

Southington Board of Education Meeting



Thursday, December 10, 2020 6:00 PM

This meeting will convene virtually. Instructions to access the BOE meeting in real time via teleconference are noted below: 1. Call 1-646-558-8656 2.

Follow the prompts. 3. The Meeting ID: 869 0411 4644 4. Passcode:

800683 5. Please mute your phone. 6. Refrain from using the "speaker

phone". 7. Public comments on the agenda items may be submitted via email and will be read

into the record. Email comments to: tconnellan@southingtonschools.org COMMITTEE OF THE WHOLE ~ OPERATIONS

200 North Main Street

Southington, CT 06489

SOUTHTINGTON BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:00 p.m.
 - a. School Security
 - b. Contract Negotiations - Food Service
 - c. Contract Negotiations - Transportation
 - d. Unaffiliated Compensation
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Celebration of Excellence
 - a. Girls Swim and Dive Team
 - b. Girls Soccer Team
 - c. Girls Cross Country
6. Approval of Minutes ~ November 12, 2020
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. Policy & Personnel Committee Meeting ~ November 17, 2020
 - b. Elementary School Facilities Committee Meeting ~ November 30, 2020
 - c. Curriculum and Instruction Committee Meeting ~ December 4, 2020
 - d. Policy & Personnel Committee Meeting ~ December 8, 2020
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Capital Improvement Plan 2021-22 to 2025-26 ~ Second Reading
 - b. Town Government Communications

- c. School Calendar 2020-2021 Proposal to Modify
 - d. Energy Management System Upgrade
11. New Business
- a. Proposed 2021-2022 School Calendar ~ First Reading
 - b. Approval of Job Descriptions ~ Assistant Superintendent of Schools, Director of Teaching and Learning for Secondary Education, Digital Learning Coordinator, Information Systems Manager, Executive Assistant to the Superintendent; Executive Assistant/District Registrar; Secretary to Director of Operations
 - c. Policy 1316 ~ Relations between Public and School Personnel - First Reading
 - d. Policy 4118.11 ~ Non-Discrimination Personnel - First Reading
 - e. Policy 5130 ~ Bullying Prevention and Intervention Policy - First Reading
 - f. Policy 5141.6 ~ Wellness Policy - First Reading
 - g. Policy 5150 ~ Non-Discrimination - Students - First Reading
 - h. SHS Textbook Adoption: Agriculture Science and Technology Textbooks; Miller and Levine - Biology ~ First Reading
 - i. Renaming a Program - ALTA to become The Karen Smith Academy
 - j. Waive Bid Process - White Glove Service
12. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items on the video recording of the Board meeting, please contact the Superintendent of Schools. 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 12, 2020

The regular meeting of the Southington Board of Education (Committee of the Whole – Operations) was held as a Zoom video and teleconference on Thursday, November 12, 2020, at 7:00 p.m. with an Executive Session held prior as a Zoom video meeting at 6:15 p.m.

1. CALL TO ORDER

Mrs. Terri Carmody, Chairperson, called the Executive Session to order at 6:21 p.m.

Board members present were Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Derynoski, and Mr. Zaya Oshana. Absent was Mr. David Falvo

Administrators present were Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent.

2. EXECUTIVE SESSION – UNAFFILIATED

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

“Move to go into Executive Session, excluding the public and press, to discuss unaffiliated matters, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mrs. Carmody ended Executive Session at 6:55 p.m.

3. RECONVENE MEETING – REGULAR SESSION

Mrs. Terri Carmody, Chairperson, called the Regular Session to order at 7:05 p.m.

Board members present were Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Derynoski, Mr. David Falvo, and Mr. Zaya Oshana. Absent was Mr. Joseph Baczewski.

Administrators present were Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business & Finance; Ms. Rebecca Cavallaro, Director of Pupil Personnel Services; Mr. Frank Pepe, Southington High School Principal; Mr. Christopher Palmieri, DePaolo Middle School Principal; and Mrs. Sara Ossais, SHS Band Director.

Student Representatives present were Miss Jhalissa Vincent and Mr. Brett Sheldrick.

4. PLEDGE OF ALLEGIANCE

The Student Representatives led in reciting of the Pledge of Allegiance.

Mrs. Carmody called for a moment of silence in memory of Anthony Mauro, former Southington High School Boys Tennis Coach for 13 years who retired in 2020 and passed away on November 1, 2020. Mr. Mauro led the team to more than 100 wins and a spot in the state championships year after year.

5. CELEBRATION OF EXCELLENCE – BLUE KNIGHTS MARCHING BAND STATE CHAMPIONSHIP

For the Celebration of Excellence, the Board members recognized the Blue Knights Marching Band for winning the 2020 Division III State Championship. Mrs. Sara Ossais addressed the challenges of the season without having in-person competitions. She acknowledged the positive attitude of the band members and support from administration and parents. The band performed a virtual show and submitted the video to States that won the 2020 Division III State Championship. The Board presented a Certificate of Excellence to the SHS Marching Band. Mr. Connellan will forward the video to the Board members of the performance that won.

6. APPROVAL OF MINUTES – October 22, 2020 – Regular Meeting

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

“Move to approve the regular Board of Education minutes of October 22, 2020, as submitted.”

Motion carried unanimously by voice vote.

a. Special Board of Education Meeting – November 10, 2020

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

“Move to approve the special Board of Education minutes of November 10, 2020, as submitted.”

Motion carried unanimously by voice vote.

7. PUBLIC COMMUNICATION

a. Communications from Public

There was no communication from the public.

b. Communications from Board Members

There was no communication from Board Members.

c. Communication from Administration

Mr. Connellan noted that this year, due to the Coronavirus, the school district missed having the military veterans give presentations at the schools throughout the year as they did in the past years. He thanked the veterans for their continued support and hoped that in the next school year their partnership would return to normal.

Administration reported on the following:

1. District Annual Performance Report: Mrs. Rebecca Cavallaro reported on the 2018-2019 District Annual Performance Reports and 2020 IDEA District Determination Process. She explained that the report indicates that Southington was doing a 100% good job regarding reporting on the students with disabilities. Annually, the district reports on a variety of indicators for students with disabilities and on the variety of programs. Mr. Brown questioned if the COVID-19 virus was negatively impacting the students with disabilities. Mrs. Cavallaro explained that the report from the state was about how Southington reported numbers and provided for students in a timely manner. Mr. Connellan stated that it was a concern how the closings and remote learning was impacting special education students. He was surprised at the high number of students with disabilities whose parents elected remote instruction. He noted that it was a difficult task for parents and the teaching professionals.

2. District Diversity and Equity Leadership: Mr. Madancy reported that the district was awarded a grant through the Graustein Foundation for the District Diversity Team leadership development, which is an ongoing series of training sessions. Many meetings have been held to date with the next meeting scheduled for November 22. The charge was to take the plan developed by the coalition and operationalize it. The School Equity Leadership Teams at the elementary level are continuing where they left off in the spring and are partnering with CREC who will be providing training to all eight elementary schools on the anti-racist framework.

3. Middle School Dig Pink Volleyball Game: Mr. Madancy recognized Lisa Volpe, physical education teacher and girls volleyball coach at Kennedy Middle School, who organized the Dig Pink Volleyball event where they raised \$2,100 virtually for the Side-Out Foundation, which is a cancer awareness organization. The volleyball match was against DePaolo Middle School, which Kennedy won.

d. Communications from Student Board Representatives

Mr. Brett Sheldrick reported the following:

- A survey was distributed to all high school students gauging digital screen time and stress of students since the start of school. Parents/guardians were also sent a similar survey with the response rate for both very high.
- The Girls Swim & Dive Team added to their undefeated season by winning the CCC Region B Championship.

- The Girls Cross Country Team won the CCC Region B end of year meet at Stanley Quarter Park in New Britain. The Boys Cross Country Team were runner-up at the same meet.
- On the PSAT day, some students were quarantined with a make-up date scheduled for January 26, 2021.

Miss Jhalissa Vincent reported on the following:

- PSAT Day was held and there were students who could not participate because they were quarantined. There will be no make-up day on January 26, 2021.
- SAT Day was held at the high school on November 7 for SHS students only.
- A ceremony for Unified Sports was November 5 to recognize them for their national ranking with the banner to be hung in the main gym.
- The first quarter of school ended Tuesday, November 10. Teachers were finalizing grades.
- The change in rotation of in-school days starts January 29, 2021 so students in opposite cohorts could participate in in-class lab days.

8. COMMITTEE REPORTS

Finance Committee Meeting – October 29, 2020

Mr. Oshana reported that the committee discussed the Self-Insurance Report through September with claims running \$856,000 under budget, which should start to run up to normal levels.

a. Maintenance Department Van Lease

The committee discussed the leasing of an additional Maintenance Department van for electricians. The current van would stay in service with an older vehicle retired. The annual payment would be \$9,370.58 for a four-year lease and then owned by the district. Mrs. Mellitt investigated leasing and found that it was cheaper to lease from the state versus the Board leasing on their own.

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

“Move to enter into a four-year lease to purchase a Ford T-250 Cargo Van for the Maintenance Department as recommended by the Board of Education Finance Committee.”

Motion carried unanimously by voice vote.

b. STELLAR Van Lease

Mr. Oshana explained that this van would be used to transport students to job sites to learn independent living skills. It is a four-year lease with an annual payment of \$15,650, which would allow expanding the program. Mr. Derynoski questioned who would be driving the van. Mrs. DiNello explained that job coaches have been trained to drive the STELLAR van.

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

“Move to enter into a four-year lease to purchase a Ford Wheelchair Accessible Van for the STELLAR Program, as recommended by the Board of Education Finance Committee.”

Motion carried unanimously by voice vote.

c. Terms of Payback for Food Service Loan

Mr. Oshana reported that if there was a profit of over \$30,000 in a given year then the repayment decision would go back to the Finance Committee and then to the full Board to see if the program was in a position to make a repayment on the loan. Mr. Brown questioned how the loan would be repaid if there was not a profit over \$30,000. Mr. Oshana explained that there would not be a payment that particular year if it did not meet the threshold. Mr. Derynoski questioned if \$30,000 was too high. Mrs. DiNello explained that if there was a small profit of \$10,000-\$15,000 in any given year, the program would need it to restore their cash flow and cash balance. The \$30,000 would be a threshold to look at a loan repayment. It is possible they would not have a profit in the range of \$30,000 and the loan would not be repaid. Mr. Derynoski questioned if they were playing games with the system regarding having a loan repayment schedule that would never be able to be repaid. Mrs. DiNello explained the reason why they chose the \$30,000 threshold and that the funding for the \$300,000 was not coming out of the Board of Education Operating budget. It would come from the Unexpended Funds Account on the Town side and if there is a repayment the Town would determine on who would be receiving the funds.

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

“Move to approve that the \$300,000 payment to the Food Service Program is a loan and the repayment of principal will be considered if the program has a profit of more than \$30,000 at the end of any fiscal year. The Finance Committee of the Board of Education will review the financial statements and cash balance and make a recommendation to the full Board of Education on the amount of an installment payment.”

Motion carried unanimously by voice vote.

d. Waive Bid-Energy Management System Upgrade

Mr. Oshana reported that the school district received the full amount requested under the Coronavirus Relief Fund Grant for \$856,000 for reopening costs incurred prior to December 31, 2020.

The committee also discussed the need to update the Energy Management System at three schools to address ventilation issues and nightly air purge. All the schools can do this except for three schools. The cost would be between \$24,000-\$28,000 and would need to be done by the proprietary vendor CTC.

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

“Move to waive the bid process to upgrade the energy management systems at South End, Oshana and ASTE building and allow Connecticut Temperature Controls (CTC) perform the work as the proprietary vendor.”

Motion carried unanimously by voice vote.

9. SUPERINTENDENT’S REPORT

a. Personnel Report

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

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

Motion carried unanimously by voice vote.

10. OLD BUSINESS

a. Town Government Communications

There was no Town Government Communication.

b. Policy 1313 – Non-Discrimination (Community) – Second Reading

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

“Move to approve Policy 1313 – Non-Discrimination (Community) as recommended by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

c. Policy 3281 ~ Code of Conduct Child Nutrition Programs ~ Second Reading

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

“Move to approve Policy 3281– Code of Conduct Child Nutrition Programs, as presented by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

d. Policy 4118.112 ~ Sex Discrimination and Sexual Harassment (Personnel) ~ Second Reading

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

“Move to approve Policy 4118.112 – Sex Discrimination and Sexual Harassment (Personnel) as recommended by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

e. Policy 5114 ~ Student Discipline ~ Second Reading

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

“Move to approve Policy 5114 – Student Discipline, as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

11. NEW BUSINESS

a. Superintendent’s Annual Report – 2019-2020

The Board members were very proud and impressed with the report and what was able to be accomplished at the schools even with the Coronavirus shutdown. It was a tribute to the staff and the town and was an uplifting, detailed, positive report. The consistency from school to school made it an easy, concise read compared to past years. The Board thanked Mr. Connellan and the entire administrative team for a great report on what the Southington School system is all about. Mr. Connellan noted that the report was a reflection of what the staff does day in and day out. The teachers continue to persevere through difficult circumstances and provide the students with wonderful activities and team efforts. He thanked Mrs. Linda Blanchard, BOE Recording Secretary, and Ms. Justine Pagano, for putting the report together.

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

“Move to accept the Superintendent's Annual Report for 2019-2020, as submitted.”

Motion carried unanimously by voice vote.

b. Capital Improvement Plan 2021-22 to 2025-26 – First Reading

Mr. Connellan noted that Mrs. Jennifer Mellitt, Accounting Manager, put this plan together and that it would be on the December agenda for action.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:00 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

December 10, 2020



- 1. Early Childhood Education Forum**
- 2. Remote Academy**
- 3. Adult Education Merger**



SOUTHINGTON PUBLIC SCHOOLS

Board of Education Policy & Personnel Committee Meeting

Meeting Date: November 17, 2020 @ 6:00 PM

Meeting called to order at 6:12 pm

Board Members Present: Colleen Clark, Policy and Personnel Committee Chair, David Derynoski, David Falvo
Absent: Zaya Oshana

Administration Present: Steven Madancy, Assistant Superintendent for Curriculum and Instruction

The committee reviewed and discussed the following five job descriptions. Consensus was to move all forward to the full Board with edits for approval at the December 10, 2020 Board meeting.

- 1. Director of Digital Learning** - This position bridges the gap between education and technology. The original title was Director of Digital Learning and Mr. Derynoski questioned the title and why this is a director position. Mr. Madancy explained that this position's salary would be in the District Coordinator range. Terms of Employment – 206 plus 9 days by mutual consent. This will allow summer PD to be done with teachers. After discussion it was recommended that this position have the title of **Digital Learning Coordinator**.
- 2. Information Systems Manager**- This person would be responsible for the oversight and maintenance of all district information systems (both student and personnel) including the accuracy of local, state, and federal reports. Additionally, this person would develop all custom reports within Sequel needed for scheduling, budgeting, or other district needs. Lastly, this person would handle the logistics within the technology department of device access and inventory. This is an unaffiliated position and would include the tracking the allocation of 1:1 devices and asset management for hardware. Our current asset tagging goes into our Web Help Desk for storage, and needs to be expanded. This position does cover a wide range of areas, and Committee members wanted to ensure it was not too much for one person.
- 3. Executive Assistant – Superintendent** – This position is vacant due to the retirement of Debi Albaitis on December 30, 2020. The position was reviewed last ten years ago, and information was updated. Public information to reporters, etc. Mr. Derynoski suggested that greeting visitors according to standard operating procedure should be added back into the duties. Mr. Falvo suggested that the requirement was at least an associate degree and working in education be added. Mr. Madancy explained that experience is much more important than a degree in this

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

200 NORTH MAIN ST.
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

position, and specifying educational experience would preclude applications from outside education.

4. **Executive Assistant/District Registrar** – This position was reviewed about three years ago. Mr. Madancy explained that the Registrar handles most enrollment and residency issues, and he has minimal involvement in those situations. This position also covers for the Superintendent's Office. In accordance with standard operating procedures will be added to the welcoming of visitors.
5. **Secretary to the Director of Operations** – This position is vacant due to the retirement of Catherine Sheldrick on November 13, 2020, and hasn't been updated in fourteen years. Questioned why AgSci billing is done out of Operations Office. This is because this billing is for out of town students and has always been there because of transportation. Replacement in this position will be starting on December 7th.

The committee reviewed and discussed the following five policies. Consensus was to move all forward to the full Board for a first read on December 10, 2020.

Policies:

Series 1000: Community/Board Operation

Policy 1316 Relations between Public and School Personnel

This policy is to be used to govern relations between public and school personnel and should be used to govern conduct on school property through the promotion of civility. The committee requested that the enforcement language included within the administrative regulations also be present in policy language.

Series 4000: Personnel

Policy 4118.11- Non-Discrimination Personnel

The non-discrimination policy has been revised to clarify that discrimination based on alienage, or citizenship status, is prohibited by law.

