

Regular Board of Education Meeting
Wednesday, October 3, 2012 6:30 PM Eastern

Lyme-Old Lyme Middle School cafeteria
49 Lyme Street
Old Lyme, CT 06371

Steven Cinami: Present
Paul Fuchs: Present
Russ Gomes: Present
Allison Hine: Present
Beth Jones: Present
Victoria Lanier: Present
Judith Read: Absent
Michelle Roche: Present
Lisa Steimer: Present
James Witkins: Present

Present: 9, Absent: 1.

I.	Call to Order
II.	Approval of Minutes
	II.A. Regular Meeting of September 5, 2012
	II.B. Special Meeting of September 5, 2012
III.	Visitors
	III.A. Report from Student Representatives
	III.B. Public Comment
IV.	Administrative Reports
	IV.A. Superintendent's Report
	IV.B. Business Manager's Report
V.	Educational Presentation
	V.A. Academic Achievements of LOLHS
VI.	Chairman & Board Report
VII.	New Business
	VII.A. School Building Door Security Proposal (action)
	VII.B. High School Project Phase 3&4 Furniture, Fixture and Equipment Purchase (action)
	VII.C. Purchase of High School Scoreboard (action)
	VII.D. Policy 2685 Administering Medications to Students (action) Policy 2720 On-Campus Recruitment (action) Policy 5050 Recruitment, Screening and Selection of District Employees (action) Policy 3512 Individualized Education Program/Special Education Program (action)
	VII.E. Appropriation to Reserve Fund for Capital and Nonrecurring Expenditures (action)
	VII.F. Safety Netting for Lacrosse Field (action)
VIII.	Old Business

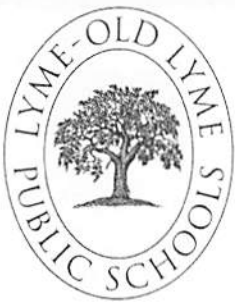
VIII.A. Second Reading of Policy 6800 Electronic Communications Use and Retention and Policy 6805 Holds on the Destruction of Electronic and Paper Records (action)

VIII.B. Reports of Committees: Facilities, Building, Technology, Policy, Communications, Finance, Human Resources, Enrollment & Equity, LEARN, Comcast

IX. Correspondence

X. Executive Session

XI. Adjournment



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Regular Board of Education Meeting

Location: Lyme-Old Lyme Middle School

Date: September 5, 2012

Board Present: James Witkins, Chairman; Russ Gomes, Vice Chairman; Victoria Lanier, Treasurer; Paul Fuchs, Secretary; Steven Cinami; Allison Hine; Beth Jones; Michelle Roche

Absent by Previous Arrangement: Judith Read

Administration Present: Ian Neviasser, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; James Cavalieri, Principal of Lyme School; Patricia Downes, Principal of Mile Creek School; Nancy Johnston, Director of Special Services; Christopher Pomroy, Principal of Lyme-Old Lyme Middle School; John Rhodes, Director of Facilities; Lori Susi, Assistant Principal of Lyme-Old Lyme Middle School; Ellen Tyler, Principal of Center School; Marilyn Warren, Business Manager; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Pam Russell, RETA Co-President; Tisha Kirk, AFT President; Kristine Pekar, Music Teacher at LOLHS; Kinny Newman, Preschool Teacher at Mile Creek School; Joan Bonvicin, Secretary at LOLMS; various staff members from Mile Creek and LOLMS; Sam Stadnick and Meredith Britton, High School Student Representatives; 10 Townspeople from LOL; Jayne Keedle, *The Patch*

I. Call to Order:

The meeting was called to order by Chairman Witkins at 6:35 p.m.

II. Approval of Minutes:

MOTION: Mrs. Hine made a motion, which was seconded by Mr. Gomes, to approve the minutes of Regular Meeting and Executive Session of August 1, 2012. The minutes were approved with abstentions noted for those not in attendance on August 1.

III. Visitors:

1. Introduction of 2012-2013 Teacher of the Year

Kinny Newman, Preschool Teacher at Mile Creek School, was honored as the 2012-2013 Teacher of the Year. Nancy Johnston, Director of Special Services, spoke about the accomplishments of Mrs. Newman during her tenure with the school district.

2. Introduction of 2012-2013 Non-Certified Staff Member of the Year

Joan Bonvicin, Secretary at the Lyme-Old Lyme Middle School, was honored as the 2012-2013 Non-Certified Staff Member of the Year. Christopher Pomroy, Principal of LOLMS, spoke about Mrs. Bonvicin's 41 years as a district employee.

Both Mrs. Newman and Mrs. Bonvicin were presented with a gift from the Board and congratulated for being named outstanding staff members.

3. Student Representatives

Sam Stadnick and Meredith Britton were introduced by Principal Wygonik as the 2012-2013 student representatives to the Board. As Meredith is a new rep, Mr. Wygonik gave a short biography of her.

Sam and Meredith gave the following report of activities around the district:

At Mile Creek School: welcome back assembly and a thank you to the bus drivers for their service.

At Lyme Consolidated Schools: 35 new kindergarten students and 30 new students in grades 1 through 5.

At LOLMS – commencement of fall sports and open house on September 6.

At LOLHS – commons area and band suite are open; several new classrooms will open soon; open house on September 19. Sam and Meredith both reported favorably on the air conditioning and new classrooms.

4. Public Comment

There was no public comment.

IV. Administrative Reports:

1. Superintendent's Report

Mr. Neviasser updated the Board on the annual staff convocation, professional development days, and the opening of the 2012-2013 school year. He also reported on upcoming open houses, picnics and orientations.

Mr. Neviasser reviewed the most recent personnel report which reflected several new hires across the district. He gave brief biographies on the new hires. He also reviewed the remaining vacancies that have yet to be filled.

Mr. Gomes commended all who were involved in the successful opening of the schools.

Mr. Neviaser discussed an upcoming Board retreat in which the Board will meet with a representative from Cooperative Educational Services to review roles and responsibilities as well as discuss effective Board practice. The date of this special Board meeting will be on October 17 beginning at 6:00 p.m.

Mr. Neviaser informed the Board that the paperless Board meetings would begin at the next regular Board meeting on October 3 when they would begin using the CABE eMeeting application (electronic transmission of Board backup material). Lisa Steimer will join them at this meeting beginning at 6:00 p.m. to train the Board on using this tool.

Mr. Neviaser also reported that other technological changes that are upcoming are the use of district email for all Board members (as recommended by counsel) and a move to the CABE Online Policy Service (COPS).

Mr. Cinami asked for an update on the digitizing of district documents. It was reported that two temporary employees were hired over the summer to work on this initiative which is in year one of a five year plan developed by former Superintendent Osga.

2. Business Manager's Report

Ms. Warren provided the monthly financial report for 2012-2013 (differences from last year this time) as well as a contingency fund report (no money spent at this point in fiscal year).

V. Educational Presentation:

1. Report on 2012 CMT and CAPT Testing Results

Dr. Beth Borden, Director of Curriculum, presented a detailed report on the CMT and CAPT results from March 2012. A summary of her presentation is attached to these minutes for informational purposes.

After the presentation, Dr. Borden addressed comments and questions from the Board. Follow-up discussion included preparations for the smarter balanced testing; curriculum work done over the summer; adaptive testing; grade appropriate information; addressing needs of students who don't meet benchmarks; and differences in goals in math and language arts. Much discussion centered on the area of weakness in writing and initiatives, focus and work planned to improve the scores.

Dr. Borden was commended for her curriculum leadership especially in the area of reading.

A follow-up report will occur at the next Board meeting when Mr. Wygonik will review the performance indicators at LOLHS.

VI. Chairman & Board Report:

Mr. Witkins reported on conversations he has had with community members on the great start to the new school year including the seamless transition at Lyme School which is in its second phase of the redistricting plan.

Mr. Witkins also gave an update on the ad hoc committee, comprised of district and town representatives, which was formed to study the usage of and demands on district and town athletic fields.

VII. New Business:

1. First Reading of Policy 6800 *Electronic Communications Use and Retention* and Policy 6805 *Holds on the Destruction of Electronic and Paper Records*

It was explained that adoption of these policies will bring the district into compliance with the Freedom of Information Act (FOIA) regulations. Action on the policies was not required until the October meeting as the district has already changed their practices to align with FOIA expectations. The Policy Committee has reviewed these policies and recommends adoption of both.

The Board reviewed and wordsmithed the policies and discussion centered on archiving of documents and deletion rights. Additional discussion centered on effective communication when new policies are developed.

The second reading of these policies will occur at the October Board meeting.

2. Resolution for Refunding Bonds

Mr. Warren, Business Manager, presented a resolution for the authorization, issuance and sale of refunding bonds. The resolution will allow time for the sale of the bond refunding to get the best rate relative to market conditions.

Ms. Warren provided the following background on this agenda item: The Board of Education Chair and Treasurer (Mr. Witkins and Atty. Lanier), Superintendent Neviasser and Ms. Warren met with Janette Marcoux (First Southwest), the District's financial advisor, on August 6, 2012. At that time, it appeared that the district could save up to \$250,000 on its outstanding bonds issued in November 2003. By approving the resolution, the District will be able to pursue these potential savings. The resolution is valid through June 30, 2013, which allows the district to time the sale of the refunding bonds according to market conditions.

The following advantages of refunding were provided by First Southwest:

- Interest costs savings by issuing bonds with lower interest rates.
- Potential increased savings when blended with new money debt issues.

Use of Refunding Bond Proceeds:

- Proceeds of the refunding bonds are deposited in an escrow account and invested at a restricted yield in special U.S. government securities or other qualified securities maturing semi-annually. Escrowed funds are used to meet debt service payments on the refunded bonds until the call date.
- On the call date, the escrow account pays remaining principal, accrued interest and the call premium, if applicable, on the refunded bonds.

MOTION: made by Mr. Gomes and seconded by Atty. Lanier to approve the resolution with respect to the authorization, issuance and sale of not exceeding \$3,000,000 Regional School District No. 18 general obligation refunding bonds as resolved in section 1 and section 2 as follows:

Section 1. Not exceeding \$3,000,000 General Obligation Refunding Bonds (the "Refunding Bonds") of Regional School District No. 18, Connecticut (the "District") may be issued in one or more series and in such principal amounts as the District Chairman and District Treasurer shall determine to be in the best interests of the District for the purposes of achieving net present value savings and/or to moderate debt service payments. The Refunding Bonds are hereby authorized to refund all or any portion of any one or more series of the District's outstanding General Obligation Bonds (the "Refunded Bonds"). The Refunding Bonds shall be issued and sold either in a negotiated underwriting or a competitive offering, and at such time or times as the District Chairman and District Treasurer shall determine to be most opportune for the District. If the Refunding Bonds are sold in a negotiated underwriting, the District Chairman and District Treasurer shall appoint the managing underwriter. Each series of Refunding Bonds shall mature in such amounts and on such date or dates as shall be determined by the District Chairman and District Treasurer provided that no Refunding Bonds shall mature later than the final maturity date of the last maturity of any Refunded Bonds being refunded by such series. The Refunding Bonds shall bear interest payable at such rate or rates as shall be determined by the District Chairman and District Treasurer. The Refunding Bonds shall be executed in the name and on behalf of the District by the manual or facsimile signatures of the District Chairman and District Treasurer, bear the District seal or a facsimile thereof, and be approved as to their legality by Robinson & Cole LLP, Bond Counsel. The Refunding Bonds shall be general obligations of the District and each of the Refunding Bonds shall recite that every requirement of law relating to its issue has been duly complied with, that such bond is within every debt and other limit prescribed by law, and that the full faith and credit of the District are pledged to the payment of the principal thereof and the interest thereon. The aggregate denominations, form, details, and other particulars thereof, including the terms of any rights of redemption and redemption prices, the designation of the certifying, paying, registrar and transfer agent, shall be subject to the approval of the District Chairman and District Treasurer. The net proceeds of the sale of the Refunding Bonds, after payment of underwriter's discount and other costs of issuance, shall be deposited in an irrevocable escrow account in an amount sufficient to pay the principal of, interest and redemption premium, if

any, due on the Refunded Bonds to maturity or earlier redemption pursuant to the plan of refunding. The District Chairman and District Treasurer, are authorized to appoint an escrow agent and other professionals and to execute and deliver any and all escrow, investment and related agreements necessary to provide for such payments on the Refunded Bonds and to provide for the transactions contemplated hereby. The District Chairman and District Treasurer, are authorized to prepare and distribute preliminary and final Official Statements of the District for use in connection with the offering and sale of the Refunding Bonds, and they are hereby authorized to execute and deliver on behalf of the District a Bond Purchase Agreement, a Continuing Disclosure Agreement, a Tax Regulatory Agreement and such other documents necessary or desirable for the issuance of the Refunding Bonds and the payment of Refunded Bonds.

Section 2. This resolution shall be effective until June 30, 2013.

VOTE: the Board voted unanimously in favor of the motion.

3. Renewal of Microsoft Licensing Agreement

The following background was provided by John Rhodes, Director of Facilities and Technology, on this agenda item:

The RESC Alliance has completed bidding the Microsoft annual licensing agreement for the 2012-2013 school year. SHI International is the RESC Alliance recommended lowest bidder. Below is a summary of the licenses the district will be purchasing. The offered pricing is within the budget value for licensing.

236 Desktop School All Languages Licenses @ \$69.30

Subtotal \$16,354.80

Network Server Licenses

Subtotal \$5,179.80

Total: \$21,534.60

MOTION: Mr. Fuchs made a motion, which was seconded by Mrs. Roche, to approve renewal of the Microsoft licensing, which includes the Office products, the Windows operating system for its PCs, and Windows Server and SQL Server licenses for its servers for \$21,534.60 through SHI International.

VOTE: the Board voted unanimously in favor of the motion.

4. LOLHS Band and Chorus Trip

Mr. Neviasher explained that the music department at LOLHS is requesting approval for a four day field trip for the band and chorus to compete in the Crescent City Classic Music Festival in New Orleans, Louisiana in March 2013. Board approval is required and is needed for the commencement of fundraising for the trip.

The Board reviewed the details of the trip provided in a packet of information submitted by the music department.

MOTION: Mr. Gomes made a motion, which was seconded by Atty. Lanier, to approve the music department field trip to New Orleans, Louisiana in March 2013 as presented.

Discussion and questions followed on chaperones, fundraising and the opportunity this avails to the music students.

VOTE: the Board voted unanimously in favor of the motion.

Mr. Witkins noted that future requests for approval of field trips will be contained on one Board agenda.

5. Change Order for LOLHS Project

Mr. Rhodes presented a Building Committee recommendation for approval of change order 00553 for the LOLHS building project. This change order is for the additional scope related to the upgrades required for boiler room in-line pumps. Mr. Rhodes reviewed the backup material on this change order request.

MOTION: Mr. Gomes made a motion, which was seconded by Dr. Jones, to approve change order 00553 in the amount of \$29,423.00.

Discussion followed on salvaging the older pumps and the timeline of when this problem was first recognized. Concern was raised over this being funded out of owner contingency when this funding is depleted. Explanations were given on the budget; it was noted that they are still under budget on the high school project. Additional concerns were raised on the percentage of architectural changes, the threshold of these changes, and the method of recouping the funding of monies expended by the owner for changes that the architect is responsible for.

