Conferences - Early Dismissal |
| DEC 20 | Early Dismissal for Students |
| DEC 23 - | Holiday Recess |
| JAN 1 | (Includes Christmas and New Year's Day) |
| JAN 20 | Martin Luther King Day |
| JAN 21 | Elem/Mid School Prof. Dev. - Early Dismissal |
| FEB 14 | Professional Development -- Early Dismissal |
| FEB 17 | Presidents' Day |
| FEB 18 | Professional Development Day |
| MAR 16-17* | Elementary School Conferences - Early Dismissal |
| MAR 24 | Professional Development -- Early Dismissal |
| APR 6-10 | Spring Break (Includes Good Friday) |
| APR 21 | Professional Development -- Early Dismissal |
| MAY 12 | Professional Development -- Early Dismissal |
| MAY 25 | Memorial Day |
| JUNE 10 | Projected Last Day |

- = Holiday/School Recess - No School for Students and Staff
- PD = Professional Development -- No School for Students
- <PD> = <PD> Professional Development -- Early Dismissal for Students
- < > = Early Dismissal for Students
- * = Early Dismissal Only for Designated School

| M | T | W | TH | F |
|----------------------|---|---|----|---|
| 18 DAYS | | | | |
| FEBRUARY 2020 | | | | |

| | | | | |
|----|----|----|----|------|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | <PD> |
| 17 | PD | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| 22 DAYS | | | | | MARCH 2020 |
|---------|--|--|--|--|-------------------|
|---------|--|--|--|--|-------------------|

| | | | | |
|-----|------|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16* | 17* | 18 | 19 | 20 |
| 23 | <PD> | 25 | 26 | 27 |
| 30 | 31 | | | |

| 17 DAYS | | | | | APRIL 2020 |
|---------|--|--|--|--|-------------------|
|---------|--|--|--|--|-------------------|

| | | | | |
|----|------|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | <PD> | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| 20 DAYS | | | | | MAY 2020 |
|---------|--|--|--|--|-----------------|
|---------|--|--|--|--|-----------------|

| | | | | |
|----|------|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | <PD> | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| 8 DAYS | | | | | JUNE 2020 |
|--------|--|--|--|--|------------------|
|--------|--|--|--|--|------------------|

| | | | | |
|----|----|------|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | <LD> | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

Projected Last Day ~ JUNE 10

If weather or other emergencies require the closing of school, these days will be made up after the projected last day to June 30th. If additional weather related days are needed beyond these 15 days we will begin with April 9th and move backward.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date December 13, 2018

Decision Requested X

Agenda Code 11.b

AGENDA REPORTING FORM

Agenda Topic: Ratification of Southington Education Association (SEA) Contract

Summary of Issue: The Southington Education Association (SEA) and the Southington Board of Education have been negotiating a contract for a three (3) year agreement beginning July 1, 2019 through June 30, 2022.

Background: N/A

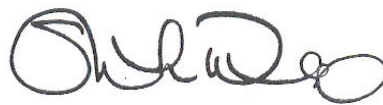
Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2019

Ending Date of Program or Project: June 30, 2022

Recommendation or Comment: Recommend approving the tentative agreement between the Southington Education Association and the Southington Board of Education.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. SEA Contract – To be posted at a later date.

2. _____

SPD/lb #16.agndaboe.1819.seacontract.12-13-18 .docx

Policy #1212

SCHOOL VOLUNTEERS, STUDENT INTERNS AND
OTHER NON-EMPLOYEES



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

SCHOOL VOLUNTEERS, STUDENT INTERNS AND OTHER NON-EMPLOYEES

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment and ultimately enrich students' school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments. In recognition of the benefit of having volunteers, interns and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns and other such non-employees working within the schools ("volunteers") must work under the supervision of Southington Public Schools staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education policies, including applicable policies on the confidentiality of student information.

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the Southington Public Schools.

No employee of the Southington Public Schools shall serve as a volunteer in any capacity, except as may be approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school principal.

Legal References:

- Connecticut General Statutes § 10-4g
- Connecticut General Statutes § 10-220
- Connecticut General Statutes § 10-235
- Connecticut General Statutes § 54-250 et seq.

ADOPTED: 1/10/19

Policy #1250

VISITORS AND OBSERVATIONS IN SCHOOLS

Administrative Regulation

**A-1250 – REGULATIONS – VISITORS AND
OBSERVATIONS IN SCHOOLS**



SOUTHTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

VISITORS AND OBSERVATIONS IN SCHOOLS

The Southington Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

Adopted October 1998
Reviewed January 2003
Revised 1/10/19



SOUTHTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

REGULATIONS-VISITORS AND OBSERVATIONS IN SCHOOL

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the building Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building Principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;
 - g. the potential for disclosure of confidential personally identifiable student information;
 - h. whether the visitor/observer has a legitimate educational interest in visiting the school;



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

REGULATIONS-VISITORS AND OBSERVATIONS IN SCHOOL

CONT.

- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
 - j. any safety risk to students and school staff; and
 - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways for the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.
9. The district has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building Principal or responsible administrator as soon as possible.
10. A refusal to comply with any of the Board's policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor's privileges, as



SOUTHTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

REGULATIONS-VISITORS AND OBSERVATIONS IN SCHOOL CONT.

determined appropriate by the building Principal or designee. Such refusal may also result in referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

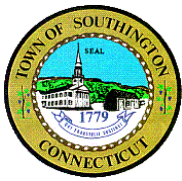
Regulation Approved: December 1988
Regulation Revised: December 1995
Regulation Reviewed: January 2003
Regulation Revised: 1/10/19

Policy #1313

NON-DISCRIMINATION (COMMUNITY)

Administrative Regulation

A-1313 – NON-DISCRIMINATION (Community)



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board Policy 1313 and are available online at:

<https://www.southingtonschools.org/board-of-education/boe-policies>
or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies **Non-Discrimination (Staff) 4118.11** and **Sexual Harassment (Staff) 4118.112**, **Sexual Harassment of Students 5145.3**, **Objectives of the Instructional Program, Nondiscrimination (Students) 6121**, **Section 504/ADA Policy 6171**.



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, may contact:

Assistant Superintendent for Curriculum and Instruction
200 North Main Street, Southington, CT 06489
(860)628-3204



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Assistant Superintendent for Curriculum and Instruction
200 North Main Street, Southington, CT 06489
(860)628-3204

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

Director of Pupil Services
200 North Main Street
Southington, CT 06489
(860) 628-3210

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut General Statutes § 46a-58. Deprivation of Rights
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

ADOPTED:1/10/19



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION cont. (Community)

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (COMMUNITY MEMBERS)

It is the policy of the Southington Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), gender identity or expression, or veteran status.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies **Non-Discrimination (Staff) 4118.11** and **Sexual Harassment (Staff) 4118.112**, **Sexual Harassment of Students 5145.3**, **Objectives of the Instructional Program, Nondiscrimination (Students) 6121**, **Section 504/ADA Policy 6171**.

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION cont. (Community)

harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION cont. (Community)

information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

A complainant alleging race, color, national origin, sex, disability or age discrimination may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).

An employee alleging discrimination related to their employment may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office. John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER: 800-669-4000).

7/27/2018



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), gender identity or expression, or veteran status)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Proposed remedy: _____

Policy #1350

POSSESSION OF DEADLY WEAPONS OR
FIREARMS



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

POSSESSION OF DEADLY WEAPONS OR FIREARMS

I. Definitions:

- A. **Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).
- B. **Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).
- C. **Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).
- D. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- E. **School-Sponsored Activity** "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

POSSESSION OF DEADLY WEAPONS OR FIREARMS

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity, if:

- A. The person brings the deadly weapon or firearm on the real property of any school or administrative office building or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- B. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
- C. An armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity.



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

POSSESSION OF DEADLY WEAPONS OR FIREARMS

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- B. A student who possesses and/or uses any deadly weapon or firearm on school property in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- D. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, or at a school-sponsored activity, from using any and all school facilities.