Series 5000: Students

Policy 5130 – Bullying Prevention and Intervention

There are two people in district – Chris Palmieri and Marilyn Kahl who handle any issues with bullying that are not handled by the building



SOUTHTON PUBLIC SCHOOLS

administrator. Teen dating violence information was added. During discussion it was thought that a revision was made sometime between 2013-2015. Mr. Falvo asked for clarification of the Prevention and intervention – Mr. Madancy explained this is mandated training that each staff member needs to complete. Modules for this training would come from the state for teen dating violence.

Policies need to align with the law, and many policies brought to the committee are filling that requirement.

Policy 5141.6 – Wellness Policy

This policy needed to be amended to meet requirements. Tri-annual assessment was due in the spring, but we received a one-year extension because of Covid.

Policy 5150 – Non-Discrimination – Students

This is Shipman's Policy and mirrors the personnel policy above and is a required policy. This non-discrimination policy also clarifies that discrimination based on alienage, or citizenship status, is prohibited by law.

Committee thanked Mr. Madancy for the information and the work involved in bringing 5 policies and 5 job descriptions to them tonight. Going forward Tuesdays would be the best night for meetings.

Meeting adjourned 7:15 p.m.

Respectfully submitted,

A handwritten signature in black ink that reads "Steven Madancy".

Steven Madancy

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

200 NORTH MAIN ST.
SOUTHTON, CT
06489

WWW.SOUTHTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Southington Public Schools
Southington, Connecticut

ELEMENTARY SCHOOL FACILITIES COMMITTEE MEETING

(Zoom / Teleconference Meeting)

November 30, 2020

Board Members Present: Mrs. Colleen Clark, Chairperson; Mr. James Chrzanowski, Mr. Bob Brown, Mr. Zaya Oshana, and Mrs. Terri Carmody

Administrators Present: Mr. Timothy Connellan, Superintendent of Schools, Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business & Finance; and Mr. Peter Romano, Director of Operations

Others Present: Collier and Associates - Mr. Chuck Warrington and Mr. John Koplas

Mrs. Clark, Chairperson, called the meeting to order at 4:00 p.m.

Mr. Warrington from Collier & Associates opened the meeting with a review of the current situations at Kelley, Flanders, and Derynoski Elementary Schools. He then shared GIS (Geographic Information System) mapping of the sites with potential locations for new schools on the sites. The discussion continued about square feet required per student, what expenses the state would and would not reimburse the Town for, soft costs versus construction costs, reimbursement rates for renovation versus new construction, and current and projected enrollment.

The committee agreed that more discussion was needed to determine the next steps required in the process.

The meeting was adjourned at 5:35 p.m.

Respectfully Submitted,
Colleen W. Clark
Committee Chairperson



SOUTHINGTON PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Board of Education Curriculum Committee Meeting Minutes

Friday, December 4, 2020 – 1:15 p.m. Via Google Meet

STEVEN G. MADANCY
ASSISTANT
SUPERINTENDENT FOR
CURRICULUM AND
INSTRUCTION

STEPHANIE R. LAWLOR
ENGLISH LANGUAGE ARTS
COORDINATOR, PREK-12

OSHANA ELEMENTARY
SCHOOL
(860) 628-3450, EXT 454

AMY ZAPPONE
MATH COORDINATOR,
PREK-12

OSHANA ELEMENTARY
SCHOOL
(860) 628-3450 EXT 454

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3204

FAX
(860) 628-3205

Members Present: Bob Brown, Committee Chair, Terri Carmody, Missy Cipriano (arrived late)

Administration Present: Steven Madancy, Assistant Superintendent for Curriculum and Instruction, Frank Pepe, Principal, Southington High School

SHS AgSci UConn Floral Art Textbooks - Marion Stannard

Mrs. Stannard explained that the new textbook supports both in-person and remote learning. Because this course is typically hands on, the digital resources accompanying this text will assist with asynchronous and remote learning. There will be no funds required of the Board to purchase these as the Ag Sci grant will cover purchases/expenses associated with this. The committee agreed this could be brought forward as an approved text at the December 10th meeting given that it is being sought to use this text next semester making this purchase time sensitive. Marion was thanked for her work. Mr. Brown commended all of the teachers for their hard work.

SHS Science Dept. Conceptual Chemistry I & II - Mike Halloran, Nicole Raccio

Mrs. Raccio explained that the conceptual chemistry will be changed from one course into two semesters – each being half credit. No motion is needed for the full Board as there is no change to the curriculum, but Mr. Madancy wanted to apprise the committee. Mr. Brown and Mrs. Carmody agreed with the plan.

SHS Science Dept. Biology - 2020 Miller and Levine Textbook

Biology curriculum is in the process of being re-written. The Miller and Levine Textbook is based on phenomenon learning and supports remote learning as well as in-person learning. It was agreed that this would be presented to the full Board on December 10, 2020 as a first read, and to be followed in January 2021 as a second read.

SHS Science Dept. Forensic Science II (Gr. 11-12)

SHS administration is recommending opening a Forensic Science II for next year. Currently have six sections of Forensics I, and this would be a continuation of the Forensic Science I course. This is not expected to impact personnel. This course is supported by the committee and the curriculum will be brought back to the committee and full Board for full adoption once complete.



SOUTHINGTON PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

STEVEN G. MADANCY
ASSISTANT
SUPERINTENDENT FOR
CURRICULUM AND
INSTRUCTION

STEPHANIE R. LAWLOR
ENGLISH LANGUAGE ARTS
COORDINATOR, PREK-12

OSHANA ELEMENTARY
SCHOOL
(860) 628-3450, EXT 454

AMY ZAPPONE
MATH COORDINATOR,
PREK-12
OSHANA ELEMENTARY
SCHOOL
(860) 628-3450 EXT 454

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3204

FAX
(860) 628-3205

SHS World Language French V - Tina Riccio, Mackala Fall

Mrs. Riccio introduced Mr. Fall and he discussed the new course proposal. This will address social consciousness, social media and human rights. – This course will study cultures of French speaking countries in Africa and West Africa, and Mr. Fall has been in contact with UConn professors and this has been integrated into the course. Committee members were impressed with the course, with Mr. Fall, and excited about the future offerings this may introduce.

SHS Computer Science Independent Study Proposal - Leah Clark, Tom Hinman, Kyle Courtemanche, Matt Adams

Mrs. Clark, Mr. Hinman, Mr. Courtemanche, Mr. Adams presented an independent study course that would allow students to choose a different coding language to study/pursue, hence allowing a year 4 choice for students wishing to continue pursuing computer science beyond current SHS course offerings. The course would also have a mentoring component built in. It was understood that the curriculum would look somewhat different than our current Understanding by Design format most curricula are written in given the unique and personalized nature of the course for students. It was also discussed that consideration be given to this course for meeting the Capstone graduation requirement at SHS given the mastery-based nature of the course.

SHS African American/Black and Puerto Rican/Latino Course of Studies- Rich Aroian

This course will be a one credit year-long elective offered next year in which students will consider the scope of African American/Black and Puerto Rican/Latino contributions to U.S. history, society, economy and culture. This course is the outcome of state legislation passed last year and is a required course offering of all CT school districts. The curriculum was recently unanimously adopted by the CT State Board of Education on December 2nd. Districts will be getting more information in January relative to the curriculum and professional development for teaching staff assigned to this course. No action is needed by the committee as this item is informational only for the committee.

SHS Course Name Change from MS Office I and MS Office 2 to Computer Essentials (MO1) and Business Computer Essentials (MO2) (Rich Aroian)

Mr. Aroian presented the rationale with changing the names of the courses. Given that the use of different software has expanded beyond Office products, and with the students' false impression that most already know Microsoft, this may more actively lure students into a course where they will learn essentials beyond the basics of Microsoft Office. After discussion, the committee approved the name change. No action is required of the committee or the Board for this agenda item.



SOUTHINGTON PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

STEVEN G. MADANCY
ASSISTANT
SUPERINTENDENT FOR
CURRICULUM AND
INSTRUCTION

STEPHANIE R. LAWLOR
ENGLISH LANGUAGE ARTS
COORDINATOR, PREK-12

OSHANA ELEMENTARY
SCHOOL
(860) 628-3450, EXT 454

AMY ZAPPONE
MATH COORDINATOR,
PREK-12

OSHANA ELEMENTARY
SCHOOL
(860) 628-3450 EXT 454

SHS - Frank Pepe

Collapsing Levels and Co-teaching

Mr. Pepe provided a PowerPoint presentation and explanation for phasing out co-taught classes in science and social studies, to disperse students more broadly with IEP's ensuring compliance with the state recommendation of less than 50% of students with IEP's integrated into regular education classes. This shift will also allow to further disperse students with IEP's into literacy and numeracy courses. The administration explained that this shift will be phased in gradually and monitored closely to ensure it achieves intended outcomes. This item will be revisited in the future. No action is needed by the committee or the Board for this item as it is informational only and does not change any current curriculum and policy.

Additional conversation ensued about the past, and now current, need for the high school to collapse levels given the current 4 level system. This will be explored further with members of the high school SIT team (SIT team is SHS leadership team consisting of department chairs and SHS administration) This item is informational only and will be revisited at a future C & I meeting as well as future Policy and Personnel meeting as it will have implications on Policy 6146.1

Quarter Weighting

Mr. Pepe shared that the 10% weighting of each midterm and final exam will now be redistributed evenly among the 4 quarters totaling 25% each quarter. Informational only, no action needed by the committee.

Meeting adjourned at 3:00 p.m.

Sincerely,

Steven Madancy
Assistant Superintendent for Curriculum and Instruction

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3204

FAX
(860) 628-3205



SOUTHINGTON PUBLIC SCHOOLS

Board of Education Policy & Personnel Committee Meeting

Meeting Date: December 8, 2020 @ 6:00 PM

Meeting called to order at 6:10 pm

Board Members Present: Colleen Clark, Policy and Personnel Committee Chair, David Derynoski, David Falvo (joined late), Zaya Oshana

Administration Present: Steven Madancy, Assistant Superintendent for Curriculum and Instruction

The committee reviewed and discussed the following two job descriptions. Consensus was to move both forward to the full Board for approval at the December 10, 2020 Board meeting.

1. Assistant Superintendent of Schools

This job description has been updated to incorporate the addition of supervision of the Technology Department with the Technology Leadership Team and the requirement of an understanding of the effective and efficient use of technology for operations and instructions within the district. The addition of the requirement of a Connecticut Certification #093 has also been added.

2. Director of Teaching and Learning for Secondary Education

This is a new job description. This position would be an instructional leader who understands high quality teaching and learning and causal relationships to curriculum, instruction, and assessment that will lead to student outcomes associated with the district's Vision of a Graduate.

Meeting adjourned 6:55 p.m.

Respectfully submitted,

Steven Madancy

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

200 NORTH MAIN ST.
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date December 10, 2020

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 the 2020-2021 school year. This report includes activity for the month of November 2020.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

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

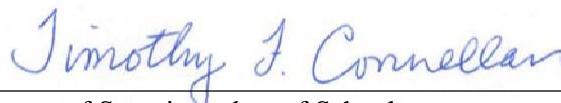
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Included:

8. Personnel Report

**Personnel Report
November 2020**

APPOINTMENTS

| | NAME | POSITION | SCH | FTE | EFFECTIVE | DEGREE | SALARY |
|-----------|---------------------|------------------------------|------------|------------|------------------|---------------|---------------|
| CLASS | Ainslie, Julia | P/T Custodian | SHS | .49 | 11-9-2020 | N/A | \$15.63 |
| CLASS | Davis, Kimberly | P/T Paraeducator | FES | .88 | 11-9-2020 | N/A | \$17.03 |
| CLASS | Dellaria, Jessica | P/T Paraeducator | SEES | .88 | 11-30-2020 | N/A | \$17.03 |
| CLASS | Griffin, Hattie | P/T Paraeducator | KES | .88 | 11-16-2020 | N/A | \$17.03 |
| CLASS | LaBouliere, Emilie | P/T Paraeducator | DES | .88 | 11-9-2020 | N/A | \$17.03 |
| Non-union | MacCallum, Jennifer | Tutor-Literacy & Numeracy | DES | 1.0 | 11-10-2020 | N/A | \$20.93 |
| CLASS | Mettica, Ashley | P/T Paraeducator | HES | .88 | 11-2-2020 | N/A | \$17.03 |
| CLASS | Nealon, Jesse | P/T Custodian | SHS | .49 | 11-9-2020 | N/A | \$15.63 |
| CLASS | Ratliff, Lisa | F/T Paraeducator | SHS | 1.0 | 11-2-2020 | N/A | \$17.03 |
| CLASS | Vargas, Crystal | Secretary II, Spec Ed/Transp | CO | 1.0 | 11-16-2020 | N/A | \$23.51 |

RESIGNATIONS/RETIREMENTS

| | NAME | POSITION | SCHOOL | EFFECTIVE | YRS | RET/RES |
|-------|----------------------|-------------------------|---------------|------------------|------------|----------------|
| CLASS | Bennett, Lisa | Secretary II, Spec Ed | CO | 11-7-2020 | 13 | RETIRE |
| CERT | Bradley, Samantha | Special Ed Teacher | TES | 11-17-2020 | 10 mo. | RESIGN |
| CLASS | Sheldrick, Catherine | Secretary I, Operations | CO | 11-14-2020 | 8 | RETIRE |
| CLASS | Sikoski, Dennis | Security Attendant | SHS | 11-19-2020 | 8 | RETIRE |

ASSIGNMENT CHANGE

| NAME | FROM (PREVIOUS ASSIGN) | | TO (NEW ASSIGN) | | |
|---------------|-------------------------------|------------|------------------------|------------|------------------|
| | POSITION/SCHOOL | FTE | POSITION/SCHOOL | FTE | EFFECTIVE |
| Styring, Tara | Secretary I, Spec Ed | 1.0 | Secretary II, Spec Ed | 1.0 | 11-9-2020 |

TRANSFERS

| CERT NAME | FROM (PREVIOUS ASSIGN) | | TO (NEW ASSIGN) | | |
|------------------|-------------------------------|------------|------------------------|------------|------------------|
| | POSITION/SCHOOL | FTE | POSITION/SCHOOL | FTE | EFFECTIVE |

None to report

COACHING / STIPENDS

Coaching Stipends

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____

Board Meeting Date December 10, 2020

Decision Requested X

Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Capital Improvement Plan 2021-22 to 2025-26 ~ Second Reading

Summary of Issue: The proposed Capital Improvement Plan calls for \$621,080 in 2021-22 and \$10,037,332 over the next four years for a total of \$10,658,412.