VOTE: the Board voted unanimously in favor of the motion.

6. Bidding Phases 3 and 4 of FFE for LOLHS

Mr. Rhodes provided the following background on this agenda item:

As agreed at initial Board of Ed program approval of the school project FFE, the Building Committee is recommending the district proceed with bidding phases 3 and 4 of the high school furniture, fixtures and equipment (FFE).

Phase 3 – custodial area, media center and connected rooms, special ed and teachers’ lounge.

Phase 4 – art, tech ed, tech ed computer lab, business computer lab.

Mr. Rhodes reviewed the overall high school project FFE budget for all phases. At this stage, the FFE budget is \$11,975 under the approved Board of Education program approved budget.

MOTION: Mr. Gomes made a motion, which was seconded by Mr. Fuchs, to approve bidding phases 3 and 4 of the high school furniture, fixtures and equipment (FFE) for an estimated value of \$277,140.

VOTE: the Board voted unanimously in favor of the motion.

VIII. Old Business:

1. Reports of Committees

Facilities. Mr. Cinami reported that this group will meet next Thursday at the high school and a walkthrough of the building is planned.

Building. Mr. Gomes invited all Board members to attend the Building Committee meetings which occur the third Monday of the month. He commended all involved in the summer work at the high school and the progression of the project over these months. He also commended the members of the Building Committee for their efforts to have quorums during the meetings held over the summer.

Mr. Witkins reported that a Community Leadership Meeting would take place on Friday, September 7, and discussion of the finances of the high school project was included on the agenda. Ms. Warren gave a brief update on the State reimbursement process.

Technology. No report.

Policy. No report.

Communications. Mrs. Roche reported that this committee met recently and discussion centered on improving communications. They are considering posting a short synopsis of Board meeting activity on *LymeLine*. Mrs. Roche encouraged the Board for their input on improving communications.

Finance. Atty. Lanier referred the Board to the 2013-2014 budget calendar. They are planning an upcoming meeting when they will provide guidance to the superintendent on budget development.

Human Resources. Dr. Jones reported that negotiations with RETA are commencing.

Enrollment & Equity. Mrs. Hine reported that the addition of a second section to grade 2 at Lyme School was positively received by the parents.

LEARN. No report.

Comcast. No report.

IX. Correspondence:

There was no correspondence to report.

X. Executive Session:

There was no need for an executive session.

XI. Adjournment:

The regular meeting adjourned at 9:08 p.m. upon motion by Mr. Cinami and a second by Mrs. Hine.

Respectfully submitted,

Paul Fuchs, Secretary

Lyme-Old Lyme Public Schools

Impassioned with Pride and Purpose

CMT AND CAPT RESULTS 2012

Overview

- CMT
 - By subject over time
 - 2012 State Rankings
 - By School
 - By Cohort
- CAPT
 - By subject over time
 - 2012 State Rankings
- Response to Data
 - Using Data to Improve Instruction
- Next Steps
 - Smarter Balanced Assessment
 - 2012-13 Goals

CMT Math - 2006 to 2012

% of Students Meeting Goal

Gr	05-06	06-07	07-08	08-09	09-10	10-11	11-12
3	71	75	68	78	83	89	83
4	70	88	86	84	80	89	93
5	70	77	87	91	83	85	90
6	81	84	88	90	91	85	86
7	81	72	77	83	87	87	80
8	78	79	75	79	85	84	91

CMT Reading - 2006 to 2012

% of Students Meeting Goal

Gr	05-06	06-07	07-08	08-09	09-10	10-11	11-12
3	65	74	66	70	69	77	71
4	70	79	81	71	77	80	90
5	75	85	85	84	79	80	81
6	78	84	86	81	91	86	85
7	84	73	90	97	94	93	92
8	76	79	73	77	94	85	91

CMT Writing - 2006 to 2012

% of Students Meeting Goal

Gr	05-06	06-07	07-08	08-	09-10	10-11	11-12
3	70	69	65	68	73	81	71
4	74	81	80	70	78	84	86
5	85	74	79	75		85	83
6	66	72	66	85	80	80	70
7	79	75	82	84	81	81	84
8	80	79	64	79	86	87	84

CMT Science - 2006 to 2012

% of Students Meeting Goal

Gr	07-08	08-09	09-10	10-11	11-12
5	75	78	83	75	85
8	84	84	91	83	89

CMT State Rankings

Gr	# Districts	Math		Reading		Writing		Science	
		%	Rank	%	Rank	%	Rank	%	Rank
3	163	83%	39 th	71%	59 th	71%	72 nd		
4	163	93%	7 th	90%	4 th	86%	19 th		
5	169	90%	28 th	81%	57 th	83%	39 th	85%	31 st
6	164	86%	41 st	85%	61 st	70%	99 th		
7	152	80%	58 th	92%	38 th	84%	28 th		
8	151	91%	14 th	91%	38 th	84%	43 rd	89%	8 th

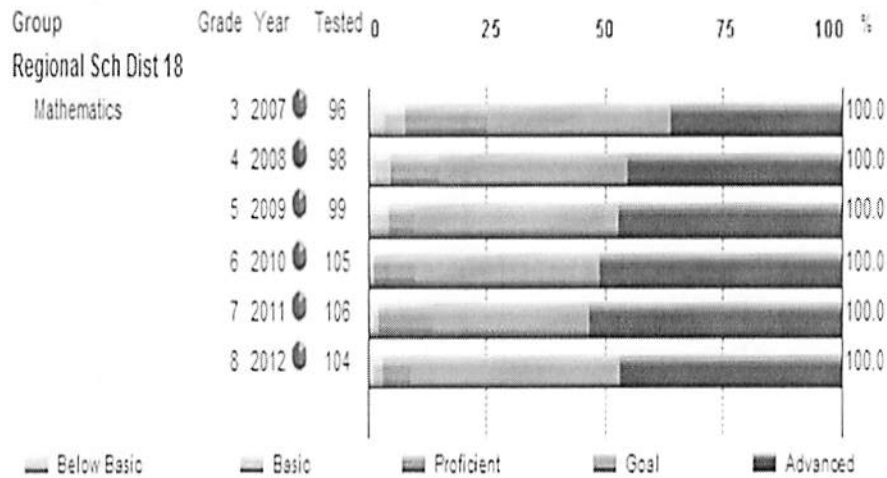
% Above Goal	80% +	70-79%	< 70%
Ranking	Top 25%	Top 40%	Lower 60%

CMT - By Elementary School

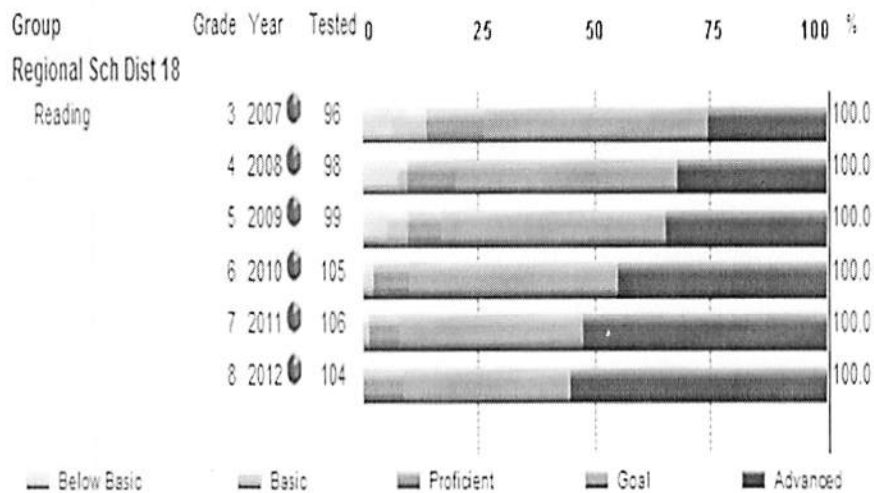
% of Students Meeting Goal

	Math			Reading			Writing			Science
	3	4	5	3	4	5	3	4	5	5
Lyme	76	89	96	70	96	96	72	96	100	91
Center	86	94	88	71	89	77	71	84	80	85
District	83	93	90	71	90	81	71	86	83	85

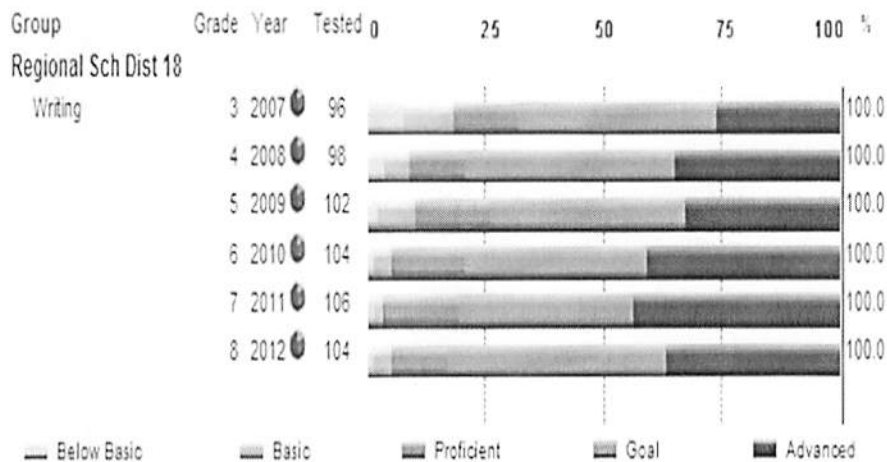
Math History for Current 8th Grade



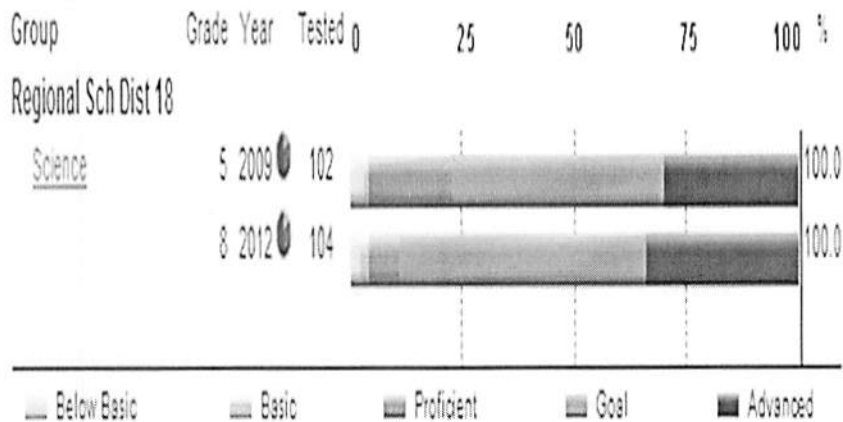
Reading History for Current 8th Grade



Writing History for Current 8th Grade



Science History for Current 8th Grade



CAPT - 2008 to 2012

% of Students Meeting Goal

Year	2008	2009	2010	2011	2012
Math	76%	66%	76%	64%	68%
Reading	75%	75%	63%	72%	74%
Writing	76%	75%	70%	86%	82%
Science	80%	68%	74%	64%	71%

CAPT - State Rankings - 2012

Math			Reading			Writing			Science		
% Prof	% Goal	State Rank	% Prof	% Goal	State Rank	% Prof	% Goal	State Rank	% Prof	% Goal	State Rank
93%	68%	38 th	98%	74%	15 th	96%	82%	31 st	97%	71%	24 th

Grade 3 to 5 Using Data to Improve Instruction

Student	CMT Reading Scale	CMT Reading Level	CMT Writing Scale	CMT Writing Level	ORP 63 (2011); 5/12	Strand A (8/12)	Strand B (7/10)	Strand C (6/8)	Strand D (7/10)	DAW (8)	Comp/Rev (12/16)	Editing (12/16)	Gr 4 Vertical Score	Gr 3 Vertical Score	Vertical Score Gains
1	287	4	343	5	63	11	8	7	9	11	14	16	498	465	33
2	311	5	286	5	75	11	9	7	8	9	14	16	520		
3	317	5	291	5	75	11	10	6	9	9	15	16	524	436	88
4	228	3	225	3	57	8	8	0	4	7	13	13	429	416	13
5	266	4	258	4	57	12	7	7	7	8	13	16	473	423	50
6	317	5	308	5	79	11	9	7	8	10	14	16	524	531	-7
7	364	5	351	5	83	12	10	8	9	11	16	15	545	520	25
8	301	5	296	5	65	12	8	7	10	9	16	16	511	479	32
9	235	3	193	2	56	9	7	3	5	5	10	16	436	421	15
10	254	4	249	4	54	9	9	6	7	8	14	13	458	421	37
11	301	5	361	5	70	11	8	8	8	11	16	16	511	499	12
# Below		2		2		0	0	2	1	1	1	0			
Class	289	82	263	82	67	100	100	82	91	91	91	100	494	461	30
District	284	90	291	86	65	97	81	83	92	93	80	90	490	454	35

Transitioning to Smarter Balanced Assessment

SBAC	<ul style="list-style-type: none"> Smarter Balanced Assessment Consortium
Gr 3 to 8 & gr 11	<ul style="list-style-type: none"> Spring of 2015 (6th graders will take gr 8 test)
Computer Adaptive & Performance Tasks	<ul style="list-style-type: none"> Math English Language Arts (ELA)
On-line	<ul style="list-style-type: none"> Last 12 weeks of the year

Two SBAC Components

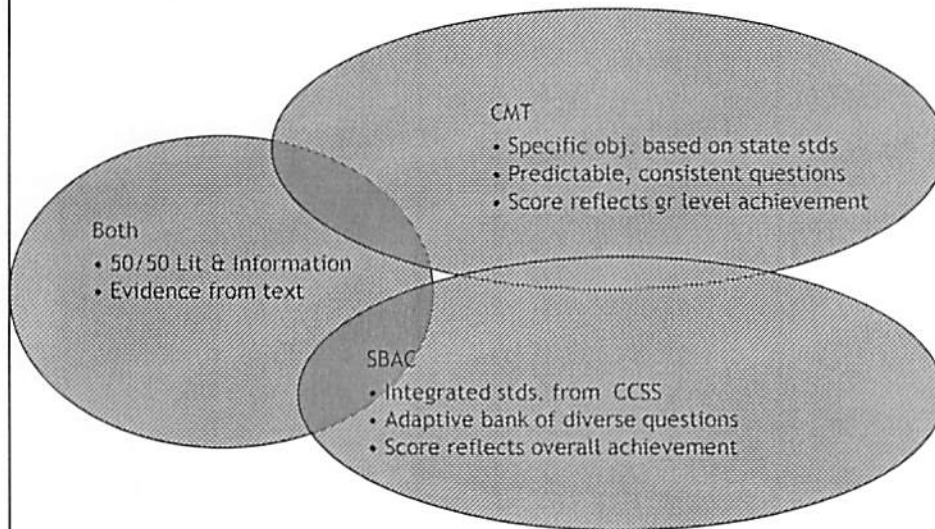
Computer Adaptive

45 to 60 minutes
SR, CR & TE

Performance Task

105 minutes
Stimuli, Interaction, Task

Computer Adaptive SBAC vs CMT



SBAC Performance Task vs CMT Writing Sample

CMT Writing

One writing genre per grade level

Write based on student ideas (no text)