Legal References:

Connecticut General Statutes § 10-233a
§ 10-244a
§ 29-28(e)
§ 53a-3
§ 53a-217b

ADOPTED 1/10/19

Policy #3516

SCHOOL SECURITY AND SAFETY



SOUTHINGTON PUBLIC SCHOOLS

Series 3000 Community/ Board Operation

SCHOOL SECURITY AND SAFETY

The Southington Board of Education will develop and implement an all-hazards district security and safety plan with a school-specific annex for each school within the district or a school security and safety plan for each school within the district to bolster their existing emergency preparedness, response capability and school safety and security measures and to best meet all-hazards threats.

Security and safety plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection and will adhere to the requirements of state law.

Security and safety plans should be kept securely and will only be provided to the Board of Education, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials or other persons authorized by the Board of Education or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), the plan will not be available to the public.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards: Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Federal Guidance: Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

ADOPTED 1/10/19

Policy #3518

**POLICY REGARDING GREEN CLEANING
PROGRAMS**



SOUTHTON PUBLIC SCHOOLS

Series 3000: Community Relations

POLICY REGARDING GREEN CLEANING PROGRAMS

It is the policy of the Southington Board of Education to implement a green cleaning program in which the Board procures and properly uses environmentally preferable cleaning products in school buildings and facilities.

The Southington Board of Education shall provide the staff of each school and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program. Such notice shall include (1) the types and names of environmentally preferable cleaning products being applied in schools, (2) the location of the application of such cleaning products in the school buildings and facilities, (3) the schedule of when such cleaning products are applied in the school buildings and facilities, (4) the statement, "No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect." and (5) the name of the school administrator, or a designee, who may be contacted for further information. Such notice shall be provided to the parents or guardians of any child who transfers to a school during the school year and to staff hired during the school year.

The Southington Board of Education shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the Connecticut General Statutes (i.e. required report on condition of facilities, action taken to implement the Board's long-term school building program, indoor air quality and green cleaning program), available on its web site and the web site of each school under such board's jurisdiction. If no such web site exists, the board shall make such notice otherwise publicly available.

Legal References:

Connecticut General Statutes:

§ 10-220(a)

§ 10-231g

ADOPTED:1/10/19

Policy #3519

**POLICY REGARDING AUTOMATIC EXTERNAL
DEFIBRILLATORS**

Administrative Regulation

**A-3519 – POLICY REGARDING AUTOMATIC
EXTERNAL DEFIBRILLATORS**



SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

In order to assist individuals who may experience sudden cardiac arrest or a similar life-threatening emergency during the school's normal operational hours, during school-sponsored athletic practices and athletic events taking place on school grounds, and during school sponsored events not occurring during the normal operational hours of the school, the Southington Board of Education maintains at each school under the Board's jurisdiction, automatic external defibrillators and school personnel trained in the operation of such automatic external defibrillators and the use of cardiopulmonary resuscitation. It is the policy of the Southington Board of Education to support the use of these automatic external defibrillators and trained school personnel during medically appropriate circumstances.

Requirements concerning the use and maintenance of AEDs are set forth in the accompanying Administrative Regulations as may be supplemented by or amended by the Administration from time to time.

For purposes of this policy and the accompanying regulations, an AED is a device that:

- 1) is used to administer an electric shock through the chest wall to the heart;
- 2) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis and, if necessary, apply therapy;
- 3) guides the user through the process of using the device by audible or visual prompts; and
- 4) does not require the user to employ any discretion or judgment in its use.

Legal References:

Connecticut General Statutes

- | | |
|-----------|--|
| § 19a-175 | Definitions |
| § 52-557b | Good Samaritan Law |
| § 10-212d | Availability of Automatic External Defibrillators in Schools |

Regulations of Connecticut State Agencies

- Department of Public Health § 19a-179-1 et seq.

ADOPTED: 1/10/19



SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

I. Definitions:

Automatic External Defibrillator (AED) — a device that: (A) is used to administer an electric shock through the chest wall to the heart; (B) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis, and, if necessary, apply therapy; (C) guides the user through the process of using the device by audible or visual prompts; and (D) does not require the user to employ any discretion or judgment in its use.

AED certified person— a person who is certified in the operation of automatic external defibrillators and the use of cardiopulmonary resuscitation, and has a copy of his/her certification on record with the Southington Public Schools.

II. Defibrillator Location

1. The Southington Public Schools will have defibrillators and at least one AED certified person in each school building under the jurisdiction of the Southington Board of Education.
2. The AEDs will be strategically placed and readily accessible to maximize rapid utilization.
3. After school hours, the AED may be moved from its designated location by an AED-certified athletic trainer/coach or other designated school staff member to support athletic department activities on school grounds or other school-sponsored activities. A visible sign must be left in the place of the AED with the phone number and the location of the individual having possession of the AED. The AED must be returned to its designated location upon completion of the supported activity.

III. Responsibility for Operation, Maintenance and Record-Keeping

1. The school nurse at each building in which an AED is installed will check the AED in the building on a regular basis, at least monthly. It will be that nurse's



SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

responsibility to verify that the unit is in the proper location, that it has all the appropriate equipment (battery, mask, case, emergency pack), that it is ready for use, and that it has performed its self-diagnostic evaluation. If the nurse notes any problems, or the AED's self-diagnostic test has identified any problems, the nurse must contact the School Nurse Supervisor or designee immediately to report the problem.

2. After performing an AED check, the nurse shall indicate on the AED service log (Appendix III) that the unit has been inspected and that it was found to be "In-Service" or "Out-of-Service."
3. The School Nurse Supervisor or his/her designee shall be responsible for the following:
 - a) AED service checks during the contracted school year;
 - b) the replacement of equipment and supplies for the AED;
 - c) the repair and service of the AED;
 - d) all recordkeeping for the equipment during the school year;
 - e) training, or scheduling training, for all Board employees who require such training or would like to receive such training;
 - f) maintaining a list of AED certified persons;
 - g) maintaining all records concerning incidents involving the use of an AED;
 - h) maintaining of copies of the certifications signed by the AED certified persons (Appendix IV);
 - i) reporting the need for revising the AED policy and administrative regulations to the Superintendent or designee.

IV. Training for AED certified persons

The Southington Board of Education will provide initial training or refresher training to the following classes of individuals on an annual basis:

- 1) Staff who work in the Health Services Department, including all school nurses and the School Nurse Supervisor;
- 2) Staff who work in the Athletic Department, including all athletic trainers, head coaches and the Athletic Director;
- 3) All building administrators; and



SOUTHINGTON PUBLIC SCHOOLS

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

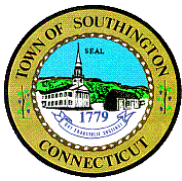
- 4) Other designated faculty and staff at each school.

The training will be provided in accordance with the standards set forth by the American Red Cross or American Heart Association. Individuals completing this training will be considered an AED certified person. **[Note: Additional staff members may be required to receive training if the District has received State or Federal or private funds designated for the purchase of AEDs and for training employees on the use of AEDs and in CPR. For additional information, see Conn. Gen. Stat. § 10-212d]**

V. Procedures for Use of an AED

1. To the extent practicable, AEDs should be retrieved and used by AED certified persons or other trained emergency medical services personnel. In the event no AED certified person or other trained emergency medical services personnel is available or present, an AED may be used by any individual in order to provide emergency care to an individual who may be in cardiac arrest or who may be experiencing a similar life-threatening emergency.
2. AEDs may only be used in medically appropriate circumstances.
3. In the event of use, the School Nurse shall promptly thereafter complete an AED check and verify that the unit is in the proper location, that it has all the appropriate equipment (battery, mask, case, emergency pack), that it is ready for use, and that it has performed its self-diagnostic evaluation. Any problems with the AED shall immediately be reported to the School Nurse Supervisor.

8/18/16



SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

APPENDIX II

SOUTHINGTON PUBLIC SCHOOLS AUTOMATIC EXTERNAL DEFIBRILLATOR INCIDENT REPORT

Name of person completing report: _____

Date report is being completed: _____ Date of incident: _____

Name of individual on whom AED was used: _____

Age of individual on whom AED was used: _____

Known status of individual: _____ Student

_____ Parent of Student

_____ Other, Explain _____

Describe incident:

List series of events from the beginning of the emergency until its conclusion:

Signature of person completing form: _____

Please forward to the School Nurse Supervisor no later than 48 hours after the incident.