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.

| | | | |
|------------------------------|----------------|---------------------|----------------------------------------------|
| | 2021-2022 - \$ | 621,080 | |
| | 2022-2026 - | \$10,037,332 | |
| Cost (if applicable): | | <u>\$10,658,412</u> | Funding Source: <u>Capital Budget</u> |

Beginning Date of Program or Project: July 1, 2021

Ending Date of Program or Project: June 30, 2026

Recommendation or Comment: Move to approve the Capital Improvement Plan 2021-22 to 2025-26 as presented by administration.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Proposed Five Year Capital Plan
2. _____



SOUTHINGTON PUBLIC SCHOOLS

**Capital Improvement Plan
Five-Year Projection
2021/22 to 2025/26**

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2021/22 THROUGH 2025/26**

| Site | Project Type / Description | Year of Request | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | Total Request - Five Years |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------|----------------|----------------|------------------|------------------|----------------|----------------------------|
| Air Conditioning - Elementary | | Pending | TBD | | | | | TBD |
| Boiler Project | | | | | | | | |
| SHS | Replace Boiler at High School | 2020/21 | | 75,000 | | | | 75,000 |
| | Subtotal | | - | 75,000 | - | - | | 75,000 |
| Fire Curtain Project | | | | | | | | |
| SHS | Replace Fire Curtain on SHS Auditorium Stage | 2020/21 | | | | | 66,000 | 66,000 |
| | Subtotal | | - | - | - | - | 66,000 | 66,000 |
| Masonry Project - Exterior | | | | | | | | |
| SHS | Silicone/Sealing Masonry, pricing updated 2019/20 | 2008/09 | 139,050 | | | | | 139,050 |
| | Subtotal | | 139,050 | - | - | - | | 139,050 |
| Paving Projects | | | | | | | | |
| SHS | Rear Parking Lots and Driveways Excluding Ag Sci Area, Revised 2018-19 | 2017/18 | | 257,275 | | | | 257,275 |
| SES | Parking Lot Expansion | 2014/15 | | | | 83,930 | | 83,930 |
| HES | Reconstruct Paved Playground for Parking | 2008/09 | | | | | 134,375 | 134,375 |
| | Subtotal | | - | 257,275 | - | 83,930 | 134,375 | 475,580 |
| Roofing Projects | | | | | | | | |
| SHS | Replace 1995 Built-Up Roofing, 120,857 SF | 2017/18 | | | 4,231,167 | | | 4,231,167 |
| HES | Replace 1996 Roofing, 27,000 SF | 2017/18 | | | | 962,448 | | 962,448 |
| | Subtotal | | - | - | 4,231,167 | 962,448 | | 5,193,615 |
| 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 |
| Southington HS Athletic Facility Master Plan Projects (Based on Kaestle Boos Study) | | | | | | | | |
| SHS | Varsity Softball Field Improvements to address Title IX issues | 2020/21 | 215,000 | | | | | 215,000 |
| SHS | Athletic Facility Improvements | 2020/21 | | TBD | TBD | TBD | TBD | TBD |
| | Subtotal | | 215,000 | TBD | TBD | TBD | TBD | 215,000 |
| Southington High School -Other Athletic Facility Projects | | | | | | | | |
| SHS | Retrofit Turf Stadium Lights to LED | 2018/19 | 113,560 | | | | | 113,560 |
| | Subtotal | | 113,560 | - | - | - | TBD | 113,560 |
| Underground Oil Tank Removals & Replacements | | | | | | | | |
| HES/SES/TES | Remove and Replace Underground Oil Tanks at Three Schools | 2019/20 | 153,470 | 189,520 | | | | 342,990 |
| | Subtotal | | 153,470 | 189,520 | - | - | - | 342,990 |
| Subtotal Board of Education Capital Improvement Plan Before Phase III Schools | | | 621,080 | 521,795 | 4,231,167 | 1,046,378 | 200,375 | 6,620,795 |
| Also Listed on the Unexpended FY 20 Projects | | | | | | | | |

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2021/22 THROUGH 2025/26**

| Site | Project Type / Description | Year of Request | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | Total Request - Five Years |
|-------------------------------------------------------------------------------|----------------------------------------------------------|-----------------|----------------|----------------|------------------|------------------|----------------|----------------------------|
| Phase III: Derynoski, Flanders, & Kelley Building Projects | | | | | | | | |
| DES/FES/KES | Phase III Building Renovation Project | 2018/19 | | | TBD | | | TBD |
| | Subtotal | | - | - | TBD | - | - | TBD |
| Bleacher Replacement Project | | | | | | | | |
| DES | Gymnasium Bleacher Replacement | 2001/02 | | | TBD | | | TBD |
| | Subtotal | | - | - | TBD | - | - | TBD |
| Fire Alarm System Replacement Projects | | | | | | | | |
| KES | Install Updated Fire Alarm System | 2014/15 | | | 187,250 | | | 187,250 |
| FES | Install Updated Fire Alarm System | 2008/09 | | | 187,250 | | | 187,250 |
| | Subtotal | | - | - | 374,500 | - | - | 374,500 |
| Paving Projects | | | | | | | | |
| DES | Playground and Pyne Center Rear Parking, Revised 2018/19 | 2006/07 | | | 905,265 | | | 905,265 |
| FES | Parking Lot Expansion | 2008/09 | | | 335,850 | | | 335,850 |
| KES | Parking Lot Expansion | 1998/99 | | | 302,325 | | | 302,325 |
| | Subtotal | | - | - | 1,543,440 | - | - | 1,543,440 |
| Roofing Projects | | | | | | | | |
| DES | Replace Built-Up and Shingle Roofing, 87,856 SF | 2018/19 | | | | 1,915,957 | | 1,915,957 |
| | Subtotal | | - | - | - | 1,915,957 | - | 1,915,957 |
| School Fixture Replacement Projects | | | | | | | | |
| FES | Lavatory & Classroom Fixtures | 2008/09 | | | 66,660 | | | 66,660 |
| KES | Lavatory & Classroom Fixtures | 2008/09 | | | 66,660 | | | 66,660 |
| | Subtotal | | - | - | 133,320 | - | - | 133,320 |
| Window Replacement Project | | | | | | | | |
| DES | Cafeteria Window Wall | 2008/09 | | | 70,400 | | | 70,400 |
| | Subtotal | | - | - | 70,400 | - | - | 70,400 |
| Subtotal Phase III: Derynoski, Flanders & Kelley Building Projects | | | - | - | 2,121,660 | 1,915,957 | - | 4,037,617 |
| Grand Total Board of Education Capital Improvement Plan | | | 621,080 | 521,795 | 6,352,827 | 2,962,335 | 200,375 | 10,658,412 |

Also Listed on the Unexpended FY 20 Projects

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

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 SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: BOILER PROJECT

FISCAL YEAR PROPOSED: 2022/23

DESCRIPTION:

2022/23

SHS - This project would replace two (2) boilers for the Auditorium, DECA and CLP wings of the high school. The gas boilers are 600,000 BTUs each and supply hot water for the heat pumps in the those wings. The boilers were installed in 1998 and are in fair condition. SPS has been repairing sections on the boilers in the past five years because they are leaking.

PROJECT COST: 75,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: FIRE CURTAIN PROJECT

FISCAL YEAR PROPOSED: 2025/26

DESCRIPTION:

2025/26

SHS - This project would provide funds to replace the fire curtain on the SHS auditorium stage. The existing fire curtain requires a manual crack to engage. This project would replace the existing curtain and install an electronic mechanism to engage the curtain.

PROJECT COST: 66,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: MASONRY PROJECTS - EXTERIOR

FISCAL YEAR PROPOSED: 2021/22

DESCRIPTION:

2021/22

SHS - This project would provide funds to seal the entire brick exterior at Southington High, an estimated 130,000 square feet.

PROJECT COST: 139,050

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: PAVING PROJECTS

FISCAL YEAR PROPOSED: 2022/23 Through 2025/26

DESCRIPTION:

2022/23

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.

\$257,275 (updated quote received October 2018)

2024/25

SES - This project would provide an additional fifteen (15) parking spaces in the front parking lot along Marion Avenue

\$83,930

2025/26

HES - Reconstruct paved playground for parking off the east wing and driveway access to existing visitors parking lot and drop off area.

\$134,375

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

PROJECT COST: 475,580

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: ROOFING PROJECTS

FISCAL YEAR PROPOSED: 2022/23 through 2023/24

DESCRIPTION:

2023/24

SHS - This project would replace the 1995 Built-Up roofing, 120,857 SF

\$4,231,167

2024/25

HES - This project would replace the 1996 roofing, 27,000 SF

\$962,448

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: 5,193,615

SOUTHINGTON PUBLIC SCHOOLS
ROOF REPLACEMENT SCHEDULE
FIVE YEAR SUMMARY AND BEYOND

| REPLACEMENT YEAR | SCHOOL | YEAR INSTALLED | SF | REPLACEMENT COST ESTIMATE BASED ON 2017-18 EVALUATION | Replacement Estimate for 2021/22 |
|-----------------------------------|-----------------|----------------|---------|-------------------------------------------------------|----------------------------------|
| 2020-2021 (referendum Fall 22) | SHS - Built Up | 1995 | 120,857 | \$3,988,281 | \$4,231,167 |
| | Subtotal | | | \$3,988,281 | \$4,231,167 |
| 2021-2022 | HES | 1996 | 27,000 | \$907,200 | \$962,448 |
| | Subtotal | | | \$907,200 | \$962,448 |
| 2023-2024 (2024-25) | DES - Built Up | 1993 | 38,692 | \$1,310,400 | \$1,390,203 |
| | DES - Shingle | 1993 | 49,164 | \$495,573 | \$525,754 |
| | Subtotal | | | \$1,805,973 | \$1,915,957 |
| Grand Total - NEXT 5 YEARS | | | | \$6,701,454 | \$7,109,573 |

BEYOND 5-YEARS

| REPLACEMENT YEAR | SCHOOL | YEAR INSTALLED | SF | REPLACEMENT COST ESTIMATE BASED ON 2017-18 EVALUATION | Replacement Estimate for 2021/22 |
|-------------------------------------|-----------------|----------------|---------|-------------------------------------------------------|----------------------------------|
| 2027-2028 | ALTA | | | \$235,200 | \$249,524 |
| | TES | 2002 | 62,000 | \$2,083,200 | \$2,210,067 |
| | Subtotal | | | \$2,318,400 | \$2,459,591 |
| 2028-2029 | HES | 2003 | 45,000 | \$1,350,001 | \$1,432,216 |
| | SES | 2003 | 55,370 | \$1,860,432 | \$1,973,732 |
| | Subtotal | | | \$3,210,433 | \$3,405,948 |
| 2030-2031 | FES | 2000 | 31,663 | \$1,310,400 | \$1,390,203 |
| | KES | 2000 | 31,663 | \$1,310,400 | \$1,390,203 |
| | Subtotal | | | \$2,620,800 | \$2,780,407 |
| 2034-2035 | Ag -Sci | 2009 | (blank) | | |
| | PES | 2009 | 26,000 | \$780,001 | \$827,503 |
| | SEES - Shingle | 2009 | 52,500 | \$147,000 | \$155,952 |
| | SEES - Built up | 2009 | 5,127 | \$114,845 | \$121,839 |
| | Subtotal | | | \$1,041,846 | \$1,105,294 |
| 2039-2040 | JAD | 2014 | 90,690 | \$2,031,456 | \$2,155,172 |
| | JFK | | | \$2,031,456 | \$2,155,172 |
| | Subtotal | | | \$4,062,912 | \$4,310,343 |
| Grand Total - Beyond 5 Years | | | | \$13,254,391 | \$14,061,583 |

GRAND TOTAL ROOFING PROJECTS

\$21,171,156

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 2021/22 THROUGH FISCAL YEAR 2025/26

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 2021/22 THROUGH FISCAL YEAR 2025/26

| | | | |
|--------------------|---------------------------|------------------------------|--------------------------------------------------------------------------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | High School Athletic Facility Master Plan based on Kaestle Boos Study December 2020 |
| | | FISCAL YEAR PROPOSED: | 2021/22 Through 2025/26 |

DESCRIPTION:

2021/22

Varsity Softball Field Improvements to Address Title IX

The State Department of Education Civil Rights Facility Review Report of Southington High School indicated a number of areas that required code updates in order to comply with Title IV of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act,. The Administration is developing a plan to address the updates in phases. The first project will address improvements to the varsity softball field, especially as they apply to Title IX of the Education Amendments of 1972 and the equity issues around the softball facility accommodations versus the baseball facility accommodations.

\$215,000

| | | |
|--------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Dugouts | 76,000 | Includes: canopy structures, chain link mesh fabric, sun screen, equipment and concrete pad |
| Bullpens and Batting Tunnel | 49,000 | Includes two new bullpens (surfacing, plates and fencing) and batting tunnel with surfacing and plates, site prep and cleanup |
| New Backstop and Safety Fence | 55,000 | Includes: back stop and fencing and safety netting along 1st and 3rd Baseline (40' each side), site prep and cleanup |
| Accessibility improvements to Dugouts, Bullpens and Batting Tunnel | 15,000 | |
| Design, bidding, construction administration, etc. | 20,000 | |
| Total Varsity Softball Field Improvements | <u>215,000</u> | |

2022/23 through 2025/26

Athletic Facility Master Plan Improvements

The SPS Administration, in conjunction with Kaestle Boos, is developing a master plan for improvements, capital projects and major renovations to the high school athletic facilities. At the time of this writing the master plan has not been finalized. The SPS Administration will continue to refine the master plan and bring the final recommendations forward when completed. The budget necessary to complete the master plan is projected at this time.

TBD

PROJECT COST: 215,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

| | |
|---------------------------------------|----------------------------------------------------------------------------------|
| DEPARTMENT: BOARD OF EDUCATION | PROJECT TITLE: Southington High School - Other Athletic Facility Projects |
| | FISCAL YEAR PROPOSED: 2021/22 Through 2025/26 |

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 on the Turf Stadium. This project does not include the existing lighting on the baseball field.

\$113,560

PROJECT COST: 113,560

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

| | | | |
|--------------------|---------------------------|------------------------------|-------------------------------------------------|
| DEPARTMENT: | BOARD OF EDUCATION | PROJECT TITLE: | UNDERGROUND TANK REMOVAL AND REPLACEMENT |
| | | FISCAL YEAR PROPOSED: | 2021/22 Through 2022/23 |

DESCRIPTION:

Removal of all underground oil tanks is required. The BOE currently has three (3) underground tanks with two (2) currently in use for heating oil. This project would remove three underground tanks and will replace the two in use with new above ground tanks per current regulations.

| | <u>Removal & Disposal of Tanks</u> | <u>Replacement Cost</u> | <u>Total Project</u> | <u>Proposed Year 2021/22</u> | <u>Proposed Year 2022/23</u> |
|-----------------------------|----------------------------------------|-------------------------|-------------------------|----------------------------------|----------------------------------|
| UST 3 - Hatton Elementary | \$43,260 | \$0 | \$43,260 | | \$43,260 |
| UST 4 - Strong Elementary | \$56,650 | \$89,610 | \$146,260 | | \$146,260 |
| UST 5 - Thalberg Elementary | \$63,860 | \$89,610 | \$153,470 | \$153,470 | |
| | <u>\$163,770</u> | <u>\$179,220</u> | <u>\$342,990</u> | <u>\$153,470</u> | <u>\$189,520</u> |

PROJECT COST: \$ 342,990

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE:

PHASE III-DERYNOSKI, FLANDERS, AND KELLEY
BUILDING PROJECTS

FISCAL YEAR PROPOSED:

2023/24

DESCRIPTION:

2023/24

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.

PROJECT COST: TBD

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

| | |
|---------------------------------------|--------------------------------------------------------------|
| DEPARTMENT: BOARD OF EDUCATION | PROJECT TITLE: DERYNOSKI BLEACHER REPLACEMENT PROJECT |
| | FISCAL YEAR PROPOSED: 2023/24 |

DESCRIPTION:

2023/24

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 2021/22 THROUGH FISCAL YEAR 2025/26**

DEPARTMENT BOARD OF EDUCATION

PROJECT TITLE:

FIRE ALARM SYSTEM REPLACEMENT PROJECTS

FISCAL YEAR PROPOSED:

2023/24

DESCRIPTION:

2023/24

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.

\$187,250

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.

\$187,250

PROJECT COST: 374,500

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

| | |
|---------------------------------------|----------------------------------------------------------|
| DEPARTMENT: BOARD OF EDUCATION | PROJECT TITLE: PHASE III SCHOOLS: PAVING PROJECTS |
| | FISCAL YEAR PROPOSED: 2023/24 |

DESCRIPTION:

2023/24

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.

\$905,265

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

\$335,850

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

\$302,325

PROJECT COST: 1,543,440

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: PHASE III: ROOFING PROJECTS

FISCAL YEAR PROPOSED: 2024/25

DESCRIPTION:

2024/25
DES - Replace Built-up and Shingle Roofing, 87,856 SF
\$1,915,957

PROJECT COST: 1,915,957

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: SCHOOL FIXTURE REPLACEMENTS

FISCAL YEAR PROPOSED: 2023/24

DESCRIPTION:

2023/24

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.

\$66,660

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.

\$66,660

PROJECT COST: 133,320

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: CAFETERIA WINDOW REPLACEMENT PROJECT
DERYNOSKI ELEMENTARY

FISCAL YEAR PROPOSED: 2023/24

DESCRIPTION:

2023/24

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: 70,400

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date December 10, 2020

Decision Requested _____ Agenda Code 10 b.

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 10, 2020

Decision Requested x Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: School Calendar 2020-2021 Proposal to Modify

Summary of Issue: Students and families responding to a survey have indicated the need for additional time with teachers. One to one extra help and support is difficult to obtain in the current COVID driven schedule. Shortened instructional days on a regular weekly basis will provide the opportunity for students to connect with teachers, related services staff and administration. The proposal is to add an early release day each week for the high school and the middle schools. The high school early release days would be Wednesdays and the Middle School early release days would be Tuesdays.

Background: SHS has seen an increase in students choosing a full remote learning model. Implementation of a full remote learning model for more than 50% of students while maintaining an in-person learning model creates gaps in the opportunities for students to seek extra help and to connect with their teachers and other staff, e.g. counselors, social workers or psychologists. A similar situation exists at the middle school level and the results of a similar survey for students and parents indicated the same need.

Alternative Strategies: Maintain the same calendar

Cost (if applicable): TBD **Funding Source:** Operating budget

Beginning Date of Program or Project: SHS 1-6-2021 Middle schools 1-12-2021

Ending Date of Program or Project: Week of June 7, 2021

Recommendation or Comment: Motion: To approve a modification to the 2020-2021 school calendar that includes Wednesday early release days for Southington High School and Tuesday early release days for both DePaolo and Kennedy Middle Schools as proposed by the administration.