Handwritten – 45 minutes

SBAC Performance Task

Narrative, Informative or Argument

Always based on multiple sources

On-line – 105 minutes

Preparing for New Standards and Assessment

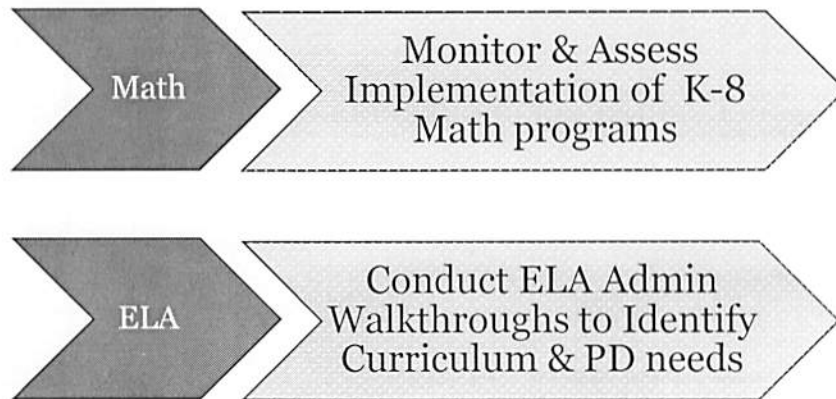
ELA

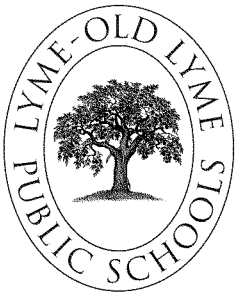
- K-2 ELA - Curriculum is complete
- Gr 3 to 5 - Units are in progress
- MS - Work time scheduled for this fall
- Gr 9 English - Curriculum is complete

Math

- K- 5 - New program and pacing guides
- MS - New Program; pacing guides in process
- HS - Algebra and Geom complete
- K-12 - Ongoing PD and supports

2012-13 Goals





LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Special Board of Education Meeting

Location: Lyme-Old Lyme Middle School

Date: September 5, 2012

Board Present: James Witkins, Chair; Russ Gomes, Vice Chair; Paul Fuchs, Secretary; Victoria Lanier, Treasurer; Steven Cinami; Allison Hine; Beth Jones; Michelle Roche

Administration Present: Ian Neviasser, Superintendent of Schools; Marilyn Warren, Business Manager

Others Present: Attorney Nick Grello of Siegel, O'Connor; Stan Prymas of Thompson & Peck

The meeting was called to order at 5:04 p.m. by Chairman Witkins. The purpose of the meeting was to hold a pre-negotiations meeting with legal counsel.

Upon motion by Mr. Gomes and seconded by Mrs. Roche, the Board voted unanimously to move into executive session for the purpose of discussing negotiations at 5:05 p.m. Mr. Neviasser, Ms. Warren, Atty. Grello and Mr. Prymas were invited to attend the executive session.

The Board of Education reconvened into open session at 6:23 p.m.

There were no motions made and no action taken.

Upon motion by Mr. Fuchs and seconded by Dr. Jones, the meeting adjourned at 6:23 p.m.

Respectfully submitted,

Paul Fuchs, Secretary

Regional School District Eighteen September 2012 Enrollment Report

Breakdown by School

Grade	Center	MC	Lyme	Middle	High	Total
PreK		18				18
4		30				30
K		45	35			80
1st		48	38			86
2nd		71	25			96
3rd	91		36			127
4th	75		28			103
5th	98		26			124
6th				119		119
7th				115		115
8th				127		127
9th					107	107
10th					90	90
11th					110	110
12th					114	114
Totals	264	212	188	361	421	1446

Breakdown by Town

Grade	Old Lyme	Lyme	Tuition/ Choice	Total
PreK	11	7	0	18
PreK Peer	26	4	0	30
K	61	19	0	80
1	70	16	0	86
2	74	22	0	96
3rd	109	18	0	127
4th	83	20	0	103
5th	102	22	0	124
6th	99	20	0	119
7th	91	24	0	115
8th	97	30	0	127
9th	82	24	1	107
10th	72	18	0	90
11th	83	27	0	110
12th	88	26	0	114
Totals	1148	297	1	1446

Special Education (various facilities)	8
Grasso Tech	6
ISAAC	1
Multicultural Magnet School	4
Sound School	5
Marine Science High School	4
Total Out of District	28
GRAND TOTAL	1474

Out of District	22	6	0	28
TOTAL	1170	303	1	1474

Lyme-Old Lyme Public Schools

Regional District #18

2011 - 2012 Budget and Expenditures through 06/30/12

<u>Description</u>	Education (Over)/ Under <u>Budget</u>	Facilities (Over)/ Under <u>Budget</u>	Total (Over)/ Under <u>Budget</u>
Certified Salaries, including substitutes	\$153,954	\$0	\$153,954
Non-Certified Salaries	22,027	17,909	\$39,936
Regular Transportation	34,312	0	\$34,312
Debt Service	0	0	\$0
Employee Benefits	124,895	0	\$124,895
Instructional Programs	49,481	0	\$49,481
Special Education (not including Excess Cost)	9,931	0	\$9,931
Support Services	10,272	0	\$10,272
Administrative Services	66,473	0	\$66,473
Facilities Maintenance (including Food Service)	0	(46,688)	(\$46,688)
Contingency Maintenance	<u>0</u>	<u>105,884</u>	<u>105,884</u>
(Over)/Under Budget	<u>\$471,345</u>	<u>\$77,105</u>	<u>\$548,450</u>

Contingency Maintenance

Budgeted - Fiscal Year 2011 - 2012			\$200,000
Lyme	Fuel spill clean up and remediation	82,602	
	Bottled water - water advisory	<u>1,000</u>	
			83,602
Mile Creek			
Center	Bottled water - water advisory	<u>3,514</u>	
			3,514
Middle	Bottled water - water advisory	<u>3,500</u>	
			3,500
High	Bottled water - water advisory	<u>3,500</u>	
			<u>3,500</u>
Remaining contingency as of 06/30/12 - fiscal year 2011 - 2012			<u>\$105,884</u>

IV. Admin Reports #2

EXECUTIVE BUDGET SUMMARY.....	\$31,010,964
--------------------------------------	---------------------

	12-13 Budget	12-13 Actuals	% Spent as of 9/26/2012	% Spent as of 9/28/2011
Certified Salaries	\$12,602,516	\$1,176,576	9.3%	9.6%
Non-certified Salaries	2,646,131	277,585	10.5%	9.6%
Employee Benefits	4,319,360	801,349	18.6%	12.4%
Instructional Programs	1,361,333	668,968	49.1%	43.3%
Special Education	1,206,819	678,467	56.2%	62.3%
Support Services	112,514	30,620	27.2%	52.8%
Administrative Services	393,352	214,405	54.5%	31.0%
Pupil Transportation	862,059	711,972	82.6%	79.2%
Plant Operation & Maintenance	3,769,428	1,468,620	39.0%	44.8%
OPERATING BUDGET	\$27,273,512	\$6,028,562	22.1%	22.1%
DEBT SERVICE	3,737,452	1,022,659	27.4%	51.9%
TOTAL BUDGET	\$31,010,964	\$7,051,221	22.7%	25.2%

Notes:

A. Benefits - Timing of Anthem/Blue Cross health insurance payments.

B. Administrative Services -Reduced budget, increased technology purchases and attorney fees; timing of BOE dues payment

Contingency Maintenance

Budgeted - Fiscal Year 2012 - 2013

\$200,000

Lyme

Mile Creek

Center

Middle

High

Remaining contingency as of 09/27/12 - fiscal year 2012 - 2013

\$200,000

Economics Learning Guide

Ch.4

Essential Questions:

How are consumers' desires for goods and services affected by other economic factors?

Does our dependence on a good or service make the law of demand obsolete?

To what extent are firms influenced by the demand elasticity of goods?

You should be able to:

4.1 Understanding Demand

- *Explain the law of demand*
- *Understand how the substitution effect and the income effect influence decisions*
- *Create a demand schedule for an individual and a market*
- *Analyze the information presented in a demand curve.*

4.2 Shifts of the Demand Curve

- *Understand the difference between a change in quantity demanded and a shift in the demand curve.*
- *Identify several factors that determine demand and can cause a shift in the demand curve.*
- *Explain how the change in the price of one good can affect demand for a related good.*

4.3 Elasticity of Demand

- *Explain how to calculate elasticity of demand*
- *Determine elasticity of demand from a demand schedule and a demand curve*
- *Identify factors that affect elasticity*
- *Explain how firms use elasticity and revenue to make decisions*

Key Vocabulary Terms

Law of demand

inferior goods

normal goods

total revenue

compliments/substitutes

ceteris paribus

elasticity of demand

market demand schedule

demand schedule

inelastic

unit elastic

English 9 Essential Questions:

What drives storytelling?

What are classic archetypes?

What roles do classic archetypes play in classic literature?

<p>Unit Overview</p> <p><i>The Joy Luck Club</i> by Amy Tan</p>	<ul style="list-style-type: none"> • Intensely poetic, startlingly imaginative and moving, this book will speak to many audiences about the persistent tensions and powerful bonds between generations and cultures. • The narrative voice moves among seven characters. Jing-mei "June" Woo recounts her first session in a San Francisco mah-jong club founded by her recently dead, spiritually vital, mother. • The three remaining club members and their daughters alternate with stories of their lives.
--	--

Learning Objectives: Through the exploration of *The Joy Luck Club*, the students will successfully . . .Identify: (to select or to find)

- the elements of author's craft and their role in the story
- symbols present within the text
- elements of Chinese culture
- factors that contribute to character development and transformation

Interpret: (to construct meaning: "I think this means...")

- elements of Chinese culture present within the text.
- factors that contribute to character development

Analyze: (to defend an interpretation: "This is important because...")

- the characters in the novel
- elements of Chinese culture present within the text.
- factors that contribute to character development and transformation

Apply: (to transfer and use new knowledge from text to a different situation)

- the elements of literature to the creation of theme
- patterns in literature to the development of theme

Explore: (to investigate through various means/methods)

- a thematic connections within a supplemental text
- the factors that contribute to character development and transformation
- the historical events that contribute to the plot development

Create: (to construct or develop an authentic product)

- an original piece of writing that demonstrates understanding of thematic ideas

<p>Thematic Ideas</p> <ol style="list-style-type: none"> 1.) To discover one's identity 2.) To embark on a journey 3.) To come of age (to mature) 4.) To acceptance past, present, and future 5.) The recognize and appreciate the importance of family heritage 	<p>Literary Elements/Author's Craft:</p> <ul style="list-style-type: none"> • Theme • Symbols • Classic archetype (matriarch) • Dynamic character • Foreshadowing • Protagonist 	<ul style="list-style-type: none"> • Storytelling • Epiphany • Point of View • Antagonist • Flashback
--	--	--

Characters to Know:**English Department Essential Questions:**

Why is it important to read well?

Why is it important to write well?

English 9 Essential Questions:

What drives storytelling?

What are classic archetypes?

What roles do classic archetypes play in classic literature?

- Jing-mei (June) Woo –
- Suyuan Woo –
- Auntie Lin –
- Lindo Jong –
- Waverly Jong –
- An-Mei Hsu –

English Department Essential Questions:

Why is it important to read well?

Why is it important to write well?

Lyme-Old Lyme Public Schools



Five small schools with one big idea: to create and nurture the passion for lifelong learning. Exemplary educators, comprehensive curriculum and quality facilities empower all students to realize their potential and become responsible citizens of the world, Excellent schools build a strong community; excellent learners ensure a bright future.

English

English 9

Summer 2012

Contributors: Karen Duhamel and Kate Lund

The Lyme Old Lyme Model for Continuous Curriculum Renewal

The Curriculum Steering Committee has established a plan for continually assessing and renewing district curriculum which includes a comprehensive review of the following:

Student Achievement Data
Enrollment Figures for Electives
Walk Through Outcomes
Teacher Input

After a thorough analysis, results and recommendations are presented to the Board of Education.

1. National, State and District Guiding Documents

A. K-12 Common Core State Standards Addressed within English Dept

By the Completion of Grade 12

Reading for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading for Information(Addressed by English, Science, Social Studies and Technical Subjects)

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine the author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Addressed by Social Studies Dept
9. Addressed by Social Studies Dept
10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations to each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or information texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3.)

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.**
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
- 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

B. Lyme –Old Lyme District Instructional Practices

Walk-throughs conducted during curriculum renewal focus on the following instructional practices:

- **Posted Objectives:** Students learn best when the objective is clearly defined and referenced throughout the lesson. Please post objectives for all grade 6 to 12 instruction and K- 5 whole group instruction.
- **Evidence of Higher Level Objectives:** The objectives should cover the full range of Bloom's taxonomy so that students have opportunities to define and describe as well as apply, compare, hypothesize, research, quantify, analyze, evaluate, create, and present on a regular basis.
- **Actively engaged students:** Students learn best when they are actively engaged in the learning. Please use interactive strategies throughout your lessons where students are manipulating, designing, problem solving on their own and with others.
- **Use of Authentic resources:** Judicious use of text books and maximum use of on-line or other authentic sources will ensure learning is aligned with real world experiences.
- **Limited teaching of isolated skills:** Drill work on vocabulary, grammar, and computation should be limited to an as needed basis. Research shows students do not retain a high percentage of skills taught in isolation.
- **Continual assessment for understanding and adjusted instruction:** Quick informal assessments (hold up your answers, use of student response systems, pair and share, etc.) provide valuable feedback on whether students are achieving objective.
- **Increased Student Talk:** Limit teacher talk and provide more opportunities for students to formulate and express their own understandings.

Excellent instruction increases learning. The Lyme-Old Lyme Public School System values quality instruction and is proud of its talented educators who demonstrate their commitment to continued improvement in the use of best instructional practices.

C. 21st Century Learning Expectations Assessed (HS Only)

Communication: Expresses self through a variety of modalities

Unit Name or #	Assignment	Craftsmanship	Creative Process	Dialogue	Reflection
1. <i>Greek Mythology</i> - Greek Time Period	Essay about what drives storytelling, referencing etiological origins	X	X	X	
2. <i>Odyssey</i> – The Roman Time Period	Research & conduct SBAC task	X	X	X	X
3. <i>Romeo and Juliet</i> - Elizabethan/Drama	Create theme montage or test	X	X	X	X
4. <i>Fahrenheit 451</i> -1950's and Dystopia	Test includes task of reading the myth Daedalus and Icarus and drawing inferences.	X	X	X	
5. <i>The Good Earth (level I)</i> - Asian Literature	Work in groups to conduct research, participate in literature circles and lead class discussion	X	X	X	X
6. <i>The Joy Luck Club & Snowflower and the Secret Fan</i> - Asian Literature	Essay showing how a character's perspective changes throughout life	X	X	X	
7. <i>Short Stories</i> - Classic and Contemporary					
8. <i>Krik? Krak?</i> -Haitian Literature	Original Haitian Narrative	X	X	X	X
9. <i>A Raisin in the Sun</i> - African American Literature	Scene Extension Activity	X	X	X	X
10. <i>House on Mango Street</i> * - Latino Literature	Final Exam Activity	X	X	X	

*This title is incorporated into the final exam. Students read the story before the exam, create three talking points on a note card, participate in Socratic Circle discussion the day of the exam, take notes and respond to an essay question.