Series 3000: Community Relations



SOUTHINGTON PUBLIC SCHOOLS

Series 3000: Community Relations

POLICY REGARDING AUTOMATIC EXTERNAL DEFIBRILLATORS

APPENDIX IV

CERTIFICATION OF UNDERSTANDING AND AGREEMENT

To: Southington Board of Education

From: _____

I, _____, hereby certify that I have completed the training provided by the Southington Board of Education concerning the operation of an automatic external defibrillator and the use of cardiopulmonary resuscitation. I further certify that I have read, understand, and agree to comply with the Southington Board of Education Policy Regarding Automatic External Defibrillators and the accompanying Administrative Regulations.

Sincerely,

AED certified person

Date

Policy #6146

GRADUATION REQUIREMENTS



SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

Curriculum

Graduation Requirements

Section 1 of Public Act 17-42, effective July 1, 2017, revised the new graduation course credit requirements set forth in Conn. Gen. Stat. § 10-221a(c) that previously were to have become effective commencing with the graduating class of 2022. The newly revised graduation requirements will be effective for the class graduating in 2023.

The requirements set forth in the policy below reflect the existing graduation requirements for the classes 2019-2022.

In order to satisfy the high school graduation requirements within the Southington Public Schools, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the Southington Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

Required Coursework and Credits for Graduation

The Southington Board of Education conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2018 to 2022

For classes graduating in 2018 to 2022, the following 22 credits are required:

| | |
|--|------------------|
| English | 4 Credits |
| Mathematics | 3 Credits |
| Social Studies <i>*Including Civics and American Government</i> | 3 credits |
| Science | 2 Credits |
| Physical Education | 1 Credit |
| Health (1) | 1 Credit |
| Arts or Vocational Education | 1 Credit |
| Other (7) | 7 Credits |



SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

Curriculum

Graduation Requirements cont.

Classes Graduating in 2023 and Thereafter

For classes graduating in 2023 and thereafter, the following 25 credits are required:

| | |
|---|---|
| Humanities | 9 Credits, <i>*including civics and the arts</i> |
| Science, Technology, Engineering, and Math (STEM) | 9 Credits |
| Physical Education and Wellness | 1 Credit |
| Health and Safety Education | 1 Credit |
| World Languages | 1 Credit |
| Mastery-Based Diploma | 1 Credit |
| Personal Interest Electives | 3 Credits |

****Refer to the Southington High School Program of Studies for course specific information.***

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through online coursework that is in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.



SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

Curriculum

Graduation Requirements cont.

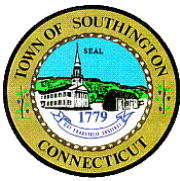
Determination of Promotion to the Next Grade

| Grade | Credits Needed (25) |
|-------|------------------------|
| 9 | 5.5 |
| 10 | 11.5 |
| 11 | 18 |
| 12 | 25 |

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit provided that such demonstration of mastery is in accordance with such statewide subject matter content standards. in the following circumstances:

- a. High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:
 - Cross-curricular graduation requirements,
 - Career and technical education,
 - Virtual learning,
 - Work-based learning,
 - Service learning,
 - Dual enrollment and early college
 - Courses taken in middle school, and
 - Internships and student-designed independent studies;

- b. High school graduation credit may be granted to students for courses successfully completed with a final average of 70 or better in middle school so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.



SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

Curriculum

Graduation Requirements cont.

Determination of Promotion to the Next Grade cont.

- c. High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in a Southington Public Schools classroom learning the subject matter.
- d. High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.
- e. High school graduation credit may be granted to students upon the successful completion of on-line coursework in accordance with the Board's online coursework policy.
- f. A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. Such community service does not include partisan political activities.

Demonstration of Proficiency in Basic Skills

Connecticut law requires boards of education to specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria must include, but not be exclusively based on, the results of the mastery examination for students in grade ten or eleven. Boards of education must also identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

District methods of demonstrating proficiency may include any of the following:

- Mastery examinations (but which cannot be the sole measure)
- Standardized testing such as AP tests
- Portfolio review
- Passing required grade 10 and 11 classes



SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

Curriculum

- Teacher review committee of student's body of work
- Any other assessment method determined by the Board or Administration.

Graduation Requirements cont.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Academic Advancement Program

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

Honorary Diplomas for Vietnam Veterans

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

High School Diplomas and Veterans of World War II

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."



SOUTHINGTON PUBLIC SCHOOLS

Series 6000 Instruction

Curriculum

Graduation Requirements cont.

Legal References:

Public Act 17-42, An Act Concerning Revisions to the High School Graduation Requirements

Public Act 00-124, An Act Concerning High School Diplomas and Veterans of World War II

Public Act 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans

Public Act 17-29, An Act Concerning Connecticut's Seal of Biliteracy

Conn. Gen. Stat. § 10-5c

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

ADOPTED: 1/10/19

ADMINISTRATIVE REGULATIONS

**A-1336 – ADMINISTRATIVE REGULATIONS
REGARDING POOL SAFETY PLANS**

**A-1412 – ADMINISTRATIVE REGULATIONS
REGARDING SEXUAL OFFENDERS**



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

ADMINISTRATIVE REGULATIONS REGARDING POOL SAFETY PLANS

The Board of Education establishes these procedures to govern the conduct of any student aquatic activity that takes place in any of its school swimming pools.

I. Definitions:

- A. **School Swimming Pool:** means any swimming pool approved for use by the Board for student aquatic activities;
- B. **Student Aquatic Activities:** means any physical education class, interscholastic athletics or extracurricular activities offered to students by the Board that makes use of a school swimming pool;
- C. **Qualified Swimming Coach:** means any person who (A) holds a valid coaching permit issued by the State Board of Education, and (B) (i) is certified as a lifeguard by the American Red Cross or another nationally-recognized organization that conducts aquatic training programs, (ii) has completed a safety training for swim coaches and instructors course offered by the American Red Cross or an organization approved by the State Board of Education, or (iii) was certified as a lifeguard for at least five years during the previous ten years and has at least five years' experience as a swimming coach or an instructor of a physical education course that makes use of a school swimming pool;
- D. **Qualified Educator:** means any person who (A) holds a valid certificate issued by the State Board of Education, pursuant to section 10-145b of the general statutes, with an endorsement in physical education, (B) (i) is certified as a lifeguard by the American Red Cross or another nationally-recognized organization that conducts aquatic training programs, (ii) has completed a safety training for swim coaches and instructors course offered by the American Red Cross or an organization approved by the State Board of Education, or (iii) was certified as a lifeguard for at least five years during the previous ten years and has at least five years' experience as a swimming coach or an instructor of a physical education course that makes use of a school swimming pool, (C) is certified in cardiopulmonary resuscitation, pursuant to section 19a-113a-1 of the regulations of Connecticut state agencies, as amended from time to time, and (D) has completed a course in first aid offered by the American Red Cross, the American Heart Association, the Department of Public Health or any director of health;



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

ADMINISTRATIVE REGULATIONS REGARDING POOL SAFETY PLANS

- E. **Qualified Lifeguard:** means any person who (A) is sixteen years of age or older, (B) is certified as a lifeguard by the American Red Cross or another nationally-recognized organization that conducts aquatic training programs, (C) is certified in cardiopulmonary resuscitation, pursuant to section 19a-113a-1 of the regulations of Connecticut state agencies, as amended from time to time, and (D) has completed a course in first aid offered by the American Red Cross, the American Heart Association, the Department of Public Health or any director of health.
- II. Mandatory Supervision
- A. In addition to the person responsible for conducting any student aquatic activity that makes use of a Board school swimming pool, there shall be at least one qualified educator, qualified swimming coach or qualified lifeguard who shall be solely responsible for monitoring such school swimming pool during such student aquatic activities for swimmers who may be in distress and providing assistance to such swimmers when necessary.
- B. For the school year commencing July 1, 2014, and each school year thereafter, any physical education course that makes use of a Board school swimming pool shall have at least one qualified educator who shall serve as the instructor of such physical education course and be responsible for implementing the provisions of the school swimming pool safety plan, and at least one qualified educator, qualified swimming coach or qualified lifeguard whose primary responsibility is to monitor the school swimming pool for swimmers who may be in distress and provide assistance to such swimmers when necessary.
- C. For the school year commencing July 1, 2014, and each school year thereafter, any interscholastic athletic activity that makes use of a Board school swimming pool shall have at least one qualified swimming coach who shall serve as a coach of the participating students and be responsible for implementing the provisions of the school swimming pool safety plan, and at least one qualified educator, qualified swimming coach or qualified lifeguard whose primary responsibility is to monitor the school swimming pool for swimmers who may be in distress and provide assistance to such swimmers when necessary.
- D. For the school year commencing July 1, 2014, and each school year thereafter, any extracurricular activity that makes use of a Board school swimming pool shall have at least one qualified lifeguard who will monitor the school swimming pool for swimmers who may be in distress and provide assistance to such swimmers



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

ADMINISTRATIVE REGULATIONS REGARDING POOL SAFETY PLANS

when necessary, and be responsible for implementing the provisions of the school swimming pool safety plan.