Signature of Superintendent of Schools



Southington High School

720 Pleasant Street • Southington, CT 06489

Phone: (860) 628-3229

Fax: (860) 628-3397

Home Page: www.southingtonschools.org

Principal
Frank Pepe

Assistant Principals
Richard Aroian
Michael P. Halloran
Dianne Holst-Grubbe
Leah Clark

To: Mr. Connellan, Superintendent
From: Frank Pepe, Principal
CC: Mr. Madancy, Assistant Superintendent
Re: Request to Modify Calendar 2020-2021

11.13.2020

When the 2020-2021 school year began, 284 Southington High School students chose to return as “full remote” due to the pandemic. The balance of the student body engaged via an “A/B” rotation. This afforded students the ability to attend classes in person, every other day, and “virtually” on the alternate days. The schedule provided a continuum of instruction and support for students.

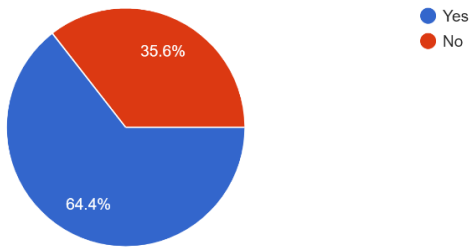
Tuesday afternoon meeting time was dedicated for teachers to collaborate and continue necessary professional learning. Tuesday afternoons were also designated as time for staff to connect with fully remote students. Reallocation of after school office hours for staff was reduced from 20 minutes to 10 minutes to allow for necessary morning coverage during student arrival. This reduction negatively impacted the ability of staff to offer additional assistance to students

As of today, November 13, 2020, 915 students are “full remote”. This increase presents a challenge for staff to connect with the students because of the sheer volume. The number of full remote students also presents instructional and emotional concerns of students. Graphics included at the end of this memo demonstrate a need to provide additional time for teachers to connect and assist our students. The graphics also show the need spans beyond the teachers and includes the support staff to provide necessary services and outreach efforts.

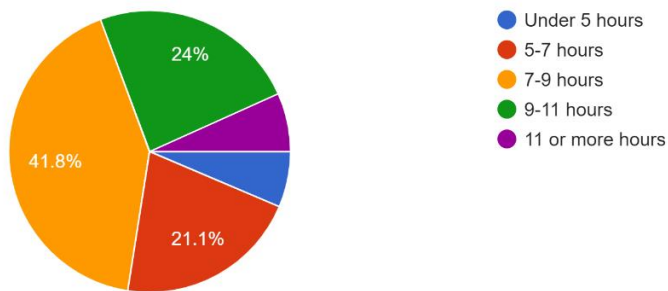
I respectfully request the Southington Board of Education consider altering the school calendar to include a weekly early release day. The gained time after students leave on said early release days would begin to provide staff the opportunity to meet the needs of our students cited within the data below.

Although responses are still being tabulated, the current student response data set for each prompt is substantial.

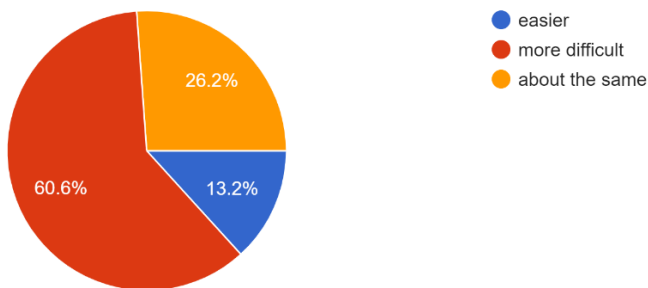
I could benefit from more individual attention or teacher support
1,212 responses



How many hours are you online or in front of a screen each day to complete schoolwork?
1,219 responses

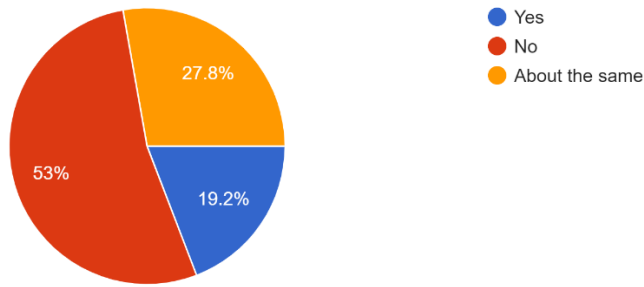


Online schoolwork this year, compared to last year is
1,216 responses



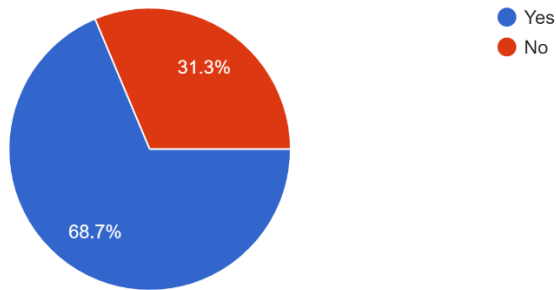
While not in the building, are you able to access the same level of support from staff compared to pre-COVID time?

1,216 responses



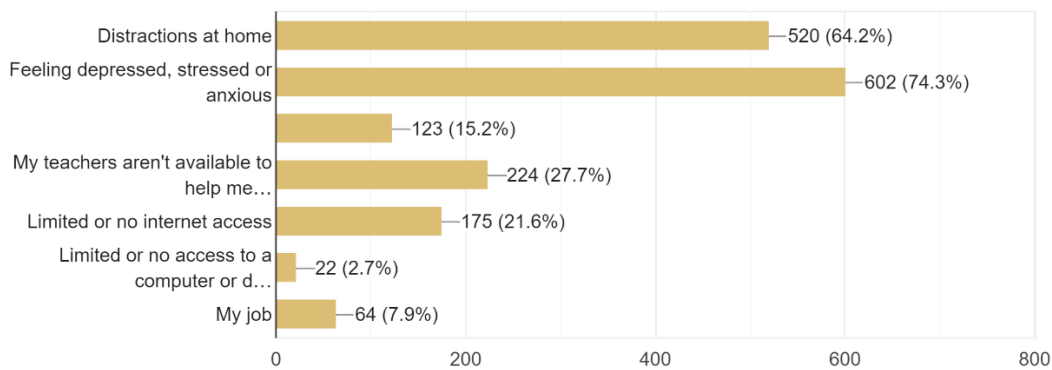
Are you experiencing obstacles to virtual learning?

1,216 responses



If you answered yes to the previous question, which reasons below apply?

810 responses



Respectfully Submitted,

Frank Pepe
Principal

Memo

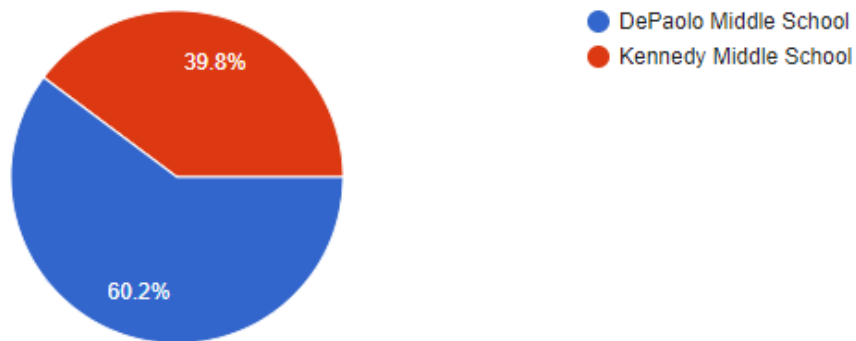
To: Tim Connellan, superintendent
From: Chris Palmieri, principal
Date: November 18, 2020
Re: Modified Calendar Request

In concert with the high school, Rick Terino and I would also formally request the Board of Education revisit the adopted school calendar for this school year with specific reference to the time dedicated for teacher planning, collaboration, and personalized contact with students. As you know, it is extremely challenging for the middle school teachers to instruct a class of in-person learners while simultaneously teaching remote students. As the middle school is not on a hybrid model, it is difficult for a teacher to balance addressing the needs of these two distinct learners.

In order to gather data to substantiate these statements, we conducted a student survey in which 892 responses were recorded to date. See below.

Which school do you attend?

892 responses



We are also concerned with the amount of screen time experienced by the middle school student as well as the additional stress this year has produced. The normal instructional day minus lunch is 6 hours and 5 minutes. The

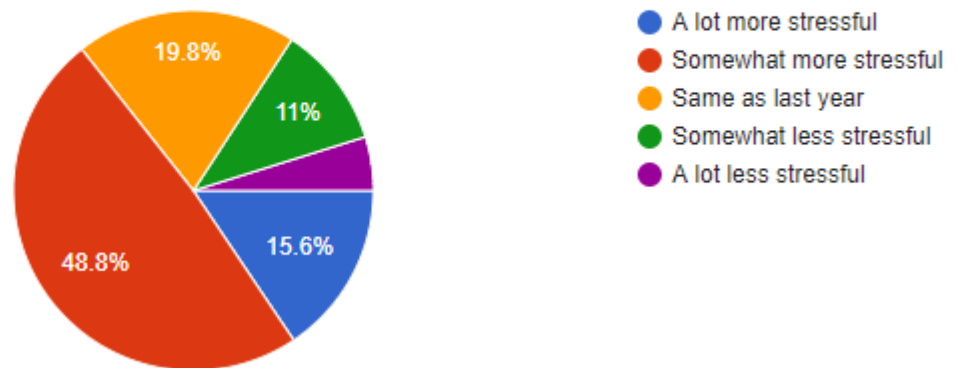
Board adopted homework practice for middle school is set at a 40 minute maximum. Taken together in a typical school year, a middle school student would be engaged in learning for a total of 6 hours and 45 minutes. Yet, 43.9% of students are reporting instructional screen times between 7-11 hours daily. Furthermore, we do have a number of families that have opted to keep their children home to be remote learners as well as a growing number of students that need to be temporary remote learners. Addendum 12 recommends that students only spend 30 minutes for each class period online for remote learners.

Additionally, 55.1% desire more individualized attention from teachers and 36.3% have noted a drop in the level of staff support for their learning.

As mentioned above the chart below demonstrates the amount of stress our middle school students are reporting. Over 60% of our students are reporting they are more stressed this year than in the past.

My experience with school this year has been:

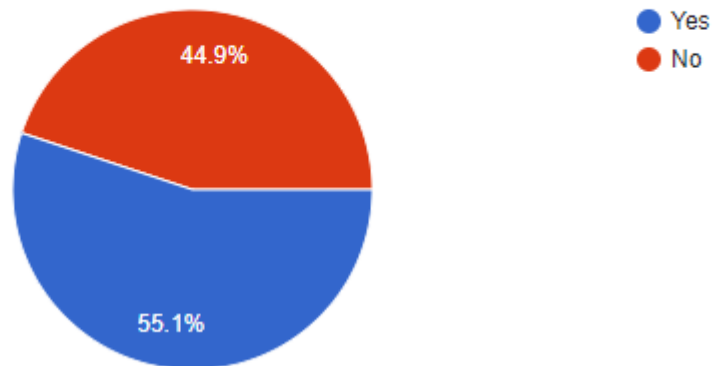
892 responses



This substantiates the request for additional time for teachers to be able to offer additional support for their students.

I could benefit from more individual attention or teacher support

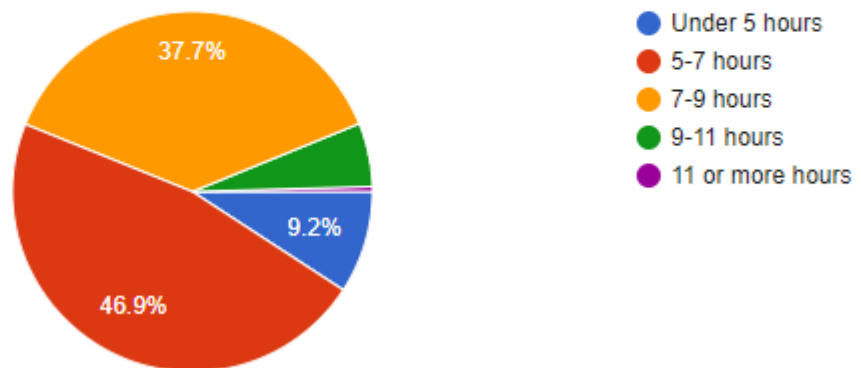
893 responses



As you can see below, over 90% of our students are reporting spending 5 to 11 hours in front of a screen daily.

How many hours are you online or in front of a screen each day to complete schoolwork (both in school and at home)?

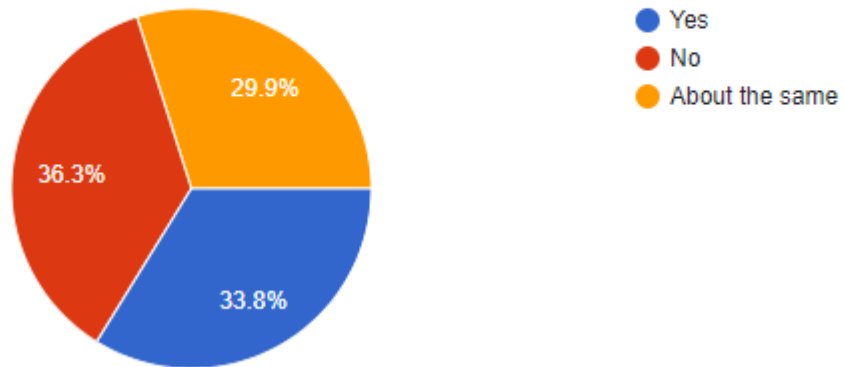
893 responses



Over a third of our students report that they are not able to access the same level of support from our staff. See below.

Are you able to access the same level of support from staff compared to pre-COVID time?

893 responses



Aside from the student data presented above, we can tell you that the majority of our teachers are working well beyond their contractual work day, including evenings as well as weekends.

We would suggest we add early release days every Tuesday to return some time to the students as well as the teachers. As we have already established Tuesdays once a month, this would maintain consistency for family planning purpose while providing additional time for our staff to further their planning and allow for contact with students in need. The suggested dates are noted below.

Proposed dates for additional Early Release Days:

| | Additional Tuesdays |
|----------|---------------------|
| January | 12, 19 |
| February | 2, 9, 23 |
| March | 9, 16, 23, 30 |
| April | 6, 20 |
| May | 4, 11, 25 |
| June | 1, 8 |

Thank you in advance for considering this. We both appreciate it!

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date December 10, 2020
Decision Requested X Agenda Code 10.d

AGENDA REPORTING FORM

Agenda Topic: Energy Management System Upgrade

Summary of Issue The Director of Operations has discovered a cost savings for the Energy Management Upgrades at three schools utilizing the original vendor, Automated Logic. The motion from the November 12, 2020 meeting waived the bid process and provided the administration with the ability to move forward with Connecticut Temperature Controls, CTC. To change the vendor, the previous motion must be rescinded and a new motion created and passed. There will be savings by moving to the original vendor which is also a proprietary vendor. A motion to rescind must be passed by a 2/3 majority of the Board and no action must have been implemented, e.g. starting the work to be done.

Background: The specific motion from November 12, 2020 reads as follows: "Move to waive the bid process to upgrade the energy management systems at South End, Oshana and the ASTE building and allow Connecticut Temperature Controls (CTC) to perform the work as the proprietary vendor." No work has started on this project.

Alternative Strategies: Do not rescind the motion

Cost (if applicable): \$40,000-\$50,000 **Funding Source:** Coronavirus Relief Fund Grant

Beginning Date of Program or Project: December 2020

Ending Date of Program or Project: December 2020

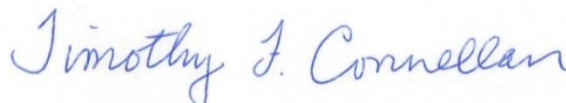
Recommendation or Comment:

Motion #1 - Move to rescind the motion from the November 12, 2020 Board of Education that reads as follows: "Move to waive the bid process to upgrade the energy management systems at South End, Oshana and the ASTE building and allow Connecticut Temperature Controls (CTC) to perform the work as the proprietary vendor."

Motion #2 - "Move to waive the bid process to upgrade the energy management systems at South End, Oshana and the ASTE building and allow Automated Logic to perform the work as the proprietary vendor."



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Energy Management System Upgrade Memo 12.04.20



SOUTHINGTON PUBLIC SCHOOLS

Peter Romano
Director of Operations

MEMO

TO: Sherri DiNello, Director of Business & Finance
DATE: December 4, 2020
RE: ENERGY MANAGEMENT SYSTEM UPDATE

The energy management system (EMS) that was installed when Oshana School, South End School, and the ASTE building were built was Automated Logic (AL). All Southington School construction projects since then have used Distech for the EMS. Distech is serviced by a proprietary vendor, Connecticut Temperature Controls (CTC). It was explained to me that the migration to the Distech system occurred because AL wasn't servicing the district well. We have had difficulties with the AL systems since I have been here.

When approached with the opportunity to obtain COVID funds for the improvement of the system, I already had the CTC estimate to overlay the AL systems with a Distech system. For budgetary purposes, \$78,000 is what was shared initially. This overlay would allow the creation of a purge cycle during after-hours, which would bring fresh air into the buildings.