2. Course Overview

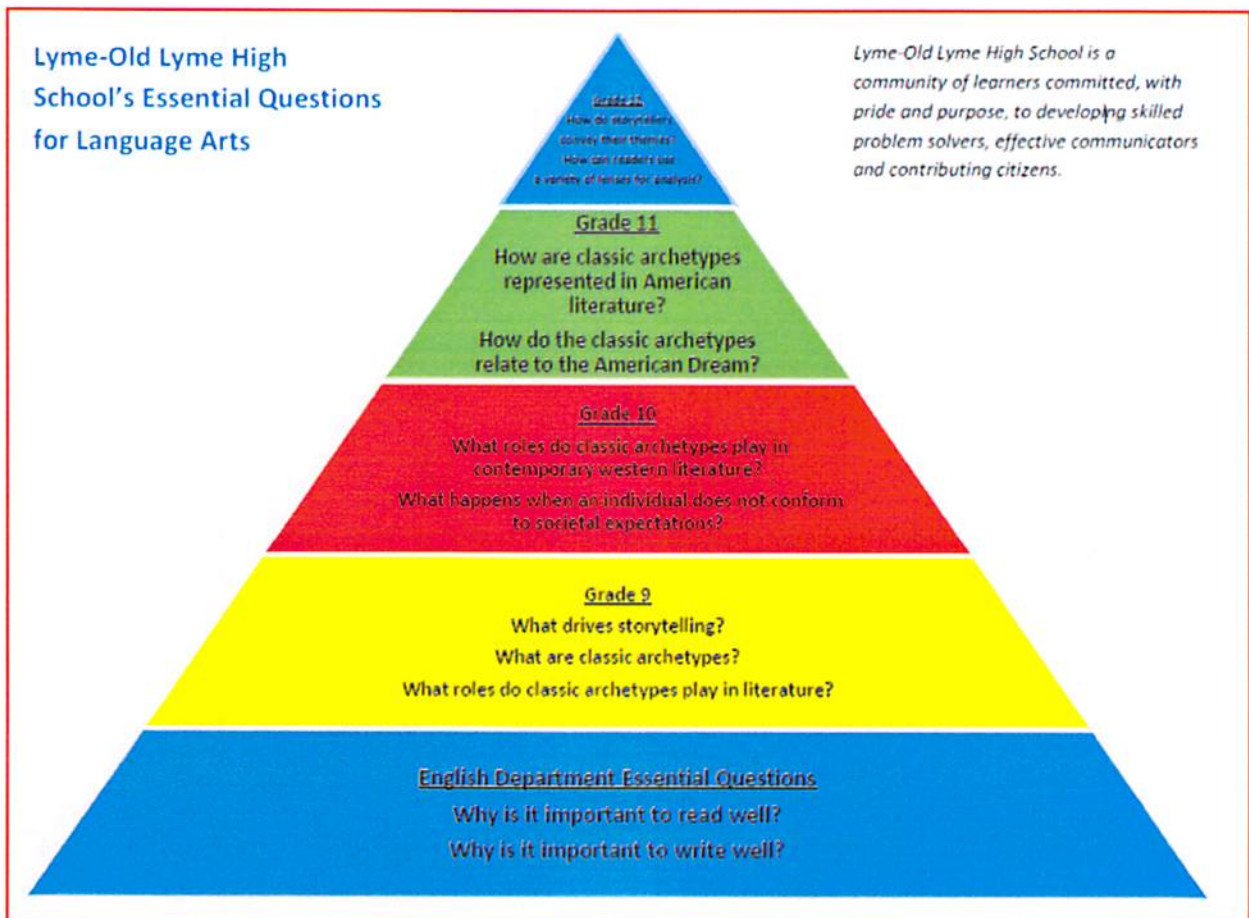
- a. Pre-requisites for course : All grade 9 students are required to successfully complete this course; there are no pre-requisites.
- b. K-12 Department wide Essential Questions and Course specific essential questions

English Department Essential Questions:

Why is it important to read well?
Why is it important to write well?

English 9 Essential Questions:

What drives storytelling?
What are classic archetypes?
What roles do classic archetypes play in classic literature?



c. Summary of Course Units/Learning Guides

#	Title	Lev I	Lev II
S1	1. <i>Greek Mythology</i> - Greek Time Period	12	14
S1	2. <i>Odyssey</i> – The Roman Time Period	15	15
S1	3. <i>Romeo and Juliet</i> - Elizabethan/Drama	16	20
S1	4. <i>Fahrenheit 451</i> -1950's and Dystopia	12	15
S1	5. <i>The Good Earth (level I)</i> - Asian Literature	10	-
S2	6. <i>The Joy Luck Club & Snowflower and the Secret Fan</i> - Asian Literature	14	14
S2	7. <i>Short Stories</i> - Classic and Contemporary	8	8
S2	8. <i>Krik? Krak?</i> -Haitian Literature	16	16
S2	9. <i>A Raisin in the Sun</i> - African American Literature	20	20
Final	10. <i>House on Mango Street</i> * - Latino Literature		

a. Basic Resources including adopted textbook(s), electronic and other resources

- Surface Error List
- Editing and Correcting Sheet
- Reader's Workshop and Independent Reading Guidelines
- Essential Question Pyramid
- 21st Century Communication Rubric
- Vocabulary, Grammar and Word Root Expectations
- On-line High School Library Resources (www.region18.org)
- School wide writing rubric

b. Specific projects or district expectations that are included within this course

- At the beginning of the year, all students receive a welcome letter, sign a plagiarism contract and return the parent IR (Reader's Workshop) disclaimer form – Appendix A
- Each unit should include a “Smarter Balanced” Reading for Information Probe - See CAPT probes in Appendix B
- Vocabulary, grammar and root word expectations – See Appendix C
- Reader's Workshop and Independent Reading Guidelines – See Appendix D
- Writing folders are stored in each classroom. They are used to reflect each student's growth as a writer (including surface error progress). These folders include completed editing correcting sheets (see Appendix E)

3. Individual Units/Learning Guides

Unit 1 : *Greek Mythology* - Greek Time Period

Students will be introduced to myths and explore the roles they play in literature and in society. Background knowledge will be introduced to provide context, including:

- What is a myth?
- How did they originate?
- What is its etiological origin?
- How does Greek Mythology begin?

Essential Questions

- What drives storytelling?
- What are classic archetypes?
- What roles do classic archetypes play in classic literature?

Learning Objectives: The students will:

1. Define classic archetype and apply to the world around them.
2. Identify and analyze the classic archetypes found in myths.
3. Identify and explain what drives storytelling.

Thematic Ideas:

- Hospitality
- Respect

Literary Terms/Author's Craft

- Archetype
- Etiological origin
- Theme
- Symbol
- Foreshadowing
- Imagery
- Dramatic Irony

Performance Task:

Essay about what drives storytelling, referencing etiological origins

Unit 2: *Odyssey* – The Roman Time Period

Essential Question(s)

- What drives storytelling?
- What are classic archetypes?
- What roles do classic archetypes play in classic literature?

Learning Objectives:

1: After reading background information (CAPT RFI Probe) and some selections from *The Odyssey*, students will

- Recognize and identify the names of key characters and places
- Make predictions about the characters and places.
- Analyze the importance of the characters and places.

2: After being introduced to the heroic characteristics of the central figure or figures in *The Odyssey*, students will

- Identify examples of the hero exhibiting extraordinary characteristics.
- Identify parts of the adventure that is on a grand scale.

3: After being introduced to the role played by gods, goddesses and other supernatural agents, students will

- Explain the connection between gods and goddesses and the destiny of human beings. Odysseus has friends and enemies among the gods and goddesses of Olympus. Note how they intervene to help or hinder him.

4: After being introduced to the conventional elements of the epic (below), students will

- identify examples of these elements in *The Odyssey*
- interpret the significance of each element.
 - a) the invocation of the Muse.
 - b) lengthy speeches, repetitions or passages and digressions.
 - c) The epithet: a word or phrase used to characterize a person or thing.
 - d) the Homeric (or epic) Simile: an extended comparison, often running several lines.

Example:

Just as a farmer's hunger grows, behind
The bolted plow and share, all day afield,
Drawn by his team of winedark oxen; sundown
Is benison (a blessing) for him, sending him homeward
Stiff in the knees from weariness, to dine;
Just so, the light on the sea rim gladdened Odysseus.

5: After reading sections of *The Odyssey*, students will

- Identify the underlying beliefs and values of the culture that produced the epic.
- Find examples of the underlying beliefs and values of the culture that produced the epic.
- Analyze the manner in which the qualities connect to the heroic figure/s of the epic and how these beliefs and values reflect the ideals of its society

Performance Task: Research & conduct Smarter Balanced Assessment Task - Students are provided one article and use iConn search tools (during HS 101) to locate a second. They take notes/complete graphic organizer and then write a response to a prompt based on the two articles.

Unit 3: *Romeo and Juliet*- Elizabethan/Drama

While reading William Shakespeare’s play, Romeo and Juliet, we will explore:

1. The Elizabethan time period’s customs, values and traditions.
2. Shakespeare’s use of prose and poetry and their function in the play.
3. Dramatic conventions and their significance in the play.

Essential Question(s)

What drives storytelling?

What are classic archetypes?

What roles do classic archetypes play in classic literature?

Learning Objectives: the students will . . .

1. Identify the customs, values and traditions common in the Elizabethan time period.
2. Compare and contrast the ways in which Shakespeare uses prose and poetry in the play and demonstrate their understanding through various modalities.
3. Be introduced to the various dramatic conventions and identify their presence in the play.
4. Analyze the function of the various dramatic conventions in the play.
5. Identify the themes present in the play and analyze their significance.
6. Make text to world connections and text to text connections (synthesis)

Literary Terms/Author’s Craft:

Drama

Meter

Sonnet

Iambic Pentameter

Blank Verse

Prologue

Juxtaposition

Static Character

Simile

Personification

Stock Character

Hamartia

Foreshadowing

oxymoron

Prose

Quatrain

Rhyme Scheme

Monologue

Soliloquy

Dramatic Irony

Symbol

Dynamic Character

Metaphor

Comic Relief

Tragedy

Hubris

Foil

pun

Performance Task: Create theme montage or this task may be replaced by unit test.

Other Required Assignments/Assessments

Readers’ Theatre

Unit 4: *Fahrenheit 451*-1950's and Dystopia

Unit Overview	<ul style="list-style-type: none"> • Insert <i>Amazon</i> book review HERE •
----------------------	--

<p>Learning Objectives: Through the exploration of <u>[Insert TEXT]</u>, the students will successfully . . .</p> <p><u>Identify:</u> <i>(to select or to find)</i></p> <p><input type="checkbox"/> the</p> <p><u>Interpret:</u> <i>(to construct meaning: "I think this means...")</i></p> <p><input type="checkbox"/> the</p> <p><u>Analyze:</u> <i>(to defend an interpretation: "This is important because...")</i></p> <p><input type="checkbox"/> the characters in the novel</p> <p><u>Apply:</u> <i>(to transfer and use new knowledge from text to a different situation)</i></p> <p><input type="checkbox"/> the elements of literature to the creation of theme</p> <p><input type="checkbox"/> patterns in literature to the development of theme</p> <p><u>Explore:</u> <i>(to investigate through various means/methods)</i></p> <p><input type="checkbox"/> a</p> <p><u>Create:</u> <i>(to construct or develop an authentic product)</i></p> <p><input type="checkbox"/> an</p>	
--	--

Thematic Ideas	Literary Elements/Author's Craft:
<ol style="list-style-type: none"> 1.) 2.) 3.) 4.) 5.) 6.) 7.) 	<ul style="list-style-type: none"> • Theme • Symbols •

<p>Characters to Know:</p> <ul style="list-style-type: none"> •

Performance Task: Test includes task of reading the myth Daedalus and Icarus and drawing inferences.

Unit 5: *The Good Earth* (level I)- Asian Literature

Unit Overview	<ul style="list-style-type: none"> • Insert <i>Amazon</i> book review HERE •
<p>Learning Objectives: Through the exploration of <u>[Insert TEXT]</u>, the students will successfully . . .</p> <ul style="list-style-type: none"> <u>Identify:</u> (to select or to find) <ul style="list-style-type: none"> <input type="checkbox"/> the <u>Interpret:</u> (to construct meaning: “I think this means...”) <ul style="list-style-type: none"> <input type="checkbox"/> the <u>Analyze:</u> (to defend an interpretation: “This is important because...”) <ul style="list-style-type: none"> <input type="checkbox"/> the characters in the novel <u>Apply:</u> (to transfer and use new knowledge from text to a different situation) <ul style="list-style-type: none"> <input type="checkbox"/> the elements of literature to the creation of theme <input type="checkbox"/> patterns in literature to the development of theme <u>Explore:</u> (to investigate through various means/methods) <ul style="list-style-type: none"> <input type="checkbox"/> a <u>Create:</u> (to construct or develop an authentic product) <ul style="list-style-type: none"> <input type="checkbox"/> an 	
Thematic Ideas <ol style="list-style-type: none"> 1.) 2.) 3.) 4.) 5.) 6.) 7.) 	Literary Elements/Author’s Craft: <ul style="list-style-type: none"> • Theme • Symbols •
Characters to Know: <ul style="list-style-type: none"> • 	

Performance Task: Work in groups to conduct research, participate in literature circles and lead class discussion

Unit 6: *The Joy Luck Club & Snowflower and the Secret Fan* - Asian Lit

Essential Question(s)

- What drives storytelling?
- What are classic archetypes?
- What roles do classic archetypes play in classic literature?

Learning Objectives: The students will successfully . . .