III. Plan Review

The Board's Pool Safety Plan shall be reviewed and updated as necessary prior to the commencement of each school year.

DRAFT

Legal References:

Conn. Gen. Stat. § 10-220 1.

ADOPTED: 1/10/19



SOUTHTINGTON PUBLIC SCHOOLS

Series 1000 Community/ Board Operation

ADMINISTRATIVE REGULATIONS REGARDING SEXUAL OFFENDERS

Pursuant to state law, the Connecticut Department of Public Safety is obligated to notify school superintendents whenever a sexual offender is released into the community or whenever a registered sexual offender changes his or her address.

In addition, school district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and prior to permitting a volunteer to work with students in any capacity. Registration as a sexual offender constitutes grounds for denial of employment and/or volunteer opportunities in the Southington Public Schools.

The Superintendent or his/her designee shall provide training to appropriate staff members regarding the methods for accessing the sexual offender registry information posted on the Connecticut Department of Public Safety and the provisions of these regulations.

Legal references:

Conn. Gen. Stat. § 54-258

ADOPTED:1/10/19

Science Curriculum, Grade 5

Grade 5 NGSS Unit - Space Systems

Special Thanks to:

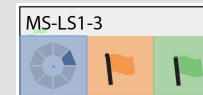
Heather Bacchus, Mandy Hubeny and Joyce McAloon

Southington Public Schools



'Step 1: Identify the Scope of Your Unit

1A. Identify the Performance Expectations Bundle that This Unit Targets.



5-ESS1-1 - Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distance from earth. Resources for this lesson can be found at: <https://betterlesson.com/lesson/635919/investigating-star-brightness-distanc>

5-ESS1-2 - Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Phenomenon: A Space Journey <https://www.youtube.com/watch?v=Un5SEJ8MyPc> AND Sun's shadow time lapse <https://www.youtube.com/watch?v=3B7KLstUZbl>

As the initial phenomenon to generate questions, show the video from 0 to 2:10 m. For lessons: ESS1- Show video at (4:35 min or 8:07 min) as a still frame ESS1-B show beginning of video up to 2min 10 sec

| 1B. Identify the elements from the foundation boxes for the DCIs and CCCs | |
|---|---|
| Disciplinary Core Ideas (DCIs) | Cross-Cutting Concepts (CCCs) |
| <p>ESS1.A: The Universe and its Stars_ - The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their size and distance from Earth. (5-ESS1-1)</p> <p>ESS1.B: Earth and the Solar System - The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)</p> | <ul style="list-style-type: none"> • Scale, proportion, and quantity (ESS1-1) • Patterns (ESS1-2) |

Step 2: Unpacking

| | |
|--|--|
| <p>2. What are the sub-ideas & implicit understandings of each of the DCI(s) and CCC(s)?</p> <p><i>Repeat steps 2A and 2B for each part of the Framework text relevant to your unit. (Copy and paste this section as a separate table for each phrase you unpack)</i></p> | |
| <p>2A: Paste a sentence from the Framework text here. Bold a phrase that is important to unpack.</p> <p>ESS1.A - The Sun is a star that appears larger and brighter than other stars</p> | |

2B: Clarify what that specific phrase above means in your own words. Include not just the "what" but also the "how" and "why." Do not simply restate the language of the Framework. Identify the concepts that students must understand that are not written on the page, but are *needed* in order to get to the key punchlines of the science.

In visible day/night sky...

- The Sun is a star
- Stars range in size and distance
- Stars produce light.

2C: Now push further: Take your phrase and look at it through the lens of each of the **Crosscutting Concepts (link is located here)**. (Try various CCCs, not just the ones in the foundation boxes.) For example, What **causes** X to occur? How does the **structure** of Y affect the **function** of Y? What exactly is the **scale** of Z? Can Z always be detected? Is Z visible to the eye? What **scale** would students have to experience to be convinced of Z? Record the elaborations elicited by these questions.

In visible day/night sky...

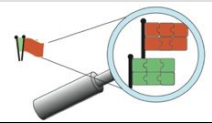
- The Sun is a star
 - Can the size and distance of stars be detected or visible to the human eye during the day?
- Stars range in size and distance.
 - Can the size and distance of stars be detected or visible to the human eye during the day/night?
 - What activity would students have to experience to be convinced that stars range in size and distance? (relate as a size/distance scale)
- Stars produce light.
 - Can the amount of light produced be detected or visible to the human eye? (flashlight different distance activity)



- Can students relate to this by modeling same size flashlights to show brightness changes (amount of light).

| |
|--|
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| |

Step 2: Unpacking

| | |
|---|---|
| <p>2. What are the sub-ideas & implicit understandings of each of the DCI(s) and CCC(s)? <i>Repeat steps 2A and 2B for each part of the Framework text relevant to your unit. (Copy and paste this section as a separate table for each phrase you unpack)</i></p> |  |
|---|---|

2A:

ESS1.B - The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns.

Planets in the night sky change positions and are not always visible from Earth. Stars appear in patterns called constellations, which can be used for navigation and appear to move together across the sky.

2B: Clarify what that specific phrase above means in your own words. Include not just the "what" but also the "how" and "why." Do not simply restate the language of the Framework. Identify the concepts that students must understand that are not written on the page, but are *needed* in order to get to the *key* punchlines of the science.

- Earth rotates, revolves, and orbits causing observable patterns.
 - objects rotate on imaginary axis
 - moon phases occur from moon's position around Earth
 - shadows occur and change from the Earth's daily rotation and yearly revolution
- Planets and stars change position.
 - some planets are visible in the night sky
 - stars appear change position due to tilt of Earth and from rotation/revolution
- Stars appear to change position and certain constellations are visible at different times of the year.

2C: Now push further: Take your phrase and look at it through the lens of each of the **Crosscutting Concepts (link is located here)**. (Try various CCCs, not just the ones in the foundation boxes.) For example, What **causes** X to occur? How does the **structure** of Y affect the **function** of Y? What exactly is the **scale** of Z? Can Z always be detected? Is Z visible to the eye? What **scale** would students have to experience to be convinced of Z? Record the elaborations elicited by these questions.

What causes the patterns of the moon phases?

What causes the amount of daylight/ night?

What causes the shadow lengths to change throughout the year?

What causes the planets and stars to be visible at certain times of the year?

Step 3: Articulating the Capstone PE(s)

3a & 3b. Reference the related NGSS PE(s), then articulate an NGSS-style PE(s) for this unit (grounded in phenomena).

ESS1-1 - Engaging in Argument from Evidence, Constructing Explanations, Obtaining, Evaluating, and Communicating Information, and Analyzing and Interpreting Data - construct an explanation that stars range in size and distance

ESS1-2 - Developing and Using Models and Analyzing and Interpreting Data - draw a representation of the moon phases

3c. Create a desired/sample student response in a manner a student would generate it that shows they have met this/these PEs.

ESS1-1 - We would expect our fifth graders to say - Construct an explanation with evidence that includes (each student responses, share responses with group and have discussions/consensus and then whole class discussion/consensus):

- Sun is a burning ball of gas that produces light
- The sun appears larger because it is closest star to Earth

- Stars appear to be different sizes/brightness because of distance from Earth

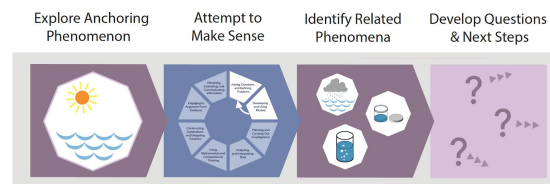
We expect our students to argue with evidence the effect distance has on the appearance (size/brightness) of stars.