When the grant was approved, I felt that I needed to investigate further to make sure the district was spending the funds appropriately. I reached out to AL to find out the cost of upgrading the system to allow a purge cycle. I learned that the primary reason for the difficulties with the AL system was that we have not updated the platform since the systems were installed over a decade ago. There need to be six (6) updates performed to get to the current AL platform. I still need a few costs for some ancillary items, but the cost to complete the upgrades, create a purge cycle and get a full warranty and service contract is \pm \$40,000 - \$50,000.

It would make sense to spend less money to have the EMS updated by the original equipment manufacturer. It is also worth pointing out that AL is owned by Carrier Technologies which is a UTC company. Please let me know if you need any further information.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date December 10, 2020

Decision Requested _____ Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Proposed 2021-2022 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 14, 2021 Board meeting.

Alternative Strategies: 1) Modify starting date; 2) Modify recess periods;

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

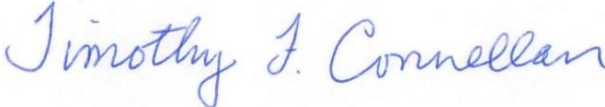
Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Board members may wish to comment on the Proposed School Calendar for the 2021-2022 School Year.

Title of Attachment

1. Proposed School Calendar for the 2021-2022 School Year



Signature of Superintendent of Schools

Southington Public Schools

2021



2022

FIRST DAY OF SCHOOL: SEPT 2

| M | T | W | TH | F |
|--------------------|----|----|----|--------|
| AUGUST 2021 | | | | 0 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 |
|-----------------------|------|----|----|---------|
| SEPTEMBER 2021 | | | | 20 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 |
|---------------------|-----|-----|----|---------|
| OCTOBER 2021 | | | | 20 DAYS |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13* | 14 | 15 |
| 18 | 19* | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| M | T | W | TH | F |
|----------------------|----|-----|----|---------|
| NOVEMBER 2021 | | | | 17 DAYS |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17* | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

| M | T | W | TH | F |
|----------------------|----|------|----|---------|
| DECEMBER 2021 | | | | 16 DAYS |
| | | 1 | 2 | 3 |
| 6 | 7* | 8* | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | <22> | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| M | T | W | TH | F |
|---------------------|-----|----|----|---------|
| JANUARY 2022 | | | | 20 DAYS |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25* | 26 | 27 | 28 |
| 31 | | | | |

- PROPOSED SCHOOL CALENDAR**
Workdays / Professional Development
Days Aug 26 – Sept 1
First Day Students
- AUG 26- Sept 1
 - SEPT 2 Labor Day
 - SEPT 6 Professional Development Day – Early Dismissal
 - SEPT 21 Columbus Day
 - OCT 11 SHS Early Dismissal PSAT Administration
 - OCT 13* Elem/Mid School Prof. Dev. - Early Dismissal
 - OCT 19* Election Day - No School
 - NOV 2 Veterans Day
 - NOV 11 High School Conferences - Early Dismissal
 - NOV 17* Thanksgiving Recess
 - NOV 24-26
 - DEC 7* Elem/Mid School Conf./HS PD – Early Dismissal
 - DEC 8* Elem/Mid School Conferences - Early Dismissal
 - DEC 22 Early Dismissal for Students
 - DEC 23 - Holiday Recess
 - DEC 31
 - JAN 17 Martin Luther King Day
 - JAN 25* Elem/Mid School Prof. Dev. - Early Dismissal
 - FEB 18 Professional Development Day - Early Dismissal
 - FEB 21 Presidents' Day
 - FEB 22 No School
 - MAR 1 Professional Development - Early Dismissal
 - MAR 14-15* Elementary School Conferences - Early Dismissal
 - MAR 24 SAT Day Southington High School- Full Day
 - APR 11-15 Spring Break Includes Good Friday
 - APR 26 Professional Development – Early Dismissal
 - MAY 17 Professional Development – Early Dismissal
 - MAY 30 Memorial Day
 - JUNE 14 **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

SCHOOL ENDS: JUNE 14

| M | T | W | TH | F |
|------------------------------|----|----|----|------|
| 18 DAYS FEBRUARY 2022 | | | | |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | <PD> |
| 21 | 22 | 23 | 24 | 25 |
| 28 | | | | |

| M | T | W | TH | F |
|---------------------------|------|----|----|----|
| 23 DAYS MARCH 2022 | | | | |
| | <PD> | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14* | 15* | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| M | T | W | TH | F |
|---------------------------|------|----|----|----|
| 16 DAYS APRIL 2022 | | | | |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | <PD> | 27 | 28 | 29 |

| M | T | W | TH | F |
|-------------------------|------|----|----|----|
| 21 DAYS MAY 2022 | | | | |
| | 2 | 3 | 4 | 5 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | <PD> | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| M | T | W | TH | F |
|--------------------------|------|----|----|----|
| 10 DAYS JUNE 2022 | | | | |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | <LD> | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

Projected Last Day ~
 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 14th and move backward.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date December 10, 2020

Decision Requested X

Agenda Code 11 b

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Descriptions – Assistant Superintendent of Schools, Director of Teaching and Learning for Secondary Education, Digital Learning Coordinator, Information Systems Manager, Executive Assistant to the Superintendent, Executive Assistant/District Registrar, Secretary to Director of Operations

Summary of Issue: The Policy & Personnel Committee has reviewed and discussed the job descriptions above.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft job descriptions to the full Board for approval.

Titles of Attachments:

1. DRAFT Job Descriptions



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

JOB DESCRIPTIONS

Draft

Assistant Superintendent of Schools

Director of Teaching and Learning for Secondary
Education

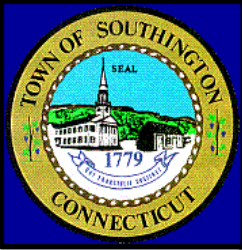
Digital Learning Coordinator

Information Systems Manager

Executive Assistant to the Superintendent

Executive Assistant/District Registrar

Secretary to Director of Operations



SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

TITLE: ASSISTANT SUPERINTENDENT OF SCHOOLS

QUALIFICATIONS:

1. Thorough knowledge of curriculum instruction, assessment, and methodology in a preK-12 continuum.
2. Demonstrated ability as an effective administrator.
3. Demonstrated ability to communicate effectively both orally and in writing.
4. Demonstrates a strong understanding of state and federal mandated instructional programs and associated assessment trends.
5. Any alternatives to the above that the Superintendent of Schools may find appropriate and acceptable.
6. Possess or be immediately eligible for Connecticut certification as intermediate administrators (CT Endorsement #092).
7. **Possess or be immediately eligible for Connecticut certification as Superintendent (CT Endorsement #093).**
8. Minimum of five (5) years public school experience as an educational administrator.
9. Minimum of thirty (30) hours of graduate study beyond a master's degree with a doctorate degree preferred.
10. **Demonstrated understanding of the effective and efficient use of technology for operations and instruction.**

REPORTS TO: Superintendent of Schools

SUPERVISES: Administrators, Coordinators, Teachers, **Technology Leadership Team** members and other staff as directed by the Superintendent of Schools.

JOB GOAL: To be the district instructional leader who facilitates an environment where every student can meet his or her educational potential.

PERFORMANCE RESPONSIBILITIES:

1. Oversee the continued development of the preK-12 instructional program.
2. Facilitate the implementation of, and evaluate and refine, preK-12 curriculum and instruction.
3. Ensure that instructional and curriculum offerings are relevant, valuable and well balanced.
4. Maintain a thorough knowledge of all current best practices in elementary, middle, and high school instructional programming.

Da/a/assocupt3.wd303

New format 2-14-14 Revised 3/19/2014

Approved by Board of Education 12/10/2020

5. Lead the teacher evaluation, professional development, TEAM, and cooperating teacher programs.
6. Work with the Personnel Manager in recruitment and hiring of personnel.
7. Supervise the development and expenditure of the preK-12 instructional budget.
- 8. In collaboration with members of the Technology Leadership Team, lead in the development of the annual instructional and administrative hardware and software budgets.**
- 9. Ensure network maintenance, stability and security at all times.**
- 10. Establish and maintain the vision and systems needed for high functioning Curriculum Leadership and Technology Leadership Teams.**
11. Work with other administrators **and technology staff** in preparing all required state and federal reports and grant applications.
12. Work with the Director of Pupil Services to implement all state and federal statutes, regulations and guidelines pertaining to special education programming.
13. Attend meetings as directed by the Superintendent of Schools.
14. Evaluate designated administrators, coordinators, teachers, and other staff.
15. Serve as the lead administrator in the absence of the Superintendent of Schools.
16. Perform other related duties as assigned by the Superintendent of Schools.

TERMS OF EMPLOYMENT: Two hundred twenty-five (225) days, work year with salary, benefits and working conditions established by the Board of Education.

EVALUATION: Performance to be evaluated annually by the Superintendent of Schools.



SOUTHTINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: **Director of Teaching and Learning for Secondary Education**

QUALIFICATIONS:

1. Intermediate Administrator's (092) Certification required.
2. Current State of Connecticut teaching Certification required.
3. At least 5 years building or district level experience in supervision and evaluation of certified staff.
4. Demonstrates understanding of a high-quality professional development model that supports and promotes high quality teaching and learning.
5. Demonstrates a strong understanding of curriculum revision, renewal and adoption processes.
6. Demonstrates a deep understanding of patterns and trends in educational research and displays the ability to sort out latest fads from promising practices and sound practice tested over time.
7. Thorough understanding of all Next Generation Accountability Indicators, College Board assessment data, and metrics associated with district accountability ratings as designated by the State of Connecticut.
8. Demonstrates ability to build and maintain positive relationships that foster effective partnerships with students, staff, and the public.
9. Demonstrates strong organizational ability.
10. Possesses strong written and oral communication skills.

REPORTS TO: Assistant Superintendent of Schools

JOB GOAL: Instructional leader who understands high quality teaching and learning and causal relationships to curriculum, instruction, and assessment that will lead to student outcomes associated with the district's Vision of a Graduate.

PERFORMANCE RESPONSIBILITIES:

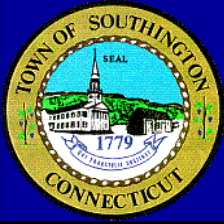
1. Integrate the district's Vision of a Graduate into all professional growth opportunities and curriculum development where possible.
2. Facilitate development of middle school and high school schedules to ensure efficient and effective use of staff.
3. Establish visibility to build and maintain rapport with staff, students, families, and the community.
4. Assist with the Teacher Evaluation and Support Plan through participation in formal evaluation of staff as assigned.
5. Facilitate grade level, team, and content area meetings with teachers to develop high quality curriculum aligned to state and national standards.
6. Integrate technology with curriculum, instruction, and assessment.
7. Analyze student data to determine areas of success and opportunities for future growth.
8. Assist in the development and implementation of professional development activities at the district level and the New Teacher Induction program.
9. Participate actively in professional learning through attendance at conferences, participation in webinars, and reading of professional literature.
10. Perform other related duties and responsibilities as assigned by the Assistant Superintendent of Schools.

TERMS OF EMPLOYMENT:

In accordance with the agreement between the Southington Board of Education and the Southington Administrator's Association.

EVALUATION: Performance to be evaluated annually by the Assistant Superintendent of Schools.

WORK YEAR: Per union contract



SOUTHINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: DIGITAL LEARNING COORDINATOR

QUALIFICATIONS:

1. A valid Connecticut teaching certificate in any area
2. Connecticut (092) certification or evidence of eligibility for such certification
3. Experience providing technology-based professional development
4. Experience with instructional design principles, learning theories, and educational shifts in teaching and learning, such as mastery-based learning, 21st Century skills, growth mindset, project-based learning, and design thinking
5. Experience with curriculum development, specifically how technology can be integrated at the design stage
6. Experience with methods for integrating technology into the curriculum, such as asynchronous and synchronous learning, learning management systems (LMS), digital portfolios, feedback, and other forms of assessment
7. Experience leading project teams for the purpose of implementing instructional technology innovations
8. Experience interpreting proprietary, state, and national guidelines for student digital privacy and implementing safeguards to protect student data
9. Ability to collect and analyze data from a variety of sources and make recommendations
10. Ability to lead and work with staff
11. Strong technology skills
 - Experience with current educational software, including programming, word processing, database, spreadsheet, web development, presentation, digital video and audio editing, image processing, graphics applications
 - Experience using current educational technology platforms and devices
 - Experience using and training in systems such as PowerSchool, Google Apps for Education, OneDrive.

REPORTS TO:

Assistant Superintendent

JOB GOAL:

The Director of Digital Learning is a leadership position that coordinates the integration of technology throughout the curriculum, promotes the effective use of instructional technology across the district and develops the support structures necessary to improve learning.

PERFORMANCE RESPONSIBILITIES:

Instruction

1. Collaborate with the Technology Leadership Team, Assistant Superintendent, and district staff to develop a district instructional technology plan that includes an action plan, communication plan, and professional development plan
2. Lead the district Instructional Technology Committee to research, review, and integrate technology in K-12 curriculum and administrative applications to increase the use of technology (e.g. blended learning systems, digital tools, data tools, learning management systems, development tools, etc.) that positively impacts student performance and advances the district.
3. Work with appropriate personnel, administrators, supervisors and teachers to model and implement the professional development plan for each school year
4. Develop the district instructional software budget for review, adoption and implementation of purchased software
5. Collaborate with Special Education coordinators and teachers to identify assistive technology to improve instruction and learning for students with special needs.
6. Provide oversight and coordination of student enrollment in virtual/blended learning for the district.
7. Supervise and evaluate district library media and middle school computer staff.
8. Facilitate the development of a comprehensive K-12 STEM track for students.

Professional

1. Challenge the status quo in order to transform and continually improve digital teaching and learning.
2. Build consensus around a vision for a 21st century student and how technology can facilitate shifts in teaching and learning by consistently modeling the adopted skills and attributes, especially in challenging situations.
3. Serve as a change agent, comfortable with creating a sense of urgency about change and persuading others who are not yet convinced, especially in the area of emerging technologies.
4. Work with the Professional Development Committee to provide opportunities (classes, workshops, etc.) for all staff members to increase their knowledge and use of technology.
5. Serve as a liaison with other educational and community agencies and organizations.
6. Consistently and proactively seek out collaboration with a wide variety of networks, such as state and national professional organizations, other administrators, teachers, staff, students, parents, and members of the community.
7. Show a commitment to diversity, equity, and inclusion as significant priorities when considering the implications of technology in the classroom.
8. Perform other such responsibilities as may be necessary and assigned by the Assistant Superintendent.

TERMS OF EMPLOYMENT:

186-day school calendar, plus 10 days before the opening of school and 10 days following the last day of school, and 9 days by mutual consent with salary, benefits, and working conditions per the agreement between the Board of Education and Southington Administrators Association.

EVALUATION:

Performance of the job will be evaluated annually by the Assistant Superintendent of Schools.

November, 2020
Policy Committee:
Board of Education Approval:



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: INFORMATION SYSTEMS MANAGER

QUALIFICATIONS:

1. Bachelor's Degree preferred.
2. Minimum three (3) years' experience working in an office environment. School or district office experience preferred.
3. Extensive knowledge and experience with standard computer hardware and software applications.
4. Displays knowledge or prior experience using state reporting systems including Public School Information System (PSIS) registration and collection modules, ED166, TCS, and CRDC.
5. Utilizes proficiently the student administrative system, a district-wide student database application.
6. Demonstrated knowledge of Apple iOS, Microsoft Windows, and Microsoft Office required.
7. Able to use Sequel data access and reporting tool proficiently in order to pull custom data inquiries as needed
8. Must be able to communicate professionally and effectively both written and orally with ability to maintain confidential information
9. Excellent organizational skills, attention to detail, and willingness to learn.

REPORTS TO:

Assistant Superintendent of Schools

JOB GOAL

Ensure the student information system contains high quality, accurate, timely, longitudinal student information. Must complete required State Department of Education reports as well as reports for central office and school based staff; implementation of an accountability mechanism to ensure the accuracy of the data needed to complete these reports and provide training to end users as needed.

PERFORMANCE RESPONSIBILITIES:

1. Oversees the overall function of the student information system and personnel databases .
 - a. Add fields to assist with better tracking of student information.
 - b. Update existing customizations in the system as needed.
 - c. Run and create system reports to cross check student data for district level and school level use.
 - d. Evaluate current processes and procedures to improve ease of use for administration, teachers, and students.
 - e. Perform end of year and start of year functions in the student information system.