1. Identify: *(to select or to find)*
 - the elements of author's craft and their role in the story
 - symbols present within the text
 - elements of Chinese culture
 - factors that contribute to character development and transformation
2. Interpret: *(to construct meaning: "I think this means...")*
 - elements of Chinese culture present within the text.
 - factors that contribute to character development
3. Analyze: *(to defend an interpretation: "This is important because...")*
 - the characters in the novel
 - elements of Chinese culture present within the text.
 - factors that contribute to character development and transformation
4. Apply: *(to transfer and use new knowledge from text to a different situation)*
 - the elements of literature to the creation of theme
 - patterns in literature to the development of theme
5. Explore: *(to investigate through various means/methods)*
 - a thematic connections within a supplemental text
 - the factors that contribute to character development and transformation
 - the historical events that contribute to the plot development
6. Create: *(to construct or develop an authentic product)*
 - an original piece of writing that demonstrates understanding of thematic ideas

Thematic Ideas

- 1.) To discover one's identity
- 2.) To embark on a journey
- 3.) To come of age (to mature)
- 4.) To acceptance past, present, and future
- 5.) The recognize and appreciate the importance of family heritage

Literary Elements/Author's Craft:

- Theme
- Symbols
- Classic archetype (matriarch)
- Dynamic character
- Foreshadowing
- Protagonist
- Storytelling
- Epiphany
- Point of View
- Antagonist
- Flashback

Characters to Know:

- Jing-mei (June) Woo
- Suyuan Woo
- Auntie Lin
- Lindo Jong
- Waverly Jong
- An-Mei Hsu

Performance Task:

Essay showing how a character's perspective changes throughout life

Unit 7: *Short Stories* - Classic and Contemporary

<p>Unit Overview</p>	<ul style="list-style-type: none"> • Insert <i>Amazon</i> book review HERE •
<p>Learning Objectives: Through the exploration of <u>[Insert TEXT]</u>, the students will successfully . . .</p> <ul style="list-style-type: none"> <u>Identify:</u> <i>(to select or to find)</i> <ul style="list-style-type: none"> <input type="checkbox"/> the <u>Interpret:</u> <i>(to construct meaning: "I think this means...")</i> <ul style="list-style-type: none"> <input type="checkbox"/> the <u>Analyze:</u> <i>(to defend an interpretation: "This is important because...")</i> <ul style="list-style-type: none"> <input type="checkbox"/> the characters in the novel <u>Apply:</u> <i>(to transfer and use new knowledge from text to a different situation)</i> <ul style="list-style-type: none"> <input type="checkbox"/> the elements of literature to the creation of theme <input type="checkbox"/> patterns in literature to the development of theme <u>Explore:</u> <i>(to investigate through various means/methods)</i> <ul style="list-style-type: none"> <input type="checkbox"/> a <u>Create:</u> <i>(to construct or develop an authentic product)</i> <ul style="list-style-type: none"> <input type="checkbox"/> an 	
<p>Thematic Ideas</p> <ol style="list-style-type: none"> 1.) 2.) 3.) 4.) 5.) 6.) 7.) 	<p>Literary Elements/Author's Craft:</p> <ul style="list-style-type: none"> • Theme • Symbols •
<p>Characters to Know:</p> <ul style="list-style-type: none"> • 	

Performance Task:

Unit 8: *Krik?Krak?* by Edwidge Danticat -Haitian Literature

“Children of the Sea” (pp. 1-30)

“Nineteen Thirty-Seven” (pp. 33-49)

“Epilogue” (pp. 219-224)

“New York Day Women” (pp. 143-154) Level I only

Essential Question(s)

What drives storytelling?

What are classic archetypes?

What roles do classic archetypes play in classic literature?

Learning Objectives: The students will deepen understanding of *Krik?Krak?* by...

- 1) exploring unorthodox literary patterns and techniques.
- 2) analyzing and evaluating the text through a variety of critical lenses.
- 3) annotating the text to demonstrate active engagement and comprehension (use sticky notes).
- 4) identifying the factors that drive storytelling and evaluating their significance.

Thematic Ideas

-Death

-Birth

-Superstition

-Sacrifice

-Flight

-Life

Critical Lenses

- Biographical
- Archetypal
- Reader Response
- Historical
- Gender (supplemental)

Literary Terms/Author’s Craft

- Symbol
- Metaphor
- Repetition
- Imagery
- Stream of Conscious
- Point of View

Performance Task: Students will create original Haitian narrative using one or more of the author’s crafts used by Edwidge Danticat

Other Required Assignments/Assessments

Homework: Review handouts and complete graphic organizer on historical context including :

- Ville Rose
- 1915 Occupation
- Massacre River
- Edwidge Danicat
- General Dios Tryillo
- Haiti’s relationship w/ Dominican Rep.

Unit 9: *A Raisin in the Sun* by Lorraine Hansberry - African American Lit

The play was first performed in 1959.

Essential Questions:

- What drives storytelling?
- What are classic archetypes?
- What roles do classic archetypes play in classic literature?

Learning Objectives: The students will:

1. Develop a deeper understanding of *A Raisin in the Sun* by learning about the time period and exploring the culture of America in the 1950s
2. Analyze the importance of stage directions and setting in drama
3. Examine the relationship between direct and indirect characterization and the development of a character's personality
4. Identify and analyze symbols and motifs in the play
5. Evaluate factors that drive human behavior

Thematic Ideas

- Responsibility
- Prejudice
- Dreams
- Tradition values vs. modern values
- Hope
- Identity
- Heritage

Literary Terms / Author's Craft

- drama
- motif
- blocking
- symbol
- irony
- stage directions
- conflict types
- direct vs. indirect characterization

Performance Task: Scene Extension Activity

4. Course Assessments and Grading

Students are assessed using classroom formative assessments as well as common course assessments which include:

Unit Assignments/Tests
Midterm
Final

Quarterly Grades are based on the following key

Tests/Essays/Performance Tasks	40%
Quizzes and/or Journal Entries	25%
Class Participation and Classwork	20%
Homework	15%

Pedagogical Shifts demanded by the Common Core State Standards

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA/ Literacy.

Shifts in ELA/ Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shifts in Mathematics		
Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Performance Graduation Expectations Course Alignment

		Communication	Civic & Social Responsibility	Problem Solving	Creativity & Innovation	Published in First Class
ENGLISH	World Literature L1 and L2	X				X
	Classic and Contemporary Literature L1	X				
	Survey in Classic and Contemporary Literature L2	X				
	Topics in Classic and Contemporary Literature L2	X				
	American Literature L1 and L2	X				
	Advanced Placement Literature	X				
	British Literature L1 and Level 2	X				
	Humanities	X				
	Writing and Communication for the Real World	X				
	Creative Writing I				X	
	Creative Writing II				X	
Media Literacy			X			
BUSINESS & COMPUTERS	Keyboarding Your Way Through MS Office	X				
	Web Design			X		
	Computer Program Design			X		
	Microsoft Office Certification			X		
	Personal Finance			X		
	International Business	X				
	E-Commerce 1 & 2	X				
	Marketing/Management/Entrepreneurship 1 & 2	X				
	Accounting			X		
	Intro to Accounting			X		
	College Accounting			X		
	Accounting 2/Computer Accounting			X		
	Personal and Computer Law	X				
TECHNOLOGY EDUCATION	Engineering Design (CAD)	X				
	Architectural Design (CAD)				X	
	Electric Vehicle Design			X		
	Computer Graphics				X	
	Manufacturing and Construction Technology				X	X
	Digital Photography				X	
	Power Mechanics			X		
	Introduction to Industrial Technology				X	X

		Communication	Civic & Social Responsibility	Problem Solving	Creativity & Innovation	Published in First Class
MUSIC	Concert Chorus		X			
	Women's Ensemble		X			
	Men's Ensemble		X			
	Select Singers		X			
	Symphonic Band		X			
	Wind Ensemble		X			
	Chamber Music		X			
	Jazz Ensemble		X			
	ECE/Music History	X				
	Musical Performance				X	
	ECE/Music Theory 1	X				
	AP Music Theory	X				X
	Sound Engineering and Digital Recording			X	X	
SOCIAL STUDIES	Modern World History	X				X
	Early U.S. History	X				X
	U.S. History	X				
	American Studies			X		
	AP US History			X		
	Civics and the Law		X			X
	Human Development	X				
	Economics			X		
	Global Studies			X	X	
	Intro to Psychology					
	AP Psychology					
American History Through Film			X			
SCIENCE	Physical Science			X		X
	Biology			X		
	AP Biology			X		X
	Chemistry			X		X
	AP Chemistry			X		
	Physics			X		
	AP Physics			X		
	Marine Science			X		
	Environmental Science			X		
	Introduction to Astronomy			X		
Forensic Science			X			

		Communication	Civic & Social Responsibility	Problem Solving	Creativity & Innovation	Published in First Class
WORLD LANGUAGE	Latin I to IV	X				
	French I to IV	X				
	AP French	X				X
	Spanish I to IV	X				
	AP Spanish	X				
	Chinese I to IV	X				
	AP Chinese	X				
MATHEMATICS	Algebra Apps			X		X
	Geometry Apps			X		X
	Algebra 1			X		X
	Geometry			X		X
	Algebra II			X		X
	Pre-Calculus			X		X
	Calculus			X		
	AP Calculus			X		
	Statistics			X		
	AP Statistics					X
	SAT Prep			X		
ART	Drawing & Painting 1			X	X	
	Drawing & Painting 2				X	
	Drawing & Painting 3			X	X	
	Drawing & Painting 4/AP				X	
	Communication Design				X	
	Sculpture				X	
	Film to Digital Video				X	
	Digital Art & Animation				X	
	Pottery 1		X		X	
	Pottery 2		X		X	
	Pottery 3		X		X	
	Pottery 4		X		X	
PE	PE/Health		X			

Writing for the 21st Century <i>Promoting P.O.E.T.S. across disciplines.</i>				
Criteria	Exemplary (4) <i>The writer consistently and independently demonstrates masterful command of writing skills.</i>	Proficient (3) <i>The writer consistently and independently demonstrates proficient command of writing skills.</i>	Developing (2) <i>The writer generally, and with minimum guidance, demonstrates command of writing skills.</i>	Beginning (1) <i>The writer rarely, and/or inconsistently, demonstrates command of writing skills.</i>
Purpose/Focus	Main idea and/or claim (assertion or problem statement) is clearly stated, highly focused and strongly maintained throughout the writing.	Main idea and/or claim (assertion or problem statement) is stated, focused and maintained throughout the writing.	Main idea and/or claim (assertion or problem statement) is stated, and focus is somewhat maintained throughout the writing.	Main idea and/or claim (assertion or problem statement) is weak or not stated, and focus is lacking throughout the writing.
Organization	Organizational structure most effectively creates logical progression of ideas from beginning to end. Strong connections among ideas are made by using the most effective transitions and are reinforced through varied word choice.	Organizational structure effectively creates progression of ideas from beginning to end. Connections among ideas are made by using effective transitions and are reinforced through word choice.	Organizational structure creates progression of ideas from beginning to end. Connections among ideas are emerging; however, transitions and word choice are limited.	Organizational structure creates limited progression of ideas from beginning to end. Connections among ideas are unclear and transition and word choice are lacking.
Evidence and Explanation	Evidence is ample, clearly stated and properly cited. A thorough explanation of the evidence provides substantial depth that is specific and relevant.	Evidence is clearly stated and properly cited. An explanation of the evidence provides depth that is relevant.	Evidence is stated and cited. An explanation of the evidence is provided.	Evidence is minimal and may or may not be cited. Limited explanation of the evidence is provided.
Tone and Audience	Use and development of tone is exceptional and most appropriate for the audience. The purpose is clear and evident throughout the writing.	Use and development of tone is appropriate for the audience. The purpose is evident throughout the writing.	Use of tone is appropriate for the audience. The purpose is somewhat evident throughout the writing.	Use of tone is not appropriate for the audience. The purpose is not evident in the writing.
Surface Errors (Grammar)	Effective and consistent use of punctuation and domain specific vocabulary. There are few to no surface errors.	Effective use of punctuation and domain specific vocabulary. There are some surface errors.	Use of punctuation and some domain specific vocabulary. There are several surface errors.	Use of punctuation and domain specific vocabulary is limited. There are abundant surface errors.

Adapted from the 2012 Smarter Balanced Assessment Consortium's Informative-Explanatory Writing Rubric (Grades 6-11) and Argumentative Writing Rubric (Grades 6-11) obtained from <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf> 7-16-12

Communication <i>Expresses self-through a variety of modalities.</i>				
Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<u>Craftsmanship</u>	Consistently and independently applies most appropriate skills and demonstrates masterful use in a variety of modalities.	Consistently and independently applies appropriate skills and demonstrates proficient use in a variety of modalities.	Generally, and with minimum guidance, applies appropriate skills and demonstrates use in a variety of modalities.	Rarely, and/or inconsistently, applies appropriate skills nor demonstrates use in a variety of modalities.
<u>Creative Process</u>	Consistently and independently conceptualizes, plans, and explores numerous ideas and exceptionally expresses self through a variety of modalities.	Consistently and independently conceptualizes, plans, and explores ideas and proficiently expresses self through a variety of modalities.	Generally, and with minimum guidance, conceptualizes, plans, and explores some ideas and expresses self through a variety of modalities.	Rarely, and/or inconsistently, conceptualizes, plans, and explores ideas and may or may not express self through a variety of modalities.
<u>Dialogue</u>	Consistently and independently discusses and justifies ideas using most appropriate language and terminology for individual, and/or comprehensive group discussions. Exceptionally supports, describes and justifies choices. Response to constructive criticism is exceptional.	Consistently and independently discusses and justifies ideas using appropriate language and terminology for individual, and/or comprehensive group discussions. Proficiently supports, describes and justifies choices. Response to constructive criticism is appropriate.	Generally, and with minimum guidance, discusses and justifies ideas using appropriate language and terminology for individual, and/or group discussions. Generally supports, describes and justifies choices. Response to constructive criticism is developing.	Rarely, and/or inconsistently, discusses and justifies ideas using appropriate language and terminology for individual and group discussions. Rarely, and/or inconsistently, supports, describes or justifies choices. Response to constructive criticism is limited or inappropriate.
<u>Reflection</u>	Consistently and independently demonstrates exceptional and meaningful self-reflection about the relevance and impact of work and/or performance.	Consistently and independently demonstrates meaningful self-reflection about the relevance and impact of work and/or performance.	Generally, and with minimum guidance, demonstrates developing self-reflection about the relevance and impact of work and/or performance.	Rarely, and/or inconsistently, demonstrates self-reflection about the relevance and impact of work and/or performance.

Civic and Social Responsibility

Understands and exhibits civic and personal responsibility.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<u>Civic</u>	Consistently and independently demonstrates exceptional civic engagement through a variety of ways related to diversity and cultural awareness in the local and global communities.	Consistently and independently demonstrates civic engagement through a variety of ways related to diversity and cultural awareness in the local and global communities.	Generally, and with minimum guidance, demonstrates civic engagement related to diversity and cultural awareness in the local and global communities.	Rarely, and/or inconsistently, demonstrates civic engagement related to diversity and cultural awareness in the local and global communities.
<u>Personal</u>	Consistently and independently demonstrates exceptional leadership and/or active participation as a collaborative team member; actively facilitates the group's process and models positive attributes to meet objectives.	Consistently and independently demonstrates leadership and/or participation as a collaborative team member; facilitates the group's process and models positive attributes to meet objectives.	Generally, and with minimum guidance, demonstrates emerging leadership and/or participation as a collaborative team member; participates in the group's process and occasionally models positive attributes to meet objectives.	Rarely, and/or inconsistently, demonstrates leadership and/or participation as a collaborative team member; minimally participates in the group's process and rarely models positive attributes to meet objectives.