ESS1-2 - We would expect our 5th graders to use the collected data to construct a model and argue from evidence - Should include a representation of the moon phases, explanation for day/night, shadows, planets and stars being visible at certain times of the year

- show/explain rotation, revolution, orbit
 - us(the Earth) that is moving, which causes day and night,
 - the moon phases are caused by the moon rotating around earth and the lit part is the visible reflection of the sun's light
 - the tilt of the Earth as it revolves around the Sun causes seasons, so when we are tilted toward the sun it is summer and when we are tilted away from the Sun it is winter (not part of the assessment)
- show/explain how shadows change in size throughout the year and direction throughout the day
 - my shadows grow shorter as we get closer to summer and my shadows move west to east daily
 - my shadow is always facing the opposite direction of the sun
- show/explain why we see planets and stars at different times
 - Stars do not move, the Earth is moving
 - Earth's tilt and revolution around the sun appears to change the patterns of the stars and planets visible at night

Step 3:

Apply Storyline Tool #1



Storyline Tool #1:
Anchoring Phenomenon Analysis

| Does the launch of the unit include exploring and going public with noticings about an anchoring phenomenon? | | Yes | No | What are the anticipated student/class responses? What adaptations are needed? |
|--|--|-----|----|---|
| Element 1 Explore Anchoring Phenomenon <i>What do we notice?</i> | 1A: Students explore an anchoring phenomenon and notice aspects of it that will require key pieces of the target DCIs to explain. | | | |
| | 1B: Students go public with what they noticed. | | | |
| | 1C: The class builds a record of what everyone noticed. | | | |

| Does the launch of the unit including generating and going public with initial explanations? | | Yes | No | What are the anticipated student/class responses? What adaptations are needed? |
|---|--|-----|----|---|
| Element 2 Attempt to Make Sense <i>How can we explain this?</i> <i>Do our explanations agree?</i> | 2A: Students generate initial explanations that elicit competing ideas about the key pieces of the target DCIs. | | | |
| | 2B: Students go public with their explanations. | | | |
| | 2C: The class builds a record of areas of consensus and disagreement across everyone's explanations. | | | |

| Does the launch of the unit include generating and going public with related phenomena? | | Yes | No | What are the anticipated student/class responses? What adaptations are needed? |
|---|--|-----|----|---|
| | | | | |

| | | | | |
|--|--|--|--|--|
| <p>Element 3 Identify Related Phenomena</p> <p><i>Where else does something like this happen?</i></p> | <p>3A: Students generate examples of related phenomena they have experienced.</p> | | | |
| | <p>3B: Students go public with these related phenomena.</p> | | | |
| | <p>3C: The class builds a record of everyone's experiences.</p> | | | |

| Does the launch of the unit include generating and going public with questions? | | Yes | No | What are the anticipated student/class responses? What adaptations are needed? |
|--|--|-----|----|---|
| <p>Element 4 Develop Questions & Next Steps</p> <p><i>What do we need to figure out to explain all of this?</i></p> | <p>4A: Students generate questions that could potentially lead to uncovering important ideas in the target DCIs.</p> | | | |
| | <p>4B: Students go public with their questions.</p> | | | |
| | <p>4C: The class builds a record of everyone's questions.</p> | | | |
| | <p>4D: Students generate ideas for investigations that could potentially lead to uncovering important ideas in the target DCIs.</p> | | | |
| | <p>4E: Students go public with ideas for investigations.</p> | | | |
| | <p>4F: The class builds a record of everyone's ideas for investigations.</p> | | | |

Step 4: Target Student Products for Having Put the Pieces Together



4. Create one or more desired/sample student products that shows what the response that you want a student to provide (written in student language) that shows they have met this/these PEs.

4A: What is the **prompt** that students are answering? The prompt should describe the specific phenomena students are explaining. Make sure it's three dimensional by including the practices and crosscutting concepts that students should be using. (two separate assessments)

ESS1-A - What effect does the distance from the Earth have on the brightness of stars? In this students should be arguing and representing the following:

- size, distance, and brightness of stars
 - Practices being used: Asking Questions, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations, Engaging in Argument from Evidence, Communicating Information.
 - Crosscutting concepts: Scale, proportion, and quantity (ESS1-1)

Show Youtube video "A Space Journey" still frame at 4:35 or 8:07 for phenomenon Day 1 ESS1-A.

<https://www.youtube.com/watch?v=Un5SEJ8MyPc>

ESS1-B - What is the relationship of Earth's location in space to what we observe in our daily lives? In this students should be arguing and representing the following:

- predictable patterns
- explaining day and night (rotation/revolution)
- moon phases
- shadows
- seasonal appearance of stars/constellations

Show "A Space Journey" video again 0-3:46 for phenomenon on Day 1 of ESS1-B

<https://www.youtube.com/watch?v=Un5SEJ8MyPc>



4B: What is the **student response** to the prompt? If students "got" this bundle of PEs, what could they do or explain at the end of the unit or a particular milestone to demonstrate their understanding? Photograph your chart paper and insert it here, along with your response written in student language.

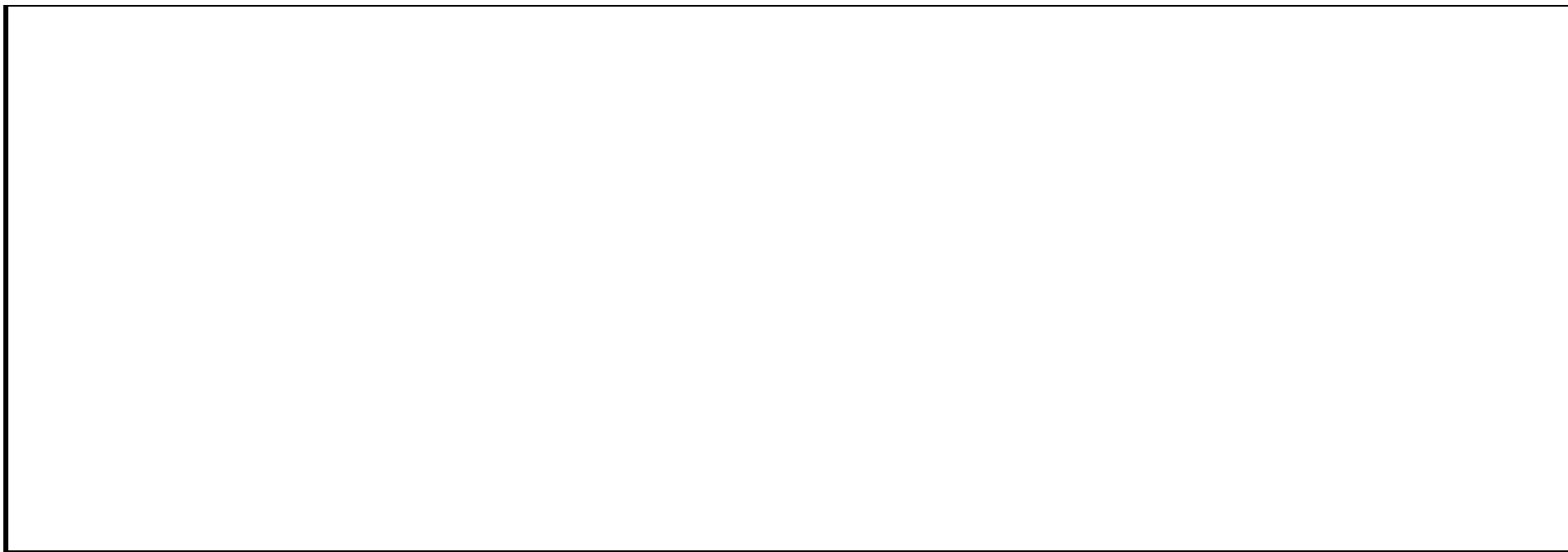
If students "got" this bundle they should be able to:

- **ESS1-A Construct a written argument backed with evidence from their investigations as to why stars and sun appear brighter/dimmer based on distance from the Earth.**

Sample Proficient Response: The farther a star is from Earth the dimmer it will appear. The closer the star to the Earth the brighter it will appear. For example, when two flashlights that are at different distances shine, the flashlight that is farther away will appear dimmer/ less bright while the flashlight that appears brighter is closer. Another example is when we looked at 3 different sizes of students, the tallest student that was farthest away looked the same height as the closest person showing that distance does affect how large something looks.