- f. Assist school administrators to create students' schedules for the following school year.
 - g. Review PowerSchool release notes and plan/schedule for updates according to need.
 - h. Send monthly communications and reminders to schools regarding tasks to be completed at the school and district levels.
 - i. Send out communications about status on outstanding issues/requests from schools.
2. Assist all staff in the efficient use of the student information system.
 - a. Train end users from remote and on-site locations in the processing of data on students.
 - b. Respond to requests for information and reports from schools.
 - c. Assist in proper data entry and migration between the student information system and other databases.
 - d. Provide and/or arrange for professional development/training as needed.
 - e. Ensure PowerSchool provides the best quality data the administration team needs.
 3. Recommend and implement additional software add-ons and/or third-party vendors that meet the needs of the district.
 - a. Attend demos of potential vendors and ask key questions to determine compatibility of software to the needs requested.
 - b. Set up, implementation and integration of PowerSchool with third party vendors.
 - c. Ensure student and staff information data correctly feeds third party systems with accurate data.
 - d. Coordinate with appropriate technology staff to ensure all backend systems/needs are completed.
 - e. Assist school staff to troubleshoot issues with use of new software.
 4. 1 to 1 Device Maintenance
 - a. Keep updated inventory of available Chromebooks while deploying to students.
 - b. Develop and maintain a ticket/helpdesk system for students needing assistance with devices.
 - c. Keep PowerSchool updated with device asset tags.
 - d. Track hotspots being deployed to families in need.
 - e. Develop step by step plans for deployment of new Chromebooks.
 5. Responsible for the accuracy and completeness of state reported data.
 - a. Create custom reports and queries to display and print student data in various custom reports as requested.
 - b. Enter, extract, and verify information from the database to provide reports/information for the State of Connecticut Department of Education (PSIS, Summer Rollup, TCS, ED166, weekly/monthly attendance reports)
 - c. Attend webinars and review state updates to ensure all state reporting changes are noted, enforced.
 - d. Work with building staff to develop procedures for accurate collection of required data.
 - e. Review PowerSchool release notes for state reporting and plan/schedule for updates according to need.
 6. Provide technical support for staff and families in person, by phone and/or by email.

- a. Coordinating and following up with technology staff in schools when staff members follow up about previously inputted tickets.
 - b. Address emails, phone calls or drop-ins from families who need technical assistance.
 - c. Arrange and manage Chromebook pickups/swaps for elementary and middle school remote students.
 - d. Arrange and manage hotspot pickups for families in need.
 - e. Assisting Central Office staff members who need immediate technical assistance.
7. Coordinates the integration of the district human resource database and financial system
 8. Work with business office to pull data relating to state and federal reporting requirements
 9. Coordinate data collection and annual notifications into our student registration portal in collaboration with our district registrar.
 10. Assist with the development of the annual technology budget
 11. Work collaboratively with the Technology Leadership Team consisting of the Network Manager, Digital Learning Specialists and Assistant Superintendent
 12. Attend trainings to update knowledge and skills.
 13. Perform other functions as required by the immediate supervisor.

TERMS OF EMPLOYMENT: Twelve-month work year with compensation, benefits and working conditions established by the Board of Education.

EVALUATION: Performance of the job will be evaluated annually by the Assistant Superintendent



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: EXECUTIVE ASSISTANT TO THE SUPERINTENDENT

QUALIFICATIONS:

1. High School diploma with associate degree or some college or post-secondary education preferred.
2. Three years successful experience as an executive assistant with office management or comparable experience.
3. Strong computer skills, including knowledge of student and employee administrative systems, Microsoft Office™ and other applicable software applications.
4. Strong organizational and telephone skills with attention to detail and accuracy, including the ability to prioritize, multi-task and meet deadlines.

REPORTS TO:

Superintendent of Schools

JOB GOAL:

To efficiently and effectively carry out all office functions for the Superintendent of Schools.

PERFORMANCE RESPONSIBILITIES:

1. Works and communicates effectively with board members, administrators, town officials, staff at all levels, parents, and the public.
2. Maintains secure and confidential records.
3. Processes incoming correspondence.
4. Welcomes visitors and directs callers in accordance with standard operating procedures.
5. Compiles agendas and supporting materials for meetings including Board of Education meetings, administrator and various committee meetings.
6. Manages the Superintendent's calendar.
7. Manages executive office work according to the needs of the Superintendent and the school district.
8. Articulates the Superintendent's and Board of Education's goals.
9. Acts as liaison with building administrators, media, community and other designated persons as necessary.
10. Ensures the required filing of all meeting minutes.
11. Prepares confidential correspondence, public relations documents, reports, and special projects for the Superintendent and the Board Chairperson.
12. Assumes other responsibilities as the Superintendent may assign.

TERMS OF EMPLOYMENT:

Twelve-month work year with salary, benefits, and working conditions established by the Board of Education. This is a non-union position.

EVALUATION:

Performance of the job will be evaluated annually by the Superintendent of Schools.



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: EXECUTIVE ASSISTANT/DISTRICT REGISTRAR

QUALIFICATIONS:

1. High School diploma with some college or post-secondary education desirable.
2. Three years successful experience as an executive secretary or comparable experience.
3. Strong computer skills, including knowledge of student and employee administrative systems, Microsoft Office™, financial management software, and other applicable software applications.
4. Strong organizational and telephone skills with attention to detail and accuracy, including the ability to prioritize, multi-task and meet deadlines.

REPORTS TO:

Assistant Superintendent

JOB GOAL:

To efficiently and effectively carry out all office functions of the assigned office.

PERFORMANCE RESPONSIBILITIES:

1. Works and communicates effectively with board members, administrators, town officials, staff at all levels, parents, and the public.
2. Maintains secure and confidential records.
3. As District Registrar, oversees student registration process, and enforces residency and school and school enrollment area placement.
4. Processes incoming correspondence.
5. Welcomes visitors and directs callers in accordance with standard operating procedures.
6. Compiles agendas and supporting materials for board, administrators, and committee meetings.
7. Manages the Assistant Superintendent's calendar.
8. Assists with the coordination of Professional Development and Curriculum Renewal.
9. Prepares confidential correspondence and special projects.
10. Performs any other job-related responsibilities as assigned by the Assistant Superintendent or Superintendent of Schools.

TERMS OF EMPLOYMENT:

Twelve-month work year with salary, benefits, and working conditions established by the Board of Education. This is a non-union position.

EVALUATION:

Performance of the job will be evaluated annually by the Assistant Superintendent-



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: SECRETARY TO DIRECTOR OF OPERATIONS (Class I)

QUALIFICATIONS:

1. High School diploma with some college or advanced secretarial education desirable.
2. Excellent computer skills including familiarity with Microsoft Office and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
3. Knowledge of Powerschool and Alio computer programs preferred.
4. Excellent interpersonal and communication skills.
5. The ability to multitask, work with deadlines and prioritize workflow.

REPORTS TO:

Director of Operations

JOB GOAL:

To assure the smooth and efficient operation of the Operations Department.

PERFORMANCE RESPONSIBILITIES:

1. Maintain records and coordinate tasks as directed by immediate supervisor, including, but not limited to, environmental testing, committee meetings, safety & security items, telephone messages and maintenance of appointment calendar
2. Assist with system-wide general education student transportation needs by responding to questions, arrangement of transportation needs with service providers(s), coordination and publishing of bus routing information with service provider(s), bus video requests and accounting.
3. Assist Special Education Transportation Secretary, as necessary.
4. Maintain the State of Connecticut and Building Committee report files.
5. Data entry and generating reports from computerized Maintenance Order Tracking System as needed.
6. Coordination and maintenance of system-wide communications and security systems including, but not limited to, telephones, 2-way radios, security cameras, and card entry access.
7. Prepare state reports and entering on the Connecticut State Department of Education, Finance & Internal Operations/School Construction System.
8. Perform billing/collections for building and grounds usage.
9. Process Agricultural Science and Technology tuition billing and receipts.
10. Perform any other job-related responsibilities as assigned by the immediate supervisor.

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

A twelve-month work year

EVALUATION: Performance of the job will be evaluated annually by the Director of Operations.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date December 10, 2020

Decision Requested _____ Agenda Code 11 c _____

AGENDA REPORTING FORM

Agenda Topic: Policy 1316 – Relations between Public and School Personnel – First Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1316 – Relations Between Public and School Personnel

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 1316 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 1316



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 1316
Relations between Public and School Personnel
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

Conduct on School Property (Civility)

The Southington Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Standards

- A. Expected behaviors include but are not limited to:
1. Respect and courtesy in language, demeanor, and actions
 2. Moderate tone and volume of voice
 3. Active and respectful listening
 4. Respectful acknowledgement of cultural differences
 5. Respect for the personal, civil, and property rights of others
 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 7. Appropriate and courteous written communication, including notes, letters, email and text messages



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

- B. Unacceptable behaviors include but are not limited to:
1. Rude, insulting or demeaning language and/or actions
 2. Persistently unreasonable demands
 3. Intrusive and/or interruptive behavior
 4. Displays of temper
 5. Harassment and intimidation
 6. Threatening and/or abusive gestures and behavior
- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.
- D. The Superintendent or designee will develop administrative regulations that provide direction for occurrences of disruptive behavior, dispute resolution, and enforcement of this Civility policy.

Safety and Security

The Superintendent or designee will ensure that a safety and/or crisis intervention techniques program is provided in order to raise awareness on how to deal with these situations if and when they occur.

When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their Principal or supervisor and file a written report.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the District to pursue legal action against the student or the student's parent/guardian.

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

the school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation.

Documentation

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy at the time of occurrence.

Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a written report of the incident.

- (cf. 1110.1 - Parent Involvement)
- (cf. 1120 - Public Participation at Board of Education Meetings)
- (cf. 1250 - Visits to Schools)
- (cf. 1251 - Loitering or Causing Disturbances)
- (cf. 1310 - Relations Between the Public and School Personnel)
- (cf. 1312 - Public Complaints)
- (cf. 1330 - Use of School Facilities)
- (cf. 5131.911 - Bullying)
- (cf. 4118.15/4218.15 - Workplace Bullying)
- (cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)
- (cf. 6145.71 - Use of Alcohol by Adults)

- Legal Reference: Connecticut General Statutes
- 1-225 Meetings of the government agents to be public.
 - 1-232 Conduct of the meeting.
 - 10-221 Boards of education to prescribe rule(s), policies, and procedures.
 - 10-238 Petition for hearing by board of education.
 - 10-239 Use of school facilities for other purposes.
 - 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

Conduct on School Property (Civility)

Standards

- A. Expected behaviors include but are not limited to:
 - 1. Respect and courtesy in language, demeanor, and actions
 - 2. Moderate tone and volume of voice
 - 3. Active and respectful listening
 - 4. Respectful acknowledgement of cultural differences
 - 5. Respect for the personal, civil, and property rights of others
 - 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 - 7. Appropriate and courteous written communication, including notes, letters, email and text messages

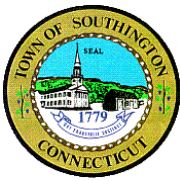
- B. Unacceptable behaviors include but are not limited to:
 - 1. Rude, insulting or demeaning language and/or actions
 - 2. Persistently unreasonable demands
 - 3. Intrusive and/or interruptive behavior
 - 4. Displays of temper
 - 5. Harassment and intimidation
 - 6. Threatening and/or abusive gestures and behavior

- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

Training and Resources

- A. The Superintendent/designee will communicate expectations for civil behavior outlined in the policy to all school administrators and central office personnel.

- B. The Principal/supervisor or designee will communicate expectations of civil behavior annually to their staff, students, parents, and community groups as appropriate.



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

- C. The Principal/supervisor or designee will provide appropriate resources, guidance, and professional development with the goal of promoting civil behavior and addressing related concerns within the school system.

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the school or District property promptly by the Superintendent, Principal or designee.
2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly and provide the speaker with a copy of this policy. If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that his/her participation in the meeting, conference, electronic or telephone conversation is terminated and, if there is a meeting or conference on District premises, the offending person will be directed to leave promptly.
3. Disruptions on the part of a staff member or behavior that would be considered insulting or demeaning toward others by a staff member would be treated as described above. Appropriate disciplinary action is to be taken in accordance with applicable Board of Education policies and the current collective bargaining unit agreement.
4. When an individual is directed to leave under circumstances outlined in paragraphs 1 or 2, the Superintendent, Principal or designee shall inform the person that he/she may be guilty of a misdemeanor in accordance with Connecticut General Statutes.

Resolution Process for Addressing Concerns and Issues

- A. Resolution through Cooperative Agreement

Individuals who feel they have been subjected to uncivil conduct are encouraged to resolve the concern/issue with the person or persons directly involved when appropriate. Through a process of cooperative agreement, the affected individuals may be able to reach a mutually effective resolution.



SOUTHINGTON PUBLIC SCHOOLS

Series 1000 Community Relations

Relations between Public and School Personnel

B. When Resolution is not Reached through Cooperative Agreement

Either party may cite this policy and notify the other person that they are ending the conversation or the interaction and removing themselves from the situation (for instance, ending a phone call, walking out of the room, or requesting the other individual leave the room).

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from the school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation.

Regulation Approved:

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date December 10, 2020

Decision Requested _____ Agenda Code 11 d _____

AGENDA REPORTING FORM

Agenda Topic: Policy 4118.11 – Non-Discrimination Personnel – First Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4118.11–
Non-Discrimination Personnel – First Reading.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee
is bringing the draft Policy 4118.11 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 4118.11



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 4118.11
Non-Discrimination Personnel
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information, veteran status, or any other basis prohibited by state or federal law.

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, alienage, 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, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

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.

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.



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

Any employee 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/Personnel. These regulations accompany Board Policy #4118.11 Non-Discrimination-Personnel 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 under other appropriate policies # 4118.112 Sexual Harassment. *Section 504/ADA (Personnel) Under development*

Any employee 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)

Employees 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:



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

**Human Resources
Weischel Municipal Center
200 North Main Street, Southington CT 06489
860-628-3200 ext. 355**

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

**Human Resources
Weischel Municipal Center
200 North Main Street, Southington CT 06489
860-628-3200 ext. 355**

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:

**Human Resources
Weischel Municipal Center
200 North Main Street, Southington CT 06489
860-628-3200 ext. 355**

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
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
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.
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
Leaves of Absence for National Guard Members, Application for Certain
Medicaid Programs, and Disclosure of Certain Records to Federal Military Law
Enforcement.

ADOPTED: _____

REVISED: November 2020



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information, veteran status, or gender identity or expression 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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information 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 under other appropriate policies # 4118.112 Sexual Harassment. *Section 504/ADA (Personnel) Under development*

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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information 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 4000 Personnel

NON-DISCRIMINATION PERSONNEL

harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, genetic information, 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 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.



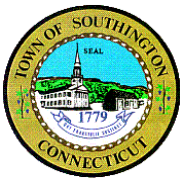
SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

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 such extension. 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 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



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

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.

Any employee 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)

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



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

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

Anyone who has questions or concerns about these regulations may contact:

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 or regulations regarding discrimination on the basis of gender/sex may contact:

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:

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

10/2017



SOUTHINGTON PUBLIC SCHOOLS

Series 4000 Personnel

NON-DISCRIMINATION PERSONNEL

DISCRIMINATION COMPLAINT FORM

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

Name of the complainant _____

Date of the complaint _____

Date of the alleged harassment/discrimination _____

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

Location where such harassment/discrimination occurred _____

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

Detailed statement of the circumstances constituting the alleged harassment/discrimination.

Proposed remedy _____

11/2020

Policy 5130
Bullying Prevention and Intervention Policy
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 5000

Bullying Prevention and Intervention Policy

The Southington Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.



SOUTHINGTON PUBLIC SCHOOLS

Series 5000

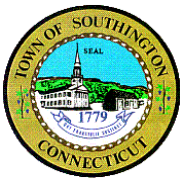
Bullying Prevention and Intervention Policy (cont.)

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, "**Teen Dating Violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Southington Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;



SOUTHINGTON PUBLIC SCHOOLS

Series 5000

Bullying Prevention and Intervention Policy (cont.)

7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty- eight hours after the completion of the investigation described in subdivision (4), above;
9. require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying.
10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.
11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. Prohibit bullying (A) on school grounds, at a school-sponsored or school related



SOUTHINGTON PUBLIC SCHOOLS

Series 5000

Bullying Prevention and Intervention Policy (cont.)

activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local regional Board of Education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the school;

17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a or 10-222j related to the identification, prevention, and response to bullying; and
19. provide (on the Board's website) training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than 30 calendar days after approval by the Department,

The Board shall make such plan available on the Board's (and each individual school in the school district's web site) and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.



SOUTHINGTON PUBLIC SCHOOLS

Series 5000

Bullying Prevention and Intervention Policy (cont.)