Problem Solving

Uses logical reasoning and/or technology to solve problems.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<u>Logical Reasoning</u>	Consistently and independently demonstrates exceptional use of reasoning to solve problems.	Consistently and independently demonstrates proficient use of reasoning to solve problems.	Generally, and with minimum guidance, demonstrates use of reasoning to solve problems.	Rarely, and/or inconsistently, demonstrates use of reasoning to solve problems.
<u>Research Process</u>	Consistently and independently demonstrates exceptional use of a variety of mediums to research information and to evaluate the reliability of source information.	Consistently and independently demonstrates proficient use of a variety of mediums to research information and to evaluate the reliability of source information.	Generally, and with minimum guidance, demonstrates use of a variety of mediums to research information and to evaluate the reliability of source information.	Rarely, and/or inconsistently, demonstrates limited use of a variety of mediums to research information and to evaluate the reliability of source information.
<u>Data Retrieval and Evaluation</u>	Consistently and independently demonstrates exceptional ability to collect, analyze and interpret data.	Consistently and independently demonstrates proficient ability to collect, analyze and interpret data.	Generally, and with minimum guidance, demonstrates ability to collect, analyze and interpret data.	Rarely, and/or inconsistently, demonstrates ability to collect, analyze and interpret data.
<u>Use of Technology</u>	Consistently and independently demonstrates exceptional ability to integrate technology to solve a problem and to present information using appropriate tools and formats.	Consistently and independently demonstrates proficient ability to integrate technology to solve a problem and to present information using appropriate tools and formats.	Generally, and with minimum guidance, demonstrates ability to integrate technology to solve a problem and to present information using appropriate tools and formats.	Rarely, and/or inconsistently, demonstrates ability to integrate technology to solve a problem and to present information using appropriate tools and formats.

Creativity and Innovation

Demonstrates ideas and/or feelings through creative and innovative applications.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<u>Craftsmanship</u>	Consistently and independently demonstrates exceptional application of appropriate skills. Demonstrates masterful understanding and use of materials and/or resources within a specific medium.	Consistently and independently demonstrates proficient application of appropriate skills. Demonstrates masterful understanding and use of materials and/or resources within a specific medium.	Generally, and with minimum guidance, demonstrates application of appropriate skills. Demonstrates basic understanding and use of materials and/or resources within a specific medium.	Rarely, and/or inconsistently, demonstrates application of appropriate skills. Demonstrates limited understanding and use of materials and/or resources within a specific medium.
<u>Creativity</u>	Consistently and independently demonstrates originality and self-expression through innovation or application of unique perspectives. Produces an exceptional work by generating, evaluating, and analyzing a broad range of ideas.	Consistently and independently demonstrates originality and self-expression through innovation or application of unique perspectives. Produces a proficient work by generating, evaluating, and analyzing a broad range of ideas.	Generally, and with minimum guidance, demonstrates originality and self-expression through innovation or application of unique perspectives. Produces work by generating, evaluating, and analyzing a broad range of ideas.	Rarely, and/or inconsistently, demonstrates originality and self-expression through innovation or application of unique perspectives. Produces limited work by generating, evaluating, and analyzing a broad range of ideas.
<u>Reflection</u>	Consistently and independently demonstrates exceptional and meaningful self-reflection about the relevance and impact of the work and/or performance.	Consistently and independently demonstrates proficient self-reflection about the relevance and impact of the work and/or performance.	Generally, and with minimum guidance, demonstrates self-reflection about the relevance and impact of the work and/or performance.	Rarely, and/or inconsistently, demonstrates self-reflection of the relevance and impact of work and/or performance.

School Building Front Door Security Proposal

Lyme – Old Lyme Public Schools

September 26, 2012

Action: Install the ability to remotely control access through the front doors of the Middle School, Mile Creek School, Lyme Consolidated School and Center School. This capability is already installed at the High School.

Access system features:

- Electronically controlled front door locks that can be released by either a staff ID badge or remotely from each building's administrative office.
- Electronic door locks to be installed on inner vestibule doors.
- Additional set of doors with electronic locks to be installed between School District Central Office area and student area in the Middle School.
- Video monitoring of front doors at each building administrative office as well as video recording on district security video system.
- Intercom from front doors to phones in each building's administrative office.

System Cost Estimate: \$60,000. This project will be funded from contingency. In addition, since the intercom and door controls are extensions of existing systems (telephone and door controls) the ability to obtain competitive bids will not be possible. Video cameras will be purchased and installed by school district staff.

Next Steps: This project has been unanimously recommended by the Facilities and Safety Committee for implementation. Finalize pricing for project and present to the Board of Education for approval at November meeting.

**Lyme-Old Lyme High School
FURNITURE, FIXTURES AND EQUIPMENT LIST
SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011**

REVISED BID SUMMARY: 9/26/12

	Original Estimate	Actual Bid	Revised Estimate	Total
Phase 1	182,889	135,402		135,402
Phase 1R		41,699		41,699
Phase 2A	93,585	92,338		92,338
(unpurchased items from Phase 1 & 2A)			20,000	20,000
Phase 2B	149,205	151,452		151,452
(unpurchased items from Phase 2B)			36,000	36,000
(items deleted from Phase 2B)		-17,801		-17,801
Phase 3	205,431	166,454		166,454
(unpurchased items from Phase 3)			5,300	5,300
Phase 4	87,355	48,034		48,034
Added Items: Storage Building Shelving & Projectors			37,600	37,600
Total	718,465	617,578	98,900	716,478
NET DIFFERENCE:				-1,987
(Auditorium Pit accessible lift & access ladders deleted from Construction Budget)				-14,840
(Media Center shelving deleted from Construction Budget)				-52,500
("Below the Line" Total)				-69,327

NOTE: Phase 3 now includes the following items: revised designs for Library/Media Center and two computer labs. It also includes the Auditorium Pit accessible lift and a mechanical hoist that result from items deleted from the Base Construction project.

Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

BID FORM-DELIVERY STAGE 3

Item #	Description	Quantity	LORD		MASON		ASCENSION	
			Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
Chairs								
C-1	HON Ignition JWM3, mesh back, upholster seat Grade 3 Reef BE72, black frame	7		No Bid	\$250.00	\$1,750.00		
C-2	VS Compass Lupo 31300 four leg, black	124	\$87.54	\$10,854.96		No Bid		
C-3	VS Lupo stool model 03429, 23" H, black	0						
C-4	Sauder Plylok 2 position chair, 702-8812, Grade C fabric	34			\$154.00	\$5,236.00		
C-5	Sauder Puzzle modular lounge Model 61111, Grade D fabric	4		No Bid	\$880.00	\$3,520.00		
C-6	Sauder Puzzle modular lounge Model 61211, Grade D fabric & thermoform	6		No Bid	\$1,050.00	\$6,300.00		
C-7	Sauder Puzzle modular lounge Model 61311, Grade D fabric & thermoform	2		No Bid	\$1,175.00	\$2,350.00		
C-8	Sauder Puzzle modular lounge Model 61411, Grade D fabric	2		No Bid	\$695.00	\$1,390.00		
C-9	VS Lupo glide model 03430, 18" high, black	0						
C-10	Hardboard stool S-30, gray	0						
C-11	Global some 6558 counter height stool, grey	0						
C-12	HON perpetual fixed arm nesting PN2, all surface caster, resilience back/black, titanium frame, Grade 3 upholstery, perforated NT35	0						
C-13	Humanelec Liberty task L111, wave back carbon, black seat, titanium frame	0						
C-14	Mayline Mercado VSC7A, Black Leather & Maple Finish	0						
C-15	HON Allure high back 3501, swivel tilt tension, standard caster, leather upholstery, black, frame black	0						
C-16	Sauder reflect couch with wood arm caps 2643, fabric grade D	1		No Bid	\$2,003.00	\$2,003.00		
C-17	Sauder reflect loveseat with wood arm caps 2642, fabric grade D	1		No Bid	\$1,555.00	\$1,555.00		
C-18	Sauder reflect side chair with wood arm caps 2641, fabric grade D	0						
C-19	Wenger, Nova chair 0330006, 17.5" high, black	0						
Desks								
D-1	Group Lacasse teacher desk with pencil drawer, E51Q-S3672UFP SAB/CLY, LGC-DR33P and sliding keyboard LGC-SKD	2	\$868.98	\$1,737.96		No Bid		
D-2	Shain Shop DTA-21A double sided drafting desk w/6 drawers	0						
D-3	Group Lacasse Options OGN-UJF3072S GAN, Left pedestal with BBF	3	\$758.04	\$2,274.12		No Bid		
D-4	Group Lacasse Options OGN-UJF3072S GAN, right return	3	\$559.47	\$1,678.41		No Bid		
D-5	Group Lacasse desk with pencil drawer, E51Q-UJF30608K SAB/CLY and LGC-DR33P and sliding keyboard LGC-SKD	0						
D-6	Global Dufferin pencil drawer OPT	0						
D-7	Global Dufferin keyboard tray KD22	0						
D-8	Global Dufferin double pedestal desk, DD7236DE, 72 x 36 Clear Maple top, dove gray base GM1TL	0						
D-9	Global Dufferin double pedestal, DID7236ED, 72 x 36, breakfront, GM1TR	0						
D-10	Global Dufferin single pedestal desk left with BBF, DISL7236D, 72 x 36 breakfront, GM1TR	0						
D-11	Global Dufferin return right, DENR4824ECG, GM1TL, Clear maple top, dove gray base	0						
D-12	Global Dufferin single pedestal left, DSL6030D, GM1TR, Clear maple top	0						
D-13	Global Dufferin double pedestal left, DD6630DE, Clear maple top, dove gray base, GM1TC	0						
D-14	Global Dufferin P-shaped, DTPR8442, GM1TR, Clear maple top, dove gray base	0						
D-15	Global Dufferin bridge DBTK423CG	0						
D-16	Global Dufferin credenza DCR7222Z, clear maple top, dove gray base	0						
D-17	Global Dufferin hutch D72SH36G, closed with glass, Clear maple	0						

BID FORM-DELIVERY STAGE 3

Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

Item #	Description	Quantity	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
D-18	Group Lacasse single pedestal E51Q-UF3072SK SAB/CLY with pencil drawer LGC-DR25P and sliding keyboard LGC-SKD	2	\$748.12	\$1,496.24		No Bid		
D-19	Group Lacasse single pedestal E51Q-S3072UPK SAB/CLY with pencil drawer LGC-DR25P and sliding keyboard LGC-SKD	2	\$748.12	\$1,496.24		No Bid		
D-20	sweetwater on stage stand WS7500	0						
D-20a	sweetwater on stage stand WS7500 without keyboard shelf	0						
D-21	sweet water KK Audio A1 Edit Desk	0						
D-22	Virco 72 Series Desk, 24x30, Model 723M, sandstone top, chrome legs	1		No Bid	\$415.00	\$415.00		
D-23	Global Dufferin double pedestal, DD7250ED, 72 x 30, clear maple top	0						
Janitor								
JC-1	Chariot Iserub 24	0						
JC-2	Chariot Igloss	0						
FL-1	Sumner R-100 Roust-A-Bout - 780300	1		No Bid	\$3,350.00	\$3,350.00		
Library								
L-1		16	\$433.44	\$6,935.04	\$525.00	\$8,400.00		
L-2		10	\$444.82	\$4,448.20	\$560.00	\$5,600.00		
L-3	NOT USED							
L-4	NOT USED							
L-5		11	\$476.29	\$5,239.19	\$300.00	\$3,300.00		
L-6		1	\$381.92	\$381.92	\$300.00	\$300.00		
L-7	NOT USED							
L-8	NOT USED							
L-9		5	762.14	\$3,810.70	800	\$4,000.00		
L-10	NOT USED							
L-11	Wire literature rack, 20 pockets	2	360.33	\$720.66	150	\$300.00		
L-12		5	818.98	\$4,094.90	1050	\$5,250.00		
L-13		1	1805.43	\$1,805.43	2899	\$2,899.00		
L-14		6	960.13	\$5,760.78	930	\$5,580.00		

Lyme-Old Lyme High School
FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

L-14	1	1304.53	\$1,304.53	930	\$930.00		
-15/16	8	960.13	\$7,681.04	930	\$7,440.00		

Music

M-1	Wenger, classic 50 music stand, 039E500, black						
M-2	Wenger, conductors system, 236A001, black						
M-3	Wenger rehearsal resource center, 121C002, pebble						
M-4	Petrol Standard PHII grand piano, 3 tunings						
M-5	Wenger, music library system, 173E700 with end cover 173E011, pebble						

BID FORM-DELIVERY STAGE 3

Item #	Description	Quantity	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
M-6	Yamaha Symphonic Smooth copper timpani, YAMTP6204ACL, set of 4							
M-7	Yamaha 4.3 Octave rosewood marimba, YM-4600A							
M-8	Wenger percussion workstation 147G002 with 147H510, 147H012 & 147H014, pebble							

Science

S-1	Flinn Hotplate Model # AP7234, 7" x 7", porcelain surface	0						
S-2	Flinn Balance Model # OB2096, 210g cap, 0.01g precision	0						
S-3	Flinn Balance Model # OB2095, 1000g cap, 0.01g precision	0						
S-4	Flinn Digital Microscope Model # MS1085	0						

Storage

ST-1	Eagle Safety Cabinets-45 Gallon, EAG1947	0						
ST-2	eagle acid 45 gallon CRA-47	0						
ST-3	Global 1900 Series Files- lateral file 1930P-2F12	0						
ST-4	Global 1900 Series Files- top-T1930	0						
ST-5	Global Dufferin personal tower D29W24R, Clear Maple	0						
ST-6	Wenger, stereo cabinet, 165H001, pebble	0						
ST-7	School Health, large narcotics cabinet U42-021	0						
ST-8	Global 1900 Series Files- lateral file 1936P-2F12	0						
ST-9	Global 1900 Series Files- top-T1936	0						
ST-10	Global 1900 Series Files- lateral file 1936P-3F12	0						
ST-11	Global 1900 Series Files- lateral file 1936P-5F12	0						

Tables and bases

T-1	Vancrum Stelter Tangent, 36x48	0						
T-2	Versteel TOD tables 30x60, raceway w/electrical, wire mgmt, daisy chain, BPI plug 2 per table, 32" High	8	\$723.17	\$5,785.36	\$655.00	\$5,240.00		
T-3	Versteel TOD tables 30x60, raceway w/electrical, wire mgmt, 32" High							
T-4		2	\$917.24	\$1,834.48	\$1,330.00	\$2,660.00		
T-5	Versteel TOD tables 30x72x32	0						
T-6	Versteel TOD tables 30x60x32	0						
T-7	Sauder ottoman table 61-OT, thermoform top, Grade D fabric	3	No Bid		\$641.00	\$1,923.00		
T-8	Shain Shop Maple Science tables, epoxy top, 24 x 60, P7606M30N	0						
T-9	Sico communicator ada, 32" High, Premium Maple top, black seat, black leg & edge (match existing)	0						

Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

T-10	Sico communicator, 32" High, Premium Maple top, black seat, black leg & edge (match existing)	0					
T-11	Sico Socializer, Premium Maple top, black seat, black leg & edge (match existing)	0					
T-12	clarin folding table, 30x72x29	0					
T-13	Global Dufferin BOBE12048D, 48 x 120 Boat table top, Clear Maple	0					
T-14	Global Dufferin TE30 Elliptical base	0					
T-15	Global Dufferin freestanding table DVT3624	6	\$795.72	\$4,774.32	\$695.00	\$4,170.00	