More evidence can increase score.

- **ESS1-B**
- ****Final project - Choose one of the following topics: Day and Night, Shadows, Possible Star Patterns, or Moon Phases****
- Using the data and observations taken from the learning activities students create one of the following options i.e. an informational book, poster, diagram, 3D model. This demonstrates one of the following major understandings
 - Rotation is responsible for day/night, shadow positions, **or** moon's phases
 - Revolution is responsible for visible star patterns and visible planets **or** length of shadows



Step 5: Identify a Sequence of Connected Investigations

Learning Sequence 1

How will the phenomenon be introduced to students?

A Space Journey <https://www.youtube.com/watch?v=Un5SEJ8MyPc> (stop at 3:46)

As the initial phenomenon to generate questions, show the video from 0 to 3:46. (you might want to show the video twice)

Possible student Questions: (The students will be asked to generate driving questions.....)

Possible Student Generated Questions:

- Why are the spots moving?
 - Why do we see sun and stars at the same time?
 - Why does the Earth look different at different parts of the surface?
 - Why are there different colors in space?
 - **Is that sunlight shining on the Earth?
 - **How long does it take the whole Earth to see the sun?
 - **Is the Earth actually moving?
 - **Is the dark part of the Earth night and lit part day time?
 - **Is the sun rising/setting?
 - Why is there a glow around the Earth?
 - *Why are some spots (stars) bigger than others?
 - *Why are some spots (stars) brighter than others?
 - Are there lines in space?
 - Why are there clouds in space?
 - Is this all of space?
 - Why are some stars clumped together?
-
- * represents driving questions for lesson ESS1-A (we want as many of these as we can get)
 - ** represents driving questions for lesson ESS1-B



Instructional Strategies:

- **The students will view the video..**

Teacher Action(s):

- Generates curiosity
 - Generate a list of noticings (observations) from noticings that students share - write on poster paper or board
 - it helps to have them share with an elbow partner first before sharing out **(10 min)**
 - Generate a list of similar phenomena - things students have noticed (stars at night, the moon phases/shapes, shooting stars, things they might have heard about or seen on tv) **(10 min)**
 - the list of similar phenomena helps generate more questions
 - Generate a driving question board (sticky notes on chart) for the unit, see possible questions above. **(15 min)**
 - set classroom discussion into sorting questions into categories that will be used to drive instruction (may be about seeing certain stars, size, light, movement) **(10 min)**

Student Action(s):

- Write observations and questions in journal
- choose two questions to write on a sticky notes to share on driving question board - **important not to leave any questions out - especially if they are from the earlier list**

***** Very important to get students' driving questions on the driving question board - take the time necessary for this to happen*****



| <p>Lesson Question</p> <p><i>Does the question come from phenomena related to the driving question or from gaps in what we figured out so far? Does the question ask how & why, and not just about facts?</i></p> | <p>Phenomena</p> <p><i>Is there something about the phenomenon that needs to be explained? Will investigation of this phenomena help answer the question for this lesson and figure out new pieces of the puzzle?</i></p> | <p>Expected Student Outcome</p> | <p>What Students Figure Out</p> <p><i>What pieces of your unpacking will students be able to figure out through investigating this phenomena?</i></p> <p><i>What new questions would come out of doing this investigation that could motivate the next investigation?</i></p> |
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| <p>Learning Sequence 2</p> <p>Why do some stars look brighter or others look dimmer or smaller? Are stars farther away?</p> <p>*** At the end of activity 2 is a good place to fill in a couple of lines of the summary table***</p> <p>Make a copy - the link will only let you view</p> <p>SS</p> <p>https://goo.gl/ppKXiV</p> | <p>Activity 1</p> <p>Students observe still frame from phenomenon video of multiple sizes and brightness of stars (8:07 min or 4:35 min)</p> <p>What observations can you make?</p> <p>Activity 2</p> <p>Students observe additional picture #3 of stars</p> | <p>Activity 1: Students make observations about stars sizes and brightness from still frame as well as additional questions in their science journal. Students share their findings.</p> <p>Activity 2: Students create Venn diagram in science journals comparing/contrasting both images (still image and pic #3).</p> | <p>Students will describe the different sizes, brightness, and color of the stars they observe.</p> <p>Possible student questions to link to the next investigation:</p> <p>Does size have anything to do with the brightness of stars?</p> <p>Why are some stars closer than others?</p> <p>*If students do not come up with these questions guide them toward this thinking. Do not tell them directly.</p> |

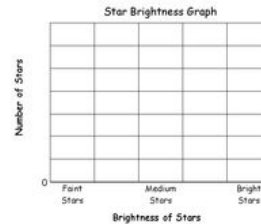
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| | <p>Activity 3 Students use their evidence to take a stance on whether distance or size affect the brightness.</p> | <p>Activity 3 Students write their stance with supporting evidence from activity 1 & 2 on whether distance or size affects brightness.</p> | <p>This is the students' first draft thinking, it is important that they take a stance but they don't have to agree.</p> |
| <p>Learning Sequence 3 Based on your tally data what can you tell us about the star sample you observed?</p> | <p>Activity 1 Using Star Image from NASA activity book pg. 37 - use a sticky note to outline a section and use Better Lesson brightness tally sheet. https://www.nasa.gov/pdf/145908main_Sun.As.A.Star.Guide.pdf Questions to use while conferencing</p> | <p>Activity 1: Students will classify stars as faint, bright, or medium</p> | <p>Students will draw conclusions to explain their tallies and observations.</p> <p>Possible student questions to link to the next investigation: Are bigger/brighter stars closer to us? Are fainter/smaller stars farther away? Are the brighter/bigger stars just a group of stars grouped together?</p> <p>*If students do not come up with these questions guide them toward this thinking. Do not tell them directly.</p> |

with students about their observations.
 What patterns have you noticed?
 Why do you suppose ____?
 What have you found so far?
 Has your thinking changed?
 What evidence do you have?
 How did you decide ____?
 What conclusion can you draw about ____?

Activity 2:
 Create a bar graph representing brightness data
Activity 3:
 Observe graph and tally chart to see if information answers or changes previous day's questions.

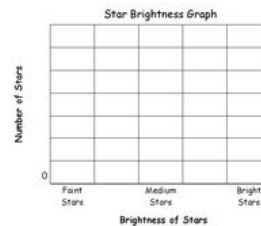
Tally Chart

| Brightness of Stars | Number of Stars |
|---------------------|-----------------|
| Faint | |
| Medium | |
| Bright | |




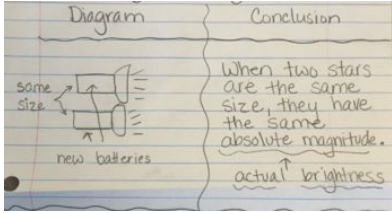
Tally Chart

| Brightness of Stars | Number of Stars |
|---------------------|-----------------|
| Faint | |
| Medium | |
| Bright | |



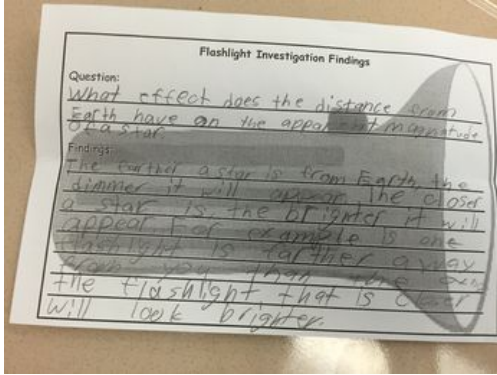
Activity 2:
 Students will create a bar graph to represent the tallied stars according to their brightness. Students record their thoughts and observations in their science journal.