Legal References:

Public Act 19-166

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10- 220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. §§ 10-233a through 10-233f

Policy Adopted: April 28, 2005
Policy Revised: April 2009
Policy Revised: December 2011
Policy revised: December 2020

Policy 5141.6

Wellness Policy

Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concepts and Roles in Student Policies

WELLNESS POLICY

It is the policy of the Southington Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness (“Advisory Council”) to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the board of education, and members of the public and may also involve Supplemental Nutrition Assistance Program (“SNAP”) coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Reviewing “Smarter Lunchroom” tools and strategies
- Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed
- Providing developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges, farm visits, and school gardens
- Offering information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families
- Partnering with community health agencies or organizations for school wellness activities

B. Physical Activity and Other School-Based Activities

- Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concepts and Roles in Student Policies

WELLNESS POLICY

- Promotion of health fairs, TV-turnoff week, school-supported races, family wellness activities or family day activities that promote health and wellness
- Incorporating a school garden, Farm to School, Farm to Cafeteria or activities that promote healthy eating
- Sending school newsletters or dedicated parts of newsletters or school websites promoting healthy eating, healthy recipes and physical activity
- Encouraging and promoting the use of PASS (Physically Active School Systems) and other healthy initiatives that promote physical activity and healthy eating
- Applying for the Healthier US School Challenge
- Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools
- Using the Centers for Disease Control School Health Guidelines to Promote Healthy Eating and Physical Activity
- Setting minimum physical education requirements including time, frequency and intensity
- Setting maximum teacher to student ratios for physical education classes
- Setting minimum requirements for recess, including amount of time and scheduling of recess time
- Requiring recess to be outdoors if possible
- Encouraging walking and biking to school through safe route programs
- Creating after school activity programs, student health council, and community/family programs that encourage healthy habits
- Scheduling school meals at appropriate times in appropriate settings
- Marketing healthy food in ways that increase its appeal
- Giving students and the community after-school access to school activity facilities

C. Nutritional Guidelines for School Food

- Whether the district follows updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)
- A description of nutrition standards for school meals
- The website address of current school menus
- Description of federal Child Nutrition Programs in which the district participates (e.g. Fresh Fruit and Vegetable Program, Summer Food Service Program, etc.)
- How participation in the school meal programs will be promoted and how families are notified of the availability of Child Nutrition Programs and how to determine children's eligibility for such programs
- Whether school meals are prepared onsite or offsite, and if a food service management company operates the school meal programs



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concepts and Roles in Student Policies

WELLNESS POLICY

- Timing and duration of school meals that consider evidence-based research to support healthy eating
- Information about the availability of free drinking water throughout the school day
- Regulating a la carte, vending machine, concession and school store offerings in each school
- Regulating after school activity, field trip, school event and school party offerings
- Encourage limiting the use of candy and other unhealthy foods as fundraisers
- Training and certification of food preparation and food service staff
- Evaluating food and drink contracts

At a minimum, all reimbursable school meals (i.e. free and reduced lunches) shall meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals.

D.Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

II.MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the District Health Advisory Council to be responsible for the implementation and oversight of the school district's wellness program. The Council will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concepts and Roles in Student Policies

WELLNESS POLICY

Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Legal References:

Connecticut General Statutes:

- § 10-215f Certification that food meets nutrition standards.
- § 10-221o Lunch periods. Recess.
- § 10-221p Boards to make available for purchase nutritious and low-fat foods.
- § 10-221q Sale of beverages.

Public Act 16-37, *An Act Concerning Connecticut's Farm to School Program*

Public Act 16-132, *An Act Establishing a Red Ribbon Pass Program*

Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concepts and Roles in Student Policies

WELLNESS POLICY

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.

7 C.F.R. § 210.11 Competitive food service and standards.

7 C.F.R. § 210.31 Local school wellness policy.

7 C.F.R. § 220.8 Meal requirements for breakfasts.

ADOPTED: _____

REVISED: _____

DRAFT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date December 10, 2020

Decision Requested _____ Agenda Code 11 g _____

AGENDA REPORTING FORM

Agenda Topic: Policy 5150 – Non-Discrimination – Students - First Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5150–
Non-Discrimination - Students – First Reading.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee
is bringing the draft Policy 5150 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5150



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5150
Non-Discrimination Students
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board 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), veteran status, gender identity or expression, 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. It is also the 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, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.

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.

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.

Any student and/or parent/guardian 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/Students. These regulations accompany Board Policy #5150 **Non-Discrimination Students** 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.



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

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.**

Any student and/or parent/guardian 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>

Any student and/or parent/guardian 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

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

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



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

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 IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
Connecticut General Statutes § 10-15c, § 46a-58, and § 46a-81a, et seq.
Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
Leaves of Absence for National Guard Members, Application for Certain
Medicaid Programs, and Disclosure of Certain Records to Federal Military
Law Enforcement.

ADOPTED:

REVISED: November, 2020



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or gender identity or expression 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 also the 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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression or veteran status.

Any student and/or parent/guardian 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/Students. These regulations accompany Board Policy #5150 Non Discrimination-Students 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.**

All other complaints by a student or parents/guardians alleging discrimination against a student on the basis of the protected characteristics listed herein should file a written complaint with:

Erin Nattrass, Principal South End School, 860-628-3320 or email
at enattrass@southingtonschools.org

OR

Amy Aresco, Special Education Coordinator, 860-628-3200 ext.208 or email
at aaresco@southingtonschools.org



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

Preferably, complaints should be filed within thirty (30) 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, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

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

Complaint Procedure

As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, he/she should make a written complaint to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or 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.
- H. Proposed remedy.



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints 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 shall designate a district or school administrator to 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 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 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 applicable) (to the extent permitted by state and federal confidentiality



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

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 applicable) 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 met, the complainant (and respondent, if applicable) 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 the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) 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 complainant (and/or respondent, if applicable), 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 the investigator and complainant (and/or respondent, if applicable), a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) 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.



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

Any student and/or parent/guardian 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>

Any student and/or parent/guardian 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

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

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 gender/sex may contact the Board’s Section 504/ADA Coordinator:

Director of Pupil Services
200 North Main Street
Southington, CT 06489
(860) 628-321010/2017



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Concept and Roles in Student Policies

NON-DISCRIMINATION - STUDENTS

DISCRIMINATION COMPLAINT FORM

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

Name of the complainant _____

Date of the complaint _____

Date of the alleged harassment/discrimination _____

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

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date December 10, 2020

Decision Requested X

Agenda Code 11 h

AGENDA REPORTING FORM

Agenda Topic: SHS Textbook Adoption – First Reading

- Agriculture Science and Technology – Floriculture Designing and Merchandising and Agricultural Mechanics Fundamentals and Applications
- Biology – Miller and Levine, 2020

Summary of Issue: Textbook selection is part of our curriculum design process. Included are supporting documents for the textbooks listed above. The Board of Education Curriculum and Instruction Committee reviewed these requests at their December 4, 2020 meeting.

Background: New textbooks have traditionally been ordered in the spring and summer for the coming year and approval from the Board of Education is required. The Agriculture Science and Technology textbook Floriculture Designing and Merchandising listed above is being requested to begin using next semester making this purchase time sensitive.

Alternative Strategies: The Board may reject the textbook recommendation.

Cost (if applicable): see attached **Funding Source:** Budget

Beginning Date of Program or Project: 2021

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum and Instruction Committee is bringing the textbook requests above to the full Board for a first reading and request approval tonight for the two Agriculture Science and Technology textbooks: Floriculture Designing and Merchandising and Agricultural Mechanics Fundamentals and Applications. The Biology textbook: Miller and Levine, 2020 will be on the January 14, 2021 meeting agenda as a second reading.

Titles of Attachments:

1. Textbook Forms


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Agriculture Science and Technology

Floriculture Designing and Merchandising

*Agricultural Mechanics Fundamentals and
Applications*

Biology

Miller and Levine, 2020

| |
|-------------------------------------------------------------|
| Southington Public Schools Southington, CT |
|-------------------------------------------------------------|

TEXTBOOK ADOPTION FORM – PART A

Date: November 2, 2020

1. Curriculum Committee or department submitting change: Agriculture

2. Grade levels and high school course(s) in which text will be used: Grades 11&12 Plant Science CCP and UConn Floral Art H

3. Proposed Text

| | |
|-----------------------------------------|--------------------------------------------------|
| a. <i>Title</i> | <u>Floriculture: Designing and Merchandising</u> |
| b. <i>Author(s) full name(s)</i> | <u>Charles Griner</u> |
| c. <i>Publisher (name and location)</i> | <u>Cengage Learning</u> |
| d. <i>Copyright Date</i> | <u>2019</u> |

4. Cost of recommended text: \$199 per student includes print copy and access to ebook/digital resources

5. Amount Budgeted: \$2200 includes estimated shipping

6. Number of student copies to be purchased: 10

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

I would like to propose the Floriculture text and ebook digital resource for my Spring semester course UConn Floral Art. It will be a valuable resource for students who are full remote and students who are learning from home in the hybrid model. The advantage of this text is the clear description of many of the specific floral 'mechanics' and design steps that I will be covering during in person/hands on instruction. Future use will also include additional Plant Science classes. We have the funds in our ASTE budget for this purchase.

Department or Committee Members: Marion Stannard

Approvals:

Department Chair Signature

Frank Ryz

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

The Art of Floral Design, Nora T. Hunter, Cengage Learning, 2013. I have been using this text for many years and will continue to use portions for the Floral Art course.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

When comparing the two texts, the proposed Floriculture text has a clear description of many of the specific floral 'mechanics' and design steps that I will be covering during in person/hands on instruction. It will be a valuable resource for students who are full remote and students who are learning from home in the hybrid model.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

This Art of Floral Design text is stronger in terms of the principles of design and the variety of examples of floral designs. I will continue to use components of this text as a supplement.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B*Directions: For each question, rate from a low of 1-point to a high of 3-points.*

1 = Little or No Extent

2 = To Some Extent

3 = Great Extent

N/A = Not Applicable

OBJECTIVES AND CONTENT

| | 1 | 2 | 3 | N/A |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. To what extent are the objectives of the text stated? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent do the objectives of the text correlate with goals and objectives of the course? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent does the content of the text cover the content requirement of the course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. To what extent does the content of the text reflect recent scholarship in this subject area? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. To what extent do the text learning aids (pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10. To what extent are skills and skill development stressed throughout the text? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. To what extent does the text offer practice opportunities to reinforce the skills that are taught? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. To what extent is this text interesting to read? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. To what extent do the text and supplemental materials reflect current learning theory and principles? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

| | 1 | 2 | 3 | N/A |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent is the typeface and type size suitable for the students who will be reading it? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent are the illustrations pleasing, well selected, and well placed? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. To what extent is the book effectively organized for maximum student learning? | | | | |

Comments: _____

TEACHING AIDS

| | 1 | 2 | 3 | N/A |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent are up-to-date reference sources listed in an easily used format? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. To what extent are appropriate test materials available for teachers? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. To what extent are interesting activities suggested that will challenge youngsters to do further research? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

TREATMENT OF SENSITIVE AREAS

| | 1 | 2 | 3 | N/A |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent are all sides of a controversial issue treated fairly and objectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Floriculture Designing & Merchandising
 Author(s): Charles Griner
 Copyright: 2019 Publisher: Cengage
UConn Floral Art and
 Class: Plant Science CCP Grade(s): 11/12

EVALUATION OF TEXT CONTENT

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Meeting Curriculum Demands | Does the content of this text reflect what you feel are the essential concepts in your course? | Yes |
| | Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)? | Yes |
| | Is the information up to date? | Yes |
| | Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? | Sometimes |

Teacher comments on *Text Content*: _____

PRE-READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Activating Background Knowledge | Does the introduction to the chapter help students recall information previously learned about this subject? | Yes |
| | Does the introduction attempt to help students' relate their own life experiences to the chapter topic? | Sometimes |
| | Does the author build on the students' prior knowledge within the chapter subsections? | Yes |
| Setting Purpose for Reading | Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter? | Yes |
| | Do titles of sections within the chapter indicate the main idea of each section? | Yes |
| | Are section headings specific enough that students can convert them to focus-questions that direct their reading? | Yes |

PRE-READING (Continued)

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Setting Purpose for Reading | Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter? | Yes |
| | Do titles of sections within the chapter indicate the main idea of each section? | Yes |
| | Are section headings specific enough that students can convert them to focus-questions that direct their reading? | Yes |

Teacher comments on *Pre-reading* aids: _____

ACTIVE READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------|
| Identifying the Main Idea | Is the main idea clearly stated for each paragraph? | Yes |
| | Will the main idea be obvious and easy for students to understand? | Yes |
| | Is the main idea (topic sentence) usually located at the beginning of the paragraph? | Sometimes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |
| Supporting & Reinforcing the Main Idea | Are explanations adequate? | Yes |
| | Are supporting details clear and sufficient in number? | yes |
| | Do charts, pictures, and other graphics support the main ideas? | Sometimes |
| | Do charts, pictures, and other graphics support the main ideas? | Sometimes |
| | Are there special appendices to provide students with additional reference materials? | Yes |
| Organizing the Information | Is there a logical arrangement of text so students can easily take notes? | Yes |
| | Are signal words provided to indicate how ideas in the section are related to one another? | Sometimes |
| | Is the presentation of main ideas and details consistent in each chapter? | Yes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |

ACTIVE READING (Continued)

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------|
| Organizing the Information | Is there a logical arrangement of text so students can easily take notes? | Yes |
| | Are signal words provided to indicate how ideas in the section are related to one another? | Sometimes |
| | Is the presentation of main ideas and details consistent in each chapter? | yes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |
| Vocabulary Development | Are important words/concepts highlighted in the text? | Yes |
| | Are important words/concepts clearly defined or explained within the reading? | Yes |
| | Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.) | Yes |
| | Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!) | Yes |

Teacher comments on *Active Reading* components of text: _____

POST-READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------|--------------------------------------------------------------------------------------------------------------|----------------------|
| Metacognition | Are there questions within the chapter to help students check their understanding as they read? | Yes |
| | Does the summary accurately reflect the main ideas and key supporting information within the chapter? | Yes |
| | Do the end-of-chapter questions correlate with the chapter objectives? | Sometimes |
| | Do the questions at the end of the chapter encourage higher order thinking skills? | Sometimes |
| | Are there questions within or at the end of a chapter to promote class or small group discussion or writing? | Yes |

Teacher comments on *Post-Reading* components of text: _____

Readability Report

Textbook

Flesch Reading Ease

Flesch-Kincaid Grade Level

Insert text here:

| |
|-------------------------------------------------------------|
| Southington Public Schools Southington, CT |
|-------------------------------------------------------------|

TEXTBOOK ADOPTION FORM – PART A

Date: November 2, 2020

1. Curriculum Committee or department submitting change: Agriculture

2. Grade levels and high school course(s) in which text will be used: Agricultural Mechanics grades 9-12

3. Proposed Text

| | |
|-----------------------------------------|-------------------------------------------------------------|
| a. <i>Title</i> | <u>Agricultural Mechanics Fundamentals and Applications</u> |
| b. <i>Author(s) full name(s)</i> | <u>Ray Herren</u> |
| c. <i>Publisher (name and location)</i> | <u>Cengage Learning</u> |
| d. <i>Copyright Date</i> | <u>2019</u> |

4. Cost of recommended text: \$137.50 per student
includes print copy and
access to ebook/digital
resources

5. Amount Budgeted: \$2270 includes estimated
shipping

6. Number of student copies to be purchased: 15

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

I would like to propose this Agricultural Mechanics text and ebook as a resource for grades 9-12 Agricultural Mechanics. The Agricultural Mechanics courses are designed to correspond with the other content areas in agriculture and the text currently in use (copyright 2002) is outdated. We will use Agriculture Department funds for this purchase.

Department or Committee Members: Marion Stannard, Patrick Okeefe

Approvals:

Department Chair Signature

A handwritten signature in blue ink, appearing to read "Frank" followed by a stylized surname, written over a horizontal line.

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

None

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

N/A

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

N/A

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate from a low of 1-point to a high of 3-points.