BID FORM-DELIVERY STAGE 2B

Item #	Description	Quantity	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
T-16	Global Dufferin round table RO48D	6	\$506.94	\$3,041.64	\$480.00	\$2,880.00		
T-17	Global Dufferin 22" drum base TD22	0						
T-18	virco exam table, FATRET, blue	0						
T-19	virco first aid bed, FABEDPD, blue	0						
T-20	Global Dufferin table, OV7236 36 x 72 Oval table top, Clear maple	0						
T-21	Global Dufferin elliptical bases TE24	0						
T-22	Vanerum Stelter Tangent, 48x48	2		No Bid		No Bid		
T-23	Sauder 701-4601 end table, veneer with wood edge, edge style 40	1		No Bid	\$550.00	\$550.00		
T-24	Sauder 701-4603 coffee table, veneer with wood edge, edge style 40	1		No Bid	\$645.00	\$645.00		
T-25	Shain Shop Hi Lo Bench HLB-3060	0						
T-26	Shain Shop Hi Lo Bench HLB-3060ER	0						
T-27	Sico Paecer ADA, EP075-180N, 72" dia, 32" high, graphite top, black leg & edge	0						
T-28	Global Dufferin round table RO36D	0						
T-29	Global Dufferin 22" cross base TX22	0						
T-30	tables 20x72, 32"	16	\$609.51	\$9,752.16	\$620.00	\$9,920.00		
T-31		4	\$834.20	\$3,336.80	\$2,280.00	\$9,120.00		
T-32		8		No Bid	\$1,750.00	\$14,000.00		
T-33		2	\$801.85	\$1,603.70	\$1,200.00	\$2,400.00		
T-34		1	\$747.93	\$747.93	\$1,390.00	\$1,390.00		
Technology								
TH-1	Smart UF63 arm & projector retrofit (delivery to Owner only, no install)	0						
TH-2	Sharp 52" LCD Monitor Model PN-E521	0						
TH-3	Cisco digital signage module 5.2.2	0						
TH-4	Cisco digital media player 4400G	0						
TH-5	Epson Powerlite 825+ projector (V11H356020)-installed & tested in media center	1		No Bid		No Bid		
TH-6	Epson powerlite pro projector G5950NL(V11H349920) with long throw zoom lens V12H004L06-installed & tested in auditorium	0						
LIFT-1		1				25400		20450
TOTALS:				\$92,596.71		\$151,866.00		\$20,450.00

Lyme-Old Lyme High School
FURNITURE, FIXTURES AND EQUIPMENT LIST
SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

TOTAL	AWARD	\$19,537.93	\$126,486.00	\$20,450.00
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Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

BID FORM-DELIVERY STAGE 4

Item #	Description	Quantity	LORD		MASON		Unit Cost	Quantity Cost
			Unit Cost	Quantity Cost	Unit Cost	Quantity Cost		
Chairs								
C-1	HON Ignition,IWM3, mesh back, upholster seat Grade 3 Reef BE72, black frame	6		No Bid	\$250.00	\$1,500.00		
C-2	VS Compass Lupo 31300 four leg, black	54	\$87.54	\$4,727.16		No Bid		
C-3	VS lupo stool model 03429, 25" H,black	18	\$105.81	\$1,904.58		No Bid		
C-4	Sauder plylok 2 position chair,702-8812, Grade C fabric	0						
C-5	Sauder Puzzle modular lounge Model 61111, Grade D fabric	0						
C-6	Sauder Puzzle modular lounge Model 61211,Grade D fabric & thermoform	0						
C-7	Sauder Puzzle modular lounge Model 61311,Grade D fabric & thermoform	0						
C-8	Sauder Puzzle modular lounge Model 61411, Grade D fabric	0						
C-9	VS lupo glide model 03430, 18" high, black	0						
C-10	Hardboard steel seat stool S-30, gray	0						
C-11	Global sonic 6558 counter height stool, grey	0						
C-12	HON perpetual fixed arm nesting PN2, all surface caster, resilience back/black, titanium frame, Grade 3 upholstery, periwinkler NT85	0						
C-13	Humanseal Liberty task L111, wave back carbon, black seat,titanium frame	0						
C-14	Mayline Mercede VSC7A, Black Leather & Maple Finish	0						
C-15	HON Allure high back 3301, swivel tilt tension, standard caster, leather upholstery, black, frame black	0						
C-16	Sauder reflect couch with wood arm caps 2643, fabric grade D	0						
C-17	Sauder reflect loveseat with wood arm caps 2642, fabric grade D	0						
C-18	Sauder reflect side chair with wood arm caps 2641, fabric grade D	0						
C-19	Wenger, Nota chair,0330000, 17.5" high, black	0						
Desks								
D-1	Group Lacasse teacher desk with pencil drawer, E51Q-S3672UFP SAB/CLY, LGC-DR25P and sliding keyboard LGC-SKD	6	\$868.98	\$5,213.88		No Bid		
D-2	Shain Shop DTA-21A double sided drafting desk w/6 drawers	9	\$1,185.79	\$10,672.11	\$1,050.00	\$9,450.00		
D-3	Group Lacasse Options O6NU-UF3072S GAN, Left pedestal with BBF	0						
D-4	Group Lacasse Options O6NU-R2442UF GAN, right return	0						
D-5	Group Lacasse desk with pencil drawer, E51Q-UF3060SK SAB/CLY and LGC-DR25P and sliding keyboard LGC-SKD	0						
D-6	Global Dufferin pencil drawer OPT	0						
D-7	Global Dufferin keyboard tray KD22	0						
D-8	Global Dufferin double pedestal desk, DD7236DE, 72 x 36 Clear Maple top, dove gray base GMITL	0						
D-9	Global Dufferin double pedestal, DID7236ED, 72 x 36, breakfront, GMITR	0						
D-10	Global Dufferin single pedestal desk left with BBF, DISL7236D, 72 x 36 breakfront GMITR	0						
D-11	Global Dufferin return right, DERR4824ECG, GMITL, Clear maple top, dove gray base	0						
D-12	Global Dufferin single pedestal left, DSL6050D, GMITR, Clear maple top	0						
D-13	Global Dufferin double pedestal left, DD6630DE,Clear maple top, dove gray base, GMITC	0						
D-14	Global Dufferin P-shaped, DTPR8442, GMITR, Clear maple top, dove gray base	0						
D-15	Global Dufferin bridge DBTN4224CG	0						
D-16	Global Dufferin credenza DCR7222Z, clear maple top, dove gray base	0						
D-17	Global Dufferin hatch D72SH36G, closed with glass, Clear maple	0						

BID FORM-DELIVERY STAGE 3

Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

Item #	Description	Quantity	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
D-18	Group Lacasse single pedestal E51Q-UF3072SK SAB/CLY with pencil drawer LGC-DR25P and sliding keyboard LGC-SKD	0						
D-19	Group Lacasse single pedestal E51Q-S3072UFK SAB/CLYwith pencil drawer LGC-DR25P and sliding keyboard LGC-SKD	0						
D-20	sweetwater on stage stand WS7500	0						
D-20a	sweetwater on stage stand WS7500 without keyboard shelf	0						
D-21	sweet water KK Audio A1 Edit Desk	0						
D-22	Virco 72 Series Desk, 24x30, Model 723M, sandstone top, chrome legs	0						
D-23	Global Duffrin double pedestal,DD7230ED, 72 x 30,clear maple top	0						
Janitor								
JC-1	Chariot Iscrub 24	0						
JC-2	Chariot Igloss	0						
FL-1	Sumner R-100 Roust-A-Bout - 7S0300	0						
Library								
L-1		0						
L-2		0						
L-3	NOT USED							
L-4	NOT USED							
L-5		0						
L-6		0						
L-7	NOT USED							
L-8	NOT USED							
L-9		0						
L-10	NOT USED							
L-11	Wire literature rack, 20 pockets	0						
L-12		0						
L-13		0						
L-14		0						

Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

Item #	Description	Quantity	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
L-14		0						
-15/16		0						
Music								
M-1	Wenger, classic 50 music stand, 03PES00, black							
M-2	Wenger, conductors system, 236A001, black							
M-3	Wenger rehearsal resource center, 131C002, pebble							
M-4	Petrol Standard P111 grand piano, 3 tunings							
M-5	Wenger, music library system, 173E700 with end cover 173E011, pebble							

BID FORM-DELIVERY STAGE 3

Item #	Description	Quantity	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
M-6	Yamaha Symphonic Smooth copper timpani, YAMTP6204ACL, set of 4							
M-7	Yamaha 4.3 Octave rosewood marimba, YM-4600A							
M-8	Wenger percussion workstation 147G002 with 147H510, 147H012 & 147H014, pebble							

Science

S-1	Film Hoplite Model # AP7234, 7" x 7", porcelain surface	0						
S-2	Film Balance Model # OB2096, 210g cap, 0.01g precision	0						
S-3	Film Balance Model # OB2095, 1000g cap, 0.01g precision	0						
S-4	Film Digital Microscope Model # MS1085	0						

Storage

ST-1	Eagle Safety Cabinets-45 Gallon, EAAG1947	0						
ST-2	Emgle acid 45 gallon CRA-47	0						
ST-3	Global 1900 Series Files- lateral file 1930P-2F12	0						
ST-4	Global 1900 Series Files- top-T1930	0						
ST-5	Global Dufferin personal tower D29W2-4R, Clear Maple	0						
ST-6	Wenger, stereo cabinet, 165H001, pebble	0						
ST-7	School Health, large narcotics cabinet U42-021	0						
ST-8	Global 1900 Series Files- lateral file 1936P-2F12	0						
ST-9	Global 1900 Series Files- top-T1936	0						
ST-10	Global 1900 Series Files- lateral file 1936P-3F12	0						
ST-11	Global 1900 Series Files- lateral file 1936P-5F12	0						

Tables and bases

T-1	Vanturn Shelter Tanager, 36x48	3	\$1,016.78	\$3,050.34		No Bid		
T-2	Vertical TOD tables 30x60, recessed w/elefical, wire mgmnt, dairy chain, BPI plug 2 per table, 32"High	27	\$723.17	\$19,525.59	\$659.00	\$17,793.00		
T-3	Vertical TOD tables 30x60, recessed w/elefical, wire mgmnt, 32" High	3	\$672.69	\$2,018.07	\$655.00	\$1,965.00		
T-4		0						
T-5	Vertical TOD tables 30x72x32	0						
T-6	Vertical TOD tables 30x60x32	0						
T-7	Sauder ottoman table 61-OT, thermofom top, Grade D fabric	0						
T-8	Shann Shop Maple Science tables, epoxy top, 24 x 60, P7606M30N	0						
T-9	Sivo communicator ada, 32" High, Premium Maple top, black seat, black leg & edge (match existing)	0						

Lyme-Old Lyme High School
 FURNITURE, FIXTURES AND EQUIPMENT LIST
 SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

Item #	Description	Quant	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
T-10	Sico communicator, 32" High, Premium Maple top, black seat, black leg & edge (match existing)	0						
T-11	Sico Socializer, Premium Maple top, black seat, black leg & edge (match existing)	0						
T-12	elcan folding table, 30x72x29	0						
T-13	Global Dufferin BOBE12048D, 48 x 120 Boat table top, Clear Maple	0						
T-14	Global Dufferin TE50 Elliptical base	0						
T-15	Global Dufferin Freestanding table DVT3624	0						

BID FORM-DELIVERY STAGE 2B

Item #	Description	Quant	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost	Unit Cost	Quantity Cost
T-16	Global Dufferin round table RO48D	0						
T-17	Global Dufferin 22" drum base TD22	0						
T-18	wiro exam table, FATRET, blue	0						
T-19	wiro first aid bed, FABEDPD, blue	0						
T-20	Global Dufferin table, OVT236 36 x 72 Oval table top, Clear maple	0						
T-21	Global Dufferin elliptical bases TE24	0						
T-22	Vanerum Stelcor Tangent, 48x48	0						
T-23	Sander 701-4601 end table, veneer with wood edge, edge style 40	0						
T-24	Sander 701-4603 coffee table, veneer with wood edge, edge style 40	0						
T-25	Shain Shop HI Lo Bench HLB-3060	2	\$1,493.54	\$2,987.08	\$1,215.00	\$2,430.00		
T-26	Shain Shop HI Lo Bench HLB-3060ER	0						
T-27	Sico Paetr ADA, EP075-180N, 72" dia, 32" high, graphite top, black leg & edge	0						
T-28	Global Dufferin round table RO36D	0						
T-29	Global Dufferin 22" cross base TX22	0						
T-30	Global Dufferin 22" cross base TX22 tables 30x72, 32"	0						
T-31								
T-32								
T-33								
T-34								

Technology

TH-1	Smart UF65 arm & projector retrofit (delivery to Owner only, no install)	0						
TH-2	Sharp 52" LCD Monitor Model PN-E521	0						
TH-3	Cisco digital signage module 5.2.2	0						
TH-4	Cisco digital media player 4400G	0						
TH-5	Epson PowerLite S25+ projector(V11H356020)-installed & tested in media center	0						
TH-6	Epson powerlite pro projector G9950NL(V11H349920) with long throw zoom lens V12H004L06-installed & tested in auditorium	0						
LIFT-1		0						

TOTALS: \$50,098.81 \$33,138.00 \$0.00

Lyme-Old Lyme High School
FURNITURE, FIXTURES AND EQUIPMENT LIST
SDE # 218-0035 EA PHASE 2 OF 2, JANUARY 15, 2011

TOTAL	AWARD			
		\$14,895.96	\$33,138.00	\$0.00

Phase 3 and 4 Furniture, Fixtures and Technology Purchase

High School Project

Lyme – Old Lyme Public Schools

September 27, 2012

Action: Award furniture, fixtures and technology contracts for phase 3 and 4 for the high school project for \$214,488.

Background: Bids were obtained through publically advertised bidding and opening. The bids were evaluated by the Architect to establish the lowest evaluated bidder. The Building Committee unanimously recommends to the Board of Education awarding contracts to the following vendors.

VENDOR	Award
WB Mason	\$159,604
Robert H. Lord Company	\$34,434
Ascension Lift	\$20,450
Award Total	\$214,488
Estimate	\$287,486
<i>Under Estimate</i>	<i>\$72,998</i>

High School Baseball and Track Field Scoreboard Installation

Lyme – Old Lyme Public Schools

September 26, 2012

Action: Award Northeast Scoreboards the installation of scoreboards at the track and baseball fields for \$31,000.

Bid Summary:

	<u>Baseball</u>	<u>Track</u>	<u>Total</u>
Scoreboard Enterprises	\$24,160	\$19,180	\$37,955
Northeast Scoreboards	\$21,160	\$16,223	\$31,000

Background: As part of the 2012/2013 capital projects budget installation of a new baseball scoreboard is planned. However, the existing eleven year old track scoreboard is currently not in operation due to failed wireless controller components no longer supported by the manufacturer. The Facilities Committee unanimously recommends the Board of Education replace the track field scoreboard using contingency funds. Installed both scoreboards results in an overall cost savings of \$6,383 compared to installing scoreboards individually.

These bids were obtained through public bidding. Baseball scoreboard price is within the projects budget.