Activity 3:

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| | | <p>Students will review questions from previous class changes (from phenomenon) and make additions or changes if necessary.</p>  | |
| <p>Learning Sequence 4 Does distance affect the brightness of stars?</p> | <p>Activity 1: Create t-chart for diagram/conclusions Shine two flashlights from same distance (with new batteries) at screen.</p> <p>Activity 2: Using same 2 flashlights, now shine from different</p> | <p>Activity 1: Students create the following in their journal:</p>  <p>Activity 2: Students adding to chart from</p> | <p>Students will draw conclusions to explain why some stars are brighter/larger or dimmer/smaller than others. Students will explain that distance affects the brightness of stars.</p> |

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| | <p>distances</p> | <p>Activity 1 into their journal:</p> | |
| <p>Learning Sequence 5 Does the distance from Earth have an effect on the brightness and size of stars? Use your findings/evidence to</p> | <p>Activity 1: Using 2 different lumens (brightness) flashlights, starting at the same distance and having the brighter light move backwards until</p> | <p>Activity 1: Students record their observations in their journals.</p> | <p>Possible Questions: Why did the brightness appear the same once distances have changed?</p> |

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| <p>explain your answer .</p> | <p>both lights appear the same brightness. **Frame 2 spots on a wall within a black border and have students focus on the apparent brightness within the frame.</p> <p>Activity 2: Have 3 students of various heights stand at the same starting point. Then taller students continue to move backwards until they appear the same height as the smallest student closest to the measurer.</p> | <p>Activity 2: Students record each student’s height in cm or m (meter tape).</p> <p>Students record (cm/ m) the distance each moving student is from the starting point.</p> <p>All data should be recorded in their science journals. Use chart to</p> <p>Sample chart: https://docs.google.com/document/d/1mXX-FG8OrJPAq8jbP5IArGBhpXobUHohmc-yytnr0_A/edit</p> | <p>What students figure out: The size of an object changes as the distance changes.</p> |
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| <p>Give a scenario Ex. You look up at the night sky and notice that some stars appear brighter and/or larger. Why is this happening? Explain.</p> | <p>Activity 3: Write a response to the defend their argument from previous learning activities.</p> | <p>Use data to make a claim Activity 3: Students respond on their flashlight investigation sheet.</p>  <p>**Scorable item - out of a 4 - if they include 2-3 pieces of solid evidence can be a 4, 1-2 pieces can be proficient, etc.</p> | <p>Students will engage in argument to explain how distance affects brightness of stars using evidence from previous learning activities.</p> |
|---|--|---|---|

Rotation activities to show Day/night and possibly moon phases??

ESS1 B

Learning Sequence 1

How will the phenomenon be introduced to students?

Show the following links in their entirety. <https://www.youtube.com/watch?v=xs9hfF3UPQY> and <https://www.youtube.com/watch?v=3B7KLstUZbl>

Students generate questions in journals for the driving question board. May need to show videos twice.

Possible student Questions: (The students will be asked to generate driving questions.....)

Possible Student Generated Questions:

- How/why is the sun moving?
- Why does the Sun only go so high in the sky?
- Is the sun getting higher in the sky?
- Does the sun rise and set in the same place every day?
- Where does the sun go? What happens to the sun when it is not shining on us?
- Is the whole Earth dark?



- Why are the clouds moving the opposite direction of the sun?
- Does the sun have to be out to make shadows?
- Why are the shadows getting bigger?
- Why are the shadows changing direction?
- Is that a star or planet?

Instructional Strategies:

- **The students will view the video..**

Teacher Action(s):

- Generates curiosity
 - Encourage students to share their observations and record them
 - Encourage students to share their past experiences and record them
 - Generate a driving question board (sticky notes on chart) for the unit, see possible questions above.

Student Action(s):

- Write observations and questions in journal
- choose two questions to write on a sticky notes to share on driving question board

| Lesson Question | Phenomena | Practices | What Students Figure Out |
|-----------------|-----------|-----------|--------------------------|
|-----------------|-----------|-----------|--------------------------|

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| <p><i>Does the question come from phenomena related to the driving question or from gaps in what we figured out so far? Does the question ask how & why, and not just about facts?</i></p> | <p><i>Can you get students to buy into the question using this phenomenon?</i></p> <p><i>Is there something about the phenomenon that needs to be explained?</i></p> <p><i>Will investigation of this phenomena help answer the question for this lesson and figure out new pieces of the puzzle?</i></p> | <p><i>What practices are they using to investigate and explain the phenomenon?</i></p> <p><i>Will this lead to figuring out a piece of the DCI?</i></p> | <p><i>What part of the DCI will students be able to figure out?</i></p> <p><i>What questions come out of the activity to motivate the next step?</i></p> |
| <p>Before the questions are generated we want to get at noticings, first draft thinking and past experiences</p> | | | |
| <p>First students record and discuss their noticings - individual/partner/ whole class Teacher records - no judgement</p> | | | |
| <p>Let's try to explain what we observed with a picture/model</p> | | <p>Sketch what you think is going in their notebook.</p> | |
| <p>Compare student models - similarities</p> | | <p>In small groups find similarities and differences</p> | <p>This can be very simple as there is liable to be lots of disagreements or confusion.</p> |

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| and differences agree/disagree | | and create a group/picture model on chart paper. | The teacher should not add or lead students to a “right” answer. |
| When have you noticed anything like what we’ve observed? Have you ever noticed shadows get longer? | | Students share what they have observed in their experiences. Could be anything. This is done to help generate more questions | Teacher lists students’ outside observations on poster paper or on the board. The purpose is to get them thinking and lead to questions. |
| What questions do we have about what we’ve seen and tried to explain? | | Create Driving Question Boards | |
| What ideas do we have for investigations? | What might we expect students to say? | | |
| Learning Sequence 2 (Pre-lesson to build background) What are some important facts/features of the sun? | Activity 1: Read pg. 2 and 8-9 “The Earth in Motion” of <u>Sun, Earth, and Moon</u> by Mary Blehl to read aloud. (can be copied to | Activity 1: Students will listen to a read along and highlight/note the key features of the sun. Students can turn and talk | Students will determine that the Sun is the center of the solar system and that Earth revolves around the Sun. They should also be able to understand that the Earth always rotates in the same direction. This is why the Sun appears to |

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| | <p>highlight)</p> <p>Activity 2: Also read page 3 from <u>Sun, Moon, and Stars</u> (FOSS Kit) “What Makes the Sun Move?”</p> | <p>to share information and then share with class. Teacher should chart facts and features that are shared.</p> | <p>follow the pattern of rising in the east and setting in the west each day.</p> <p>Possible student questions to link to the next investigation: Is there the same amount of sunlight each day? Is the moon out only at night? How often can you see the moon during the day? Are the stars/sun moving?</p> |
| <p>Learning Sequence 3: What observable patterns do you notice during sunrise/sunset, length of day, star patterns, and moon phases?</p> | <p>Activity 1: Groups of students will be given handouts that include a month of data for sunrise/ sunset, length of day, and moon phases for each season. Samples were taken from the following websites; www.sunrisesunset.com (data for any month/year for Southington) www.timeanddate.com</p> | <p>Activity 1: Students analyze data, take notes on patterns. Groups can share noticeable patterns. Teacher should chart patterns for each season.</p> <p>Students refer back to their initial questions (from Time Lapse video) if any were any answered based on learning activities. Have them look at questions that have not been answered.</p> | <p>Students will explain the observable patterns, for example: how length of day/night changes depending on season, and how the moon follows a cycle.</p> <p>Possible student questions to link to the next investigation: Does the sun have to be out to make shadows? Do shadows change size? *If necessary review phenom video to lead to shadow questions</p> |