1 = Little or No Extent

2 = To Some Extent

3 = Great Extent

N/A = Not Applicable

OBJECTIVES AND CONTENT

| | 1 | 2 | 3 | N/A |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. To what extent are the objectives of the text stated? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent do the objectives of the text correlate with goals and objectives of the course? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent does the content of the text cover the content requirement of the course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. To what extent does the content of the text reflect recent scholarship in this subject area? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. To what extent do the text learning aids (pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10. To what extent are skills and skill development stressed throughout the text? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. To what extent does the text offer practice opportunities to reinforce the skills that are taught? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. To what extent is this text interesting to read? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. To what extent do the text and supplemental materials reflect current learning theory and principles? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

| | 1 | 2 | 3 | N/A |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent is the typeface and type size suitable for the students who will be reading it? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent are the illustrations pleasing, well selected, and well placed? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. To what extent is the book effectively organized for maximum student learning? | | | | |

Comments: _____

TEACHING AIDS

| | 1 | 2 | 3 | N/A |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent are up-to-date reference sources listed in an easily used format? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. To what extent are appropriate test materials available for teachers? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. To what extent are interesting activities suggested that will challenge youngsters to do further research? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

TREATMENT OF SENSITIVE AREAS

| | 1 | 2 | 3 | N/A |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. To what extent are all sides of a controversial issue treated fairly and objectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Agricultural Mechanics Fundamentals and Applications
 Author(s): Ray Herren
 Copyright: 2019 Publisher: Cengage
 Class: Agricultural Mechanics Grade(s): 9-12

EVALUATION OF TEXT CONTENT

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Meeting Curriculum Demands | Does the content of this text reflect what you feel are the essential concepts in your course? | Yes |
| | Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)? | Yes |
| | Is the information up to date? | Yes |
| | Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? | Sometimes |

Teacher comments on *Text Content*: _____

PRE-READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Activating Background Knowledge | Does the introduction to the chapter help students recall information previously learned about this subject? | Yes |
| | Does the introduction attempt to help students' relate their own life experiences to the chapter topic? | Sometimes |
| | Does the author build on the students' prior knowledge within the chapter subsections? | Yes |
| Setting Purpose for Reading | Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter? | Yes |
| | Do titles of sections within the chapter indicate the main idea of each section? | Yes |
| | Are section headings specific enough that students can convert them to focus-questions that direct their reading? | Yes |

PRE-READING (Continued)

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Setting Purpose for Reading | Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter? | Yes |
| | Do titles of sections within the chapter indicate the main idea of each section? | Yes |
| | Are section headings specific enough that students can convert them to focus-questions that direct their reading? | Yes |

Teacher comments on *Pre-reading* aids: _____

ACTIVE READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------|
| Identifying the Main Idea | Is the main idea clearly stated for each paragraph? | Yes |
| | Will the main idea be obvious and easy for students to understand? | Yes |
| | Is the main idea (topic sentence) usually located at the beginning of the paragraph? | Sometimes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |
| Supporting & Reinforcing the Main Idea | Are explanations adequate? | Yes |
| | Are supporting details clear and sufficient in number? | yes |
| | Do charts, pictures, and other graphics support the main ideas? | Sometimes |
| | Do charts, pictures, and other graphics support the main ideas? | Sometimes |
| | Are there special appendices to provide students with additional reference materials? | Yes |
| Organizing the Information | Is there a logical arrangement of text so students can easily take notes? | Yes |
| | Are signal words provided to indicate how ideas in the section are related to one another? | Sometimes |
| | Is the presentation of main ideas and details consistent in each chapter? | Yes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |

ACTIVE READING (Continued)

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------|
| Organizing the Information | Is there a logical arrangement of text so students can easily take notes? | Yes |
| | Are signal words provided to indicate how ideas in the section are related to one another? | Sometimes |
| | Is the presentation of main ideas and details consistent in each chapter? | yes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |
| Vocabulary Development | Are important words/concepts highlighted in the text? | Yes |
| | Are important words/concepts clearly defined or explained within the reading? | Yes |
| | Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.) | Yes |
| | Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!) | Yes |

Teacher comments on *Active Reading* components of text: _____

POST-READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------|--------------------------------------------------------------------------------------------------------------|----------------------|
| Metacognition | Are there questions within the chapter to help students check their understanding as they read? | Yes |
| | Does the summary accurately reflect the main ideas and key supporting information within the chapter? | Yes |
| | Do the end-of-chapter questions correlate with the chapter objectives? | Sometimes |
| | Do the questions at the end of the chapter encourage higher order thinking skills? | Sometimes |
| | Are there questions within or at the end of a chapter to promote class or small group discussion or writing? | Yes |

Teacher comments on *Post-Reading* components of text: _____

Readability Report

Textbook _____

Flesch Reading Ease _____

Flesch-Kincaid Grade Level _____

Insert text here:

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 10/15/20

1 Curriculum Committee or department submitting SHS Science Department
change: _____

2 Grade levels and high school course(s) in which text will be Biology
used: _____

3 Proposed Text

a. Title Miller and Levine: Biology (9780328990023)
b. Author(s) full name(s) Kenneth R. Miller and Joseph S. Levine
c. Publisher (name and location) Pearson
d. Copyright Date 2019

4 Cost of recommended \$53,681.74
text: _____

5 Amount Budgeted: \$53,681.74

6 Number of student copies to be 450
purchased: _____

7 This text is (check *A replacement for existing text* *A new text for new or revised course*
one):

8 Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

This text will replace the following two textbooks:

- Biology(2014)Pearson/978-0-13-323575-3 (CCP)
- Biology-Exploring Life (2009) Prentice Hall/978-0-13-3691115 (CP)

These textbooks are not in alignment with the Next Generation Science Standards (NGSS). These standards have a heavy focus on phenomena driven instruction as well as reading for information. This textbook focuses on phenomena driven learning, the students engage with real-world observations and problems. Each unit begins with a real-world phenomenon that is referenced throughout the subsequent chapters. Each chapter also contains case studies that relate to the anchoring phenomenon and further engage students in the real-world nature of the science content. This real world focus aligns with our current curriculum work. Throughout each unit students' question, conduct investigations, analyze data to explain these real world problems. The text has a variety of student resources to help guide their learning, including but not limited to computer-based interactives, videos, authentic reading articles, data analysis activities, simulations, and

STEM/Engineering projects. The resources available to students as well as staff set this textbook apart from others.

The supplemental resources provide teachers with leveled activities (readings and investigation) affording them the ability to differentiate their instruction, meeting the needs of a variety of learners allowing the textbook to be used for both CP as well as the CCP level. There are a variety of graphic organizers, materials to help students make their thinking visible and foster collaboration, and tables to help students keep track of major ideas throughout units. In addition, there are multidimensional assessments aligned with the NGSS. The assessment materials provided with this text include engineering challenges, 3-dimensional question stems, and data analysis that will give teachers a starting point with which to create NGSS aligned assessments that will help prepare our students for that style of assessment.

Department or Committee Members: SHS Science

Approvals:



Department Chair Signature



Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CK12 - Biology for High School (Flexbook 2.0) Biology - Miller & Levine - 2014 Biology - Miller & Levine - 2019 Biology - Campbell 11th Edition - 2017 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The 2019 edition of the Miller & Levine textbook is the only textbook that is fully aligned with the NGSS standards adopted by the district. This text contains resources and materials rooted in real world phenomenon that guide students through the process of science. The teacher resources, assessments, case studies, and labs are fully aligned to support the Science and Engineering Principles and Cross Cutting Concepts laid out in the NGSS standards. Furthermore, the level of this text is robust enough to challenge students but is still accessible to students. In a curriculum with reading for understanding as a focus, an accessible text is crucial. The CK12 book varied widely in its level of writing from topic to topic. Some topics were too basic while others were too complex. The Campbell text was written at too high a level to be accessible to more of our students. Both Miller & Levine books were written at an appropriate level and contained great supporting graphics and activities as referenced above. Of the two Miller & Levine books, only one was rooted in real world problem solving. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

| |
|-----|
| N/A |
|-----|

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (attach the readability study to this form)? Yes X No

If no, please explain why the textbook is being recommended.

| |
|--|
| |
|--|

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate from a low of 1-point to a high of 3-points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

| <u>OBJECTIVES AND CONTENT</u> | 1 | 2 | 3 | N/A |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----|
| 1. To what extent are the objectives of the text stated? | | | X | |
| 2. To what extent do the objectives of the text correlate with goals and objectives of the course? | | | X | |
| 3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)? | | | X | |
| 4. To what extent does the content of the text cover the content requirement of the course? | | | X | |
| 5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material? | | | X | |
| 6. To what extent does the content of the text reflect recent scholarship in this subject area? | | | X | |
| 7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships? | | | X | |
| 8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly? | | | X | |
| 9. To what extent do the text learning aids (pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit? | | | X | |
| 10. To what extent are skills and skill development stressed throughout the text? | | | X | |
| 11. To what extent does the text offer practice opportunities to reinforce the skills that are taught? | | | X | |
| 12. To what extent is this text interesting to read? | | | X | |
| 13. To what extent do the text and supplemental materials reflect current learning theory and principles? | | | X | |

Comments: The book logically builds on background knowledge and explains new concepts clearly. It links to real world examples throughout to make concepts more engaging to students. See the rationale for more details.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

| | 1 | 2 | 3 | N/A |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----|
| 1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it? | | | X | |
| 2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use? | | | X | |
| 3. To what extent is the typeface and type size suitable for the students who will be reading it? | | | X | |
| 4. To what extent are the illustrations pleasing, well selected, and well placed? | | | X | |
| 5. To what extent is the book effectively organized for maximum student learning? | 3 | | | |

Comments: The online resources also contain a text reading feature for our struggling readers.

TEACHING AIDS

| | 1 | 2 | 3 | N/A |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----|
| 1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons? | | | X | |
| 2. To what extent are up-to-date reference sources listed in an easily used format? | | X | | |
| 3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)? | | | X | |
| 4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts? | | | X | |
| 5. To what extent are appropriate test materials available for teachers? | | | X | |
| 6. To what extent are interesting activities suggested that will challenge youngsters to do further research? | | | X | |
| 7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it? | | | X | |

Comments: ___The supplemental resources provide teachers with leveled activities (readings and investigation) affording them the ability to differentiate their instruction, meeting the needs of a variety of learners allowing the textbook to be used for both CP as well as the CCP level. ___

TREATMENT OF SENSITIVE AREAS**1 2 3****N/A**

- | | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|
| 1. | To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | X | | |
| 2. | To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | X | | |
| 3. | To what extent are all sides of a controversial issue treated fairly and objectively? | | X | |

Comments: The book presents facts and scientific models, minimizing controversial issues.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Miller and Levine Biology

Author(s): Kenneth R. Miller and Joseph S. Levine

Copyright: 2019 Publisher: Pearson

Class: CCP and CP Biology Grade(s):

EVALUATION OF TEXT CONTENT

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Meeting Curriculum Demands | Does the content of this text reflect what you feel are the essential concepts in your course? | Yes |
| | Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)? | Yes |
| | Is the information up to date? | Yes |
| | Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? | Yes |
| Teacher comments on Text Content : <u>See rationale</u> | | |

PRE-READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Activating Background Knowledge | Does the introduction to the chapter help students recall information previously learned about this subject? | Yes |
| | Does the introduction attempt to help students' relate their own life experiences to the chapter topic? | Yes |
| | Does the author build on the students' prior knowledge within the chapter subsections? | Yes |
| Setting Purpose for Reading | Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter? | Yes |
| | Do titles of sections within the chapter indicate the main idea of each section? | Yes |
| | Are section headings specific enough that students | Yes |

can convert them to focus-questions that direct their reading?

PRE-READING (Continued)

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Setting Purpose for Reading | Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter? | Yes |
| | Do titles of sections within the chapter indicate the main idea of each section? | Yes |
| | Are section headings specific enough that students can convert them to focus-questions that direct their reading? | Yes |

Teacher comments on *Pre-reading* aids: A clear connection is made to all NGSS standards, key questions posed as well as key vocabulary defined at the start of every chapter.

ACTIVE READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------|
| Identifying the Main Idea | Is the main idea clearly stated for each paragraph? | Sometimes |
| | Will the main idea be obvious and easy for students to understand? | Yes |
| | Is the main idea (topic sentence) usually located at the beginning of the paragraph? | Sometimes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |
| Supporting & Reinforcing the Main Idea | Are explanations adequate? | Yes |
| | Are supporting details clear and sufficient in number? | Yes |
| | Do charts, pictures, and other graphics support the main ideas? | Yes |
| | Do charts, pictures, and other graphics support the main ideas? | Yes |
| | Are there special appendices to provide students with additional reference materials? | Yes |
| Organizing the Information | Is there a logical arrangement of text so students can easily take notes? | Yes |
| | Are signal words provided to indicate how ideas in the section are related to one another? | Yes |

Is the presentation of main ideas and details consistent in each chapter?

Yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

Yes

ACTIVE READING (Continued)

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------|
| Organizing the Information | Is there a logical arrangement of text so students can easily take notes? | Yes |
| | Are signal words provided to indicate how ideas in the section are related to one another? | Yes |
| | Is the presentation of main ideas and details consistent in each chapter? | Yes |
| | Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.) | Yes |
| Vocabulary Development | Are important words/concepts highlighted in the text? | Yes |
| | Are important words/concepts clearly defined or explained within the reading? | Yes |
| | Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.) | Yes |
| | Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!) | Yes |

Teacher comments on **Active Reading** components of text: The text is organized around real world problems with reading tools to help students extract relevant information. All vocabulary words are linked to a definition in the eText.

POST-READING

| Skills & Strategies | Criteria: Questions to ask about text | Yes / Sometimes / No |
|----------------------|-------------------------------------------------------------------------------------------------------|----------------------|
| Metacognition | Are there questions within the chapter to help students check their understanding as they read? | Yes |
| | Does the summary accurately reflect the main ideas and key supporting information within the chapter? | Yes |
| | Do the end-of-chapter questions correlate with the chapter objectives? | Yes |
| | Do the questions at the end of the chapter encourage higher order thinking skills? | Yes |
| | Are there questions within or at the end of a chapter to promote class or small group | Yes |

discussion or writing?

Teacher comments on ***Post-Reading*** components of text: There are well constructed review questions as well as a quizzes including multidimensional assessment items for the students to demonstrate their knowledge.

Textbook

Miller and Levine: Biology

Flesch Reading Ease

54

Flesch-Kincaid Grade Level

10

Insert text here: (eText)

20.1 The Fossil Record

Objectives

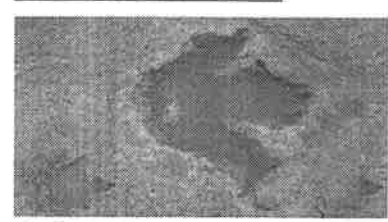
- OBJECTIVE 1: Describe specific information that scientists use to determine the time of formation of fossils.
- OBJECTIVE 2: Explain how the fossil record provides information on the history of life on Earth.
- OBJECTIVE 3: Describe the evidence that scientists use to determine the structure and function of early organisms.

READING TOOL

1. The fossil record is the best source of information about the history of life on Earth. It is a record of the remains of organisms that lived on Earth in the past. It is a record of the history of life on Earth.

READING TOOL

2. The fossil record is the best source of information about the history of life on Earth. It is a record of the remains of organisms that lived on Earth in the past. It is a record of the history of life on Earth.



The impression of a foot fossilized in a rock surface from the early Cambrian.

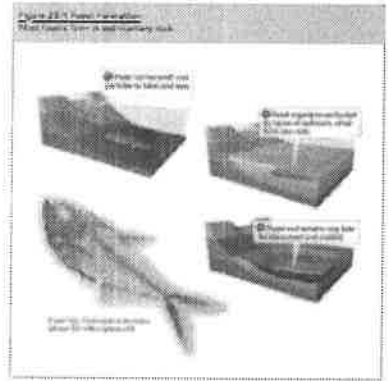
If you were here to inspect fossils, leaving a trail like the walking a documentary about the history of the earth, finding a trail as you would be in an actual environment. The fossil record is the best source of information about the history of life on Earth. It is a record of the remains of organisms that lived on Earth in the past. It is a record of the history of life on Earth.

Fossils and Ancient Life

Fossils provide vital information about extinct species—organisms that have died out. Fossils form slowly and only under certain conditions. The fossil record is incomplete because for many organisms, preservation as a fossil requires the right conditions. In fact, the fossil record contains an incomplete record of information for paleontologists to use in their jobs; researchers who study fossils, to learn about ancient life.

Types of fossils: Fossils can be as large and perfectly preserved as an entire animal, complete with skin, hair scales, or feathers, and even minute parts of animal organs. They can also be as tiny as individual molecules or polymer chains. Many fossils are made fragments of an organism's body, pieces of a skeleton, or bits of leaf, fossilized over an extremely long time. Some fossils are made of hard parts, such as bones, shells, or even droppings.

Fossils of Early history: Most fossils are preserved in sedimentary rocks, as shown in Figure 20.1. Sedimentary rock is made of layers of sand, silt, clay, or bits of shells and other bits of a body of water. Sedimentary rocks can be from 1000 meters deep to 1000 meters thick. If conditions are right, they can bury dead organisms before the rocks are broken or scattered by earthquakes.



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date December 10, 2020

Decision Requested _____ Agenda Code 11 i.

AGENDA REPORTING FORM

Agenda Topic: Renaming a Program – ALTA to become The Karen Smith Academy

Summary of Issue: The students and staff of ALTA initiated a request to rename the program in honor of Karen Smith, who generously volunteered her time expertise and compassionate personality to the students and staff members. A small committee was formed to develop a dedication activity/ceremony. It was decided to hold the ceremony in the spring when hopefully conditions may be improved.

Background: Karen Smith was a long-time Southington Educator, teacher, Principal, Assistant Superintendent and champion for children. Karen passed away just about one year ago.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: December 10, 2020

Ending Date of Program or Project: N/A

Recommendation or Comment: No Board action is necessary to name or rename a program, however, discussion and comments are certainly warranted.



Signature of Superintendent of Schools