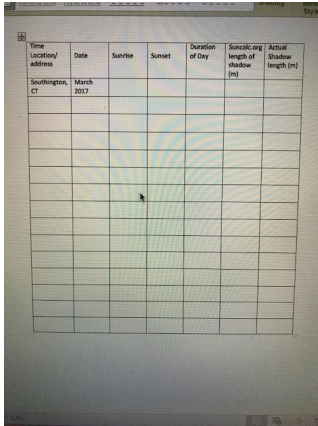


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| | <p>(day and night maps might need multiple looks)</p> <p>www.stardate.org moon phase calculator in right hand column</p> <p>Activity 2: Students will record evening night sky observations on weekly/monthly journal sheet.</p> <p>Activity 3: FOSS kit - Investigation 3 - Simulate Stars moving past (project transparency of Orion) Then have them hold the Ipad using Skyview App and slowly spin around the room. <u>Sun, Moon, and Stars</u> - pgs. 37-39“Constellations in</p> | <p>Activity 2: Students should refer to night sky sheet and discuss observations and patterns.</p> <p>Activity 3: Students should explain why they are able to see different constellations in the night sky.</p> <p>*Scorable item</p> | |
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| | Motion” | | |
| <p>Learning Sequence 4: How do shadows change throughout the day?</p> | <p>Activity 1: Show the following video on sun’s shadow: https://www.youtube.com/watch?v=3B7KLstUZbl</p> | <p>Activity 1: Have students add questions in notebook, choose 1-2 questions to add to driving question board on shadows.</p> <p>Make a claim in their notebook as to what causes shadows to change.</p> | <p>Students will explain that the Sun creates shadows, shadows length and position will change as the sun appears to move. Students will know that the time of day has something to do with what the shadow looks like.</p> <p>Possible student questions to link to the next investigation: What direction will my shadow face at different times during the day?</p> |
| <p>Learning Sequence 5: How does the sun’s position in the sky affect the placement of the shadow?</p> | <p>Activity 1: Review cardinal directions using compasses from FOSS kit. Then refer to Investigation 1: The Sun, where students track the sun throughout the day to observe the position throughout the day.</p> <p>Activity 2: “Shadow Tracking” activity from</p> | <p>Activity 1: Students will complete “Where’s the Sun?” Foss worksheet after observing the sun’s position outside several times throughout the day.</p> <p>Activity 2: Students will explain in their notebook why their shadows changed. **Scorable</p> | <p>Students will observe that the sun appears to be toward the east in the morning, overhead around noon, and toward the west in the afternoon.</p> <p>Possible student questions to link to the next investigation: Will the position of the sun change my shadow? Is my shadow going to change? What causes my shadow to change position/shape?</p> |

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| | <p>FOSS kit. Students trace their shadows at different times throughout the day. Activity 3: Demonstrate shadows with the globe (FOSS kit)</p> | <p>If possible take pictures to share with different classes and share/make observations/discuss at next class. Activity 3: Students explain when a shadow will be longest and shortest and why. **Scorable</p> | |
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| Lesson Question | Phenomena | Practices | What Students Figure Out |
|--|--|---|--|
| <p><i>Does the question come from phenomena related to the driving question or from gaps in what we figured out so far? Does the question ask how & why, and not just about facts?</i></p> | <p><i>Can you get students to buy into the question using this phenomenon? Is there something about the phenomenon that needs to be explained? Will investigation of</i></p> | <p><i>What practices are they using to investigate and explain the phenomenon? Will this lead to figuring out a piece of the DCI?</i></p> | <p><i>What part of the DCI will students be able to figure out? What questions come out of the activity to motivate the next step?</i></p> |

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| | <p><i>this phenomena help answer the question for this lesson and figure out new pieces of the puzzle?</i></p> | | |
| <p>Learning Sequence 6: Will the position of the sun change my shadow?</p> | <p>Activity 1: Data collection/ observations using suncalc.org (refer to tutorial: https://docs.google.com/document/d/1jX4cybGwV3FijTMCiO2RV35-RqWTcNYD6XQ4dziN7yk/edit?usp=sharing https://docs.google.com/document/d/1jX4cybGwV3FijTMCiO2RV35-RqWTcNYD6XQ4dziN7yk/edit?usp=sharing)</p> <p>Activity 2: Students will make a prediction as to</p> | <p>Activity 1: Students will create a line graph with the data collected showing shadow length changing over a year.</p>  <p>https://docs.google.com/document/d/1LWT60SCYF5i0BR0pb</p> | <p>Students will understand that the Earth is moving, not the Sun. It is the way the Earth revolves around the Sun that changes the position and length of shadows.</p> |

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| | <p>how shadows will change throughout the month.</p> <p>Activity 3: <u>Sun, Moon, and Stars</u> Foss Book read Sun and Seasons pg.7-8</p> | <p>qgBGcGaKHIZTgE0LUQOJ2tr34Q/edit</p> <p>Activity 2: Students will try to verify if the Suncalc.org data on shadow length for that date is accurate based on going out and measuring the shadow on the given date.</p> <p>Activity 3: Have students answer the following question: Think about the flagpole. Answer the following question in notebook: How does its shadow change over a year? **Scorable</p> | |
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date December 13, 2018

Decision Requested X Agenda Code 11 e

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State - Overnight 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, 2018

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 12/10/18
Out of State: Yes No
Overnight: Yes No
Miles Round Trip: 260

SOUTHINGTON School WRESTLING TEAM Class/Group 12/28/2018 - 12/29/2018 Date of Trip

Name and Address of Destination TSONGAS ARENA, LOWELL, MA

Reasons for Field Trip INCREASED COMPETITION AND EXPERIENCE FOR WRESTLING TEAM

Itinerary (attach if needed) _____

Departure Date/Time 12/28/2018 5:00 a.m. Return Date/Time 12/29/2018 - 10:00 p.m.

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

| Source of Funds | Totals | Additional Notes |
|------------------------------------|---------|-----------------------------|
| TOTAL Anticipated Cost of Trip | \$3100 | |
| Board of Education Contribution | \$ | |
| Other | \$ | ENTRANCE FEE PAID BY SAA |
| Fundraising Activity | \$(600) | COST OF BUS PAID BY PARENTS |
| BALANCE | \$ | |
| Student Contribution | | |
| Transportation | \$ | Students @ \$ |
| Entrance Fees, Room & Board | \$2250 | 15 Students @ \$150 |
| TOTAL Cost of Trip to Each Student | \$150 | |

SIGNATURES
Teacher [Signature] Date 12/14/18
Dept. Head _____ Date _____
Principal [Signature] Date 12/10/18
Comments _____

Assistant Superintendent [Signature] Date 12/10/18 Approved Not Approved

Board of Education Approval*** YES NO Date _____

**Southington High School
Wrestling Team**

**Lowell Holiday Tournament
Tsongas Arena ~ Lowell, MA
December 28 and 29, 2018**

ITINERARY

December 28, 2018

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, 2018

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 19 & 20, 2019**

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 12/10/18
Out of State: Yes No
Overnight: Yes No
Miles Round Trip: 260

SOUTHINGTON School WRESTLING TEAM Class/Group 1/19-1/20/19 Date of Trip

Name and Address of Destination TIMBERLAND HS PLASTOW NH

Reasons for Field Trip INCREASED COMPETITION AND EXPERIENCE FOR WRESTLING TEAM

Itinerary (attach if needed) _____

Departure Date/Time 1/19/19 5AM Return Date/Time 1/20/19 10PM

of Students 15 # of Teacher/Chaperones _____ # of Buses _____

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

| Source of Funds | Totals | Additional Notes |
|------------------------------------|---------|-----------------------------|
| TOTAL Anticipated Cost of Trip | \$3100 | |
| Board of Education Contribution | \$ | |
| Other | \$ | ENTRANCE FEE PAID BY SAA |
| Fundraising Activity | \$(600) | COST OF BUS PAID BY PARENTS |
| BALANCE | \$ | |
| Student Contribution | | Students @ \$ |
| Transportation | \$ | |
| Entrance Fees, Room & Board | \$2250 | 15 Students @ \$150 |
| TOTAL Cost of Trip to Each Student | \$150 | |

SIGNATURES
Teacher [Signature] Date 12/10/18
Dept. Head _____ Date _____
Principal [Signature] Date 12/10/18
Comments _____

Assistant Superintendent [Signature] Date 12/10/18 Approved Not Approved

Board of Education Approval*** YES NO Date _____

**Southington High School
Wrestling Team**

**Timberlane Invitational
Plaistow, NH
January 19 and 20, 2019**

ITINERARY

January 19, 2019

| | |
|----------|--------------------------------------|
| 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 20, 2019

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