Students Policy #2685 - Administering Medications to Students

Medicinal preparations shall be administered in the Lyme/Old Lyme Public Schools only when:

1. it is not possible to achieve the desired effects by home medicinal administration during other than school hours; and
2. there is written authorization of the school district's medical advisor**, the student's physician, dentist, optometrist, advanced practice registered nurse, licensed physician assistant, or a podiatrist (for interscholastic and intramural sports only); and
3. there is written authorization from the parent, guardian, or eligible student.

** The school district's medical advisor has issued an authorization for the administration of acetaminophen and ibuprofen for headaches or menstrual cramps for middle and high school students in the Lyme-Old Lyme Public Schools upon written authorization from the student's parent or guardian. The Lyme-Old Lyme Public Schools will not require the authorization of a student's attending physician if a parent or guardian signs a written authorization form annually. This authorization is not applicable to extracurricular activities or to field trips.

Authorized Personnel to Administer Medications

Lyme/Old Lyme Public Schools' personnel authorized to administer medicinal preparations shall be limited to the school district medical advisor, a registered nurse employed as a school nurse, or a licensed practical nurse if approved to do so by the school district medical advisor or school nurse.

In the absence of these medical personnel, full-time district employees that constitute qualified personnel to administer authorized medicinal preparations include principals, teachers, occupational therapists or physical therapists. They must undergo the required criminal history check, be approved by the school district medical advisor, and complete training in the safe administration of medicinal preparations. Such employees shall be familiar with policy and regulations regarding administration of medications. Coaches and athletic trainers are also authorized to administer inhalant medications to treat respiratory conditions and cartridge injector medications to students participating in interscholastic or intramural athletics with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death, but only pursuant to the regulations of the Connecticut State Board of Education.

A specific paraprofessional, through a plan approved by a school nurse supervisor and school medical advisor, may be designated to administer medication, including medication administered with a cartridge injector, to a particular student diagnosed with an allergy that may require prompt treatment to avoid serious harm or death. The approved plan also requires the written authorization of the student's parent/guardian and must be pursuant to the written order from the student's physician, advanced practice registered nurse, or physician assistant licensed to prescribe medication.

Students Policy #2685 - Administering Medications to Students

In an emergency, if the student's physician or the School District Medical Advisor is not immediately available, any physician (medical doctor) may be called to take appropriate emergency measures.

~~A child with diabetes may test his/her own blood glucose level per the written order of a physician or advance practice nurse stating the need and capacity of such child to conduct self-testing. Such self-testing shall be pursuant to guidelines promulgated by the Connecticut State Commissioner of Education.~~

A child with diabetes may test his/her own blood glucose level per the written order of a physician stating the need and the capacity of such child to conduct self-testing along with written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut.

The school nurse or school principal shall select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon, the school nurse and school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

Comment [V1]: change "and" to or

Comment [V2]: change comma to period. Start new sentence: The school nurse OR school medical advisor.....

Self-Administration of Medications by Students

Students may carry and self-administer medicinal preparations provided that:

1. a physician, dentist, advanced practice register nurse or nurse anesthetist, or licensed physician assistant provides a written authorization for self-administration of medication;
2. a parent, guardian, or eligible student (student over 18 years of age) has provided written authorization for self-administration of medication;
3. the school nurse has assessed the student's competency for self-administration and deemed it to be safe and appropriate, has documented this on the student's cumulative health record, and has developed a plan of general supervision of such self-medication in the school setting;
4. the student and school nurse have developed a plan for reporting and supervising self-administration of medications by students, and outlined a plan for teacher notification;

Students Policy #2685 - Administering Medications to Students

5. the building administrator(s) and appropriate teachers have been informed that the student is self-administering prescribed medication;
6. medication is transported and maintained under student control within stated guidelines. The rules that permit authorized medicinal preparations to be administered to students enrolled in Lyme/Old Lyme Public Schools apply to school sponsored activities as well as regular school hours.

School district personnel may recommend to school administration that permission to self-administer medications be granted or revoked on a case-by-case basis.

In compliance with all applicable state statutes and regulations, parents/guardians may administer medication to their own children on school grounds, or at school sponsored activities.

Medications Policy Review

The Lyme/Old Lyme Board of Education, with the advice and assistance of the School District Medical Advisor and the School Nurse Supervisor, shall review and revise this policy, and its attendant regulations, as required and submit it to the Department of Health Services in accordance with the regulations of the Connecticut Department of Health Services.

Each school wherein any controlled drug is administered under the provisions of this policy shall maintain such records as are required of hospitals under the provisions of subsections (f) and (h) of Connecticut General Statutes Section 21a-254 and shall store such drug in such a manner as the Commissioner of Health Services shall, by regulation, require.

cf. 2625 Student Health Services

cf. 5055 Reference Checks/Security Check/Fingerprinting

Legal Reference:

Connecticut General Statutes.

10-212a Administration of medicines in schools (as amended by PA 99-2, An Act Concerning Public Health Expenditures, PA 01-1, PA 03-211, PA 04-181, **PA 12-198**).

10-220j Blood glucose self-testing by children. Guidelines (as amended by PA 12-198).

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

20-12d Medical functions performed by physician assistants. Prescription authority.

20-94a Licensure as advanced practice registered nurse.

PA 03-211 An Act Concerning the Provision of Medical Care for Students' Health Care Needs.

Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-7.

Policy Adopted: December 2011

Lyme/Old Lyme Board of Education

Students Policy #2720 - On-Campus Recruitment

Subject to the provisions of Connecticut General Statutes Section 1-210(11)(b), Lyme/Old Lyme High School shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States and the armed services of the State of Connecticut as are offered to nonmilitary recruiters, recruiters for commercial concerns, and recruiters representing institutions of higher education.

The Board of Education (Board) will inform, at the middle and high school level, students and parents/guardians of the availability of (1) vocational, technical and technological education and training at technical high schools, and (2) agricultural sciences and technology education at regional agricultural science and technology education centers.

The Lyme/Old Lyme Board of Education shall also provide full access for the recruitment of students by ~~regional vocational~~ **high schools**, ~~regional vocational~~ **agricultural science and technology education** centers, inter-district magnet schools, ~~trade schools~~, charter schools and inter-district student attendance programs, **provided such recruitment is not for the purpose of interscholastic athletic competition. The Board shall also post information about these school options on its website.**

Directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent or legal guardian of the student or without the consent of the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. The Lyme/Old Lyme Board of Education shall notify parents of the option to make such a request and shall comply with any request received.

The Lyme/Old Lyme High School administration may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Lyme/Old Lyme Board of Education by filing a written request with the Superintendent of Schools.

(cf. 2160 Student Records; Confidentiality)

(cf. 2165 Student Directory Information; Class Lists)

Students Policy #2720 - On-Campus Recruitment

Legal Reference:

Connecticut General Statutes.

1-210(b)(11) Access to public records. Exempt records.

10-220d Student recruitment by a regional and inter-district specialized schools and programs. Recruitment of athletes prohibited (as amended by P.A. 12-116, An Act Concerning Educational Reform).

10-221(b) Boards of education to establish written uniform policy re: treatment of recruiters (as amended by PA 98-252).

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001.

P.L. 107-110, "No Child Left Behind Act", Title IX, Section 9528.

Policy Adopted: March 2004

Lyme/Old Lyme Board of Education

Instruction Policy #3512 – Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of:

- (i) the parents of a child with a disability;
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher or, where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who is
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency.
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

Instruction Policy #3512 – Individualized Education Program/Special Education Program

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education teacher, school psychologist, speech/language pathologist, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including, but not limited to, videoconferences or conference calls.

- (a) **General.** The IEP for each child must include:
 - (1) A statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including:
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

Instruction Policy #3512 – Individualized Education Program/Special Education Program

- (2) A statement of measurable annual academic and functional goals, related to:
 - (i) Meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general education curriculum; and
 - (ii) Meeting each of the child’s other educational needs that result from the child’s disability.

Alternate Assessments

- (iii) A statement of “benchmarks or short-term objectives” is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child:
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
- (5) A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

Instruction Policy #3512 – Individualized Education Program/Special Education Program

- (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (7) A statement of:
 - (i) How the child’s progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child’s parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children’s progress, of
 - (A) Their child’s progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
 - (8) Reevaluation of a student’s progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.
- (b) **Transition services.**
- (1) The IEP must include:
 - (i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

Instruction Policy #3512 – Individualized Education Program/Special Education Program

- (iii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student’s academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
- (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student’s IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP’s for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address:
 - (i) the child’s primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child’s language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child’s primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.

Instruction Policy #3512 – Individualized Education Program/Special Education Program

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes
10-76a Definitions (as amended by PA 06-18)
10-76b State supervision of special education programs and services.
Regulations. (as amended by PA 12-173)
10-76d Duties and powers of Boards of Education to provide special
education programs and services.
10-76ff Procedures for determining if a child requires special education
(as amended by PA 06-18)
10-76g State aid for special education.
10-76h Special education hearing and review procedure.
PA 06-18 An Act Concerning Special Education
PA 12-173 An Act Concerning Individualized Education Programs and
Other Issues Relating to Special Education
State Board of Education Regulations
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped
Children.
300.14 Special education definitions.
300.340-349 Individualized education programs.
300.503 Independent educational assessment.
300.533 Placement procedures.
300.550-556 Least restrictive environment.
P.L. 108-446 The Individuals with Disabilities Education Improvement
Act of 2004

Policy Adopted: _____

Lyme/Old Lyme Board of Education

Personnel - Certified/Non-Certified

Personnel Policy #5050 - Recruitment, Screening and Selection of District Employees

The Superintendent of Lyme/Old Lyme Public Schools shall maintain an effective recruitment program to attract, secure, and retain high quality personnel for all certified and non-certified staff positions. The recruitment program shall seek candidates who will devote themselves to the education and welfare of children in the Lyme/Old Lyme Public Schools.

It is the responsibility of the Superintendent to identify the personnel needs of the school system, to provide justification for personnel needs to the Board of Education as necessary, to recruit and employ suitable candidates, and/or to recommend such candidates to the Lyme/Old Lyme Board of Education.

The Board of Education authorizes the Superintendent to employ teachers. (A Superintendent not authorized to employ teachers will submit to the Board of Education nominations for individuals to be hired by Board action. Boards shall accept or reject such nominations not later than thirty-five (35) calendar days from such submission.)

In the screening process for candidates for employment, especially in interviewing selected candidates, the Superintendent of Schools may include, as appropriate, input from administrators, professional teaching staff, support staff, parents, students and/or community members. This involvement is to be in an advisory capacity to the Superintendent only. The Superintendent shall explain the roles of all participants in the employee screening process such that their roles and limits are clearly defined prior to their participation.

The Superintendent shall insure that all certified personnel employed by or recommended to the Lyme/Old Lyme Board of Education have met state certification requirements for the position, including required fingerprinting and other criminal records checks.

(cf. 5020 Nondiscrimination)
(cf. 5310 Appointment Certified)
(cf. 5510 Appointment Non-Certified)
(cf. 5360 Assignment and Transfer Certified)
(cf. 5550 Assignment and Transfer Non-Certified)

Legal Reference:

Connecticut General Statutes.
10-151 Employment of teachers. Notice and hearing on termination of contract (**as amended by P.A. 12-116 An Act Concerning Educational Reform**).
10-153 Discrimination on account of marital status.
10-155f Residency requirement prohibited.
46a-60 Discriminatory employment practices prohibited.
Public Act 94-221 An Act Concerning School Discipline and Security.

Policy Adopted: September 1996

Lyme/Old Lyme Board of Education

Appropriation to Reserve Fund for Capital and Nonrecurring Expenditures

Sec. 10-51(d)(2) allows regional Boards of Education to appropriate up to 1% of the current fiscal year's budget to a reserve fund for capital and nonrecurring expenditures. The budget balance for fiscal year 2011 – 2012 is \$548,449.33. The Board of Education may appropriate up to \$305,467.63 to the reserve fund.

O & G Industries, Inc.

PROPOSED CHANGE ORDER
No. 00623

112 Wall Street
Torrington, CT 06790

TITLE: Safety Netting @ New Lacrosse Field
PROJECT: Lyme/Old Lyme H.S. Additions & Renov
TO: Attn: John Rhodes
Lyme-Old Lyme
53 Lyme Street
Old Lyme, CT 06371
Phone: 860-434-8182 Fax: 860-434-4412

DATE: 9/25/2012
JOB: 0288
CONTRACT NO: 288-325

RE: To: From: Number:

DESCRIPTION OF PROPOSAL

CM 745
CI 288745

SCOPE ELIGIBLE

THIS CHANGE ORDER WILL BE FUNDED BY THE OWNERS CONTINGENCY. CHANGE ORDER WILL BE ISSUED WITH A NO CONTRACT TIME CHANGE FOR CONTRACTOR EXECUTION.

Additional scope to provide a safety netting system at the new lacrosse field.

Item	Description	Stocks	Quantity	Units	Unit Price	Tax Rate	Tax Amount	Net Amount
00001	Richards Corp		1.000		\$29,964.00	0.00%	\$0.00	\$29,964.00

Unit Cost: \$29,964.00
Unit Tax: \$0.00
Total: \$29,964.00

APPROVAL:

By: _____
John Rhodes

Date: _____

By: 
Rob Martinotti

Date: 9/26/12

CHANGE ORDER PROPOSAL WORKSHEET

Sub-Contractor: RICHARDS CORPORATION

Change Order Proposal No.: 131
 Date: 9/19/2012
 Project Name: OLD-LYME HIGH SCHOOL

Signature

COP Description: SAFETY NET SYSTEM

O&G #

Section 1	Quantity	Unit	Description of Material	Unit Cost	Lump Sum Cost	Insert "X" If Credit	(Quantity x Unit Cost OR Lump Sum) Total
	4200	SF	RARE AND SEED	\$ 0.25			\$ 1,050.00
	10	CY	CONCRETE	\$ 100.00			\$ 1,000.00
	1	LS	420' NET SYSTEM PER SPORTSFIELD SPECIAL	\$ 13,920.00			\$ 13,920.00
	0			\$ -			\$ -
	0			\$ -			\$ -
	0			\$ -			\$ -
	0			\$ -			\$ -
Line #1	Subtotal Costs - Material						\$ 15,970.00
						Markup =	\$ 1,587.00
						Total =	\$ 17,557.00
Description of Equipment							
	0			\$ -			\$ -
	40	HR	BACKHOE	\$ 75.00			\$ 3,000.00
	0			\$ -			\$ -
	0			\$ -			\$ -
Line #1A	Subtotal Costs - Equipment						\$ 3,000.00
						OHP	\$ 480.00
						Total =	\$ 3,480.00
Column A							
Section 2							
Labor Classification	No. of Workers	Total Hours	TOTAL COST	Total Labor Hourly Cost C x H			
OPERATOR	1	40.0	\$ 66.49	\$ 2,659.60			
LABOR	2	80.0	\$ 51.65	\$ 4,132.00			
	0	0.0	\$ -	\$ -			
FOREMAN	1	20.0	\$ 73.93	\$ 1,478.60			
	0	0.0	\$ -	\$ -			
Line #2	Total:						\$ 8,270.20
Line #4	Total Labor and Taxes						\$ 8,270.20
Section 4							
Overhead and Profit % Mark-up on Contractor's LABOR				%	Allowed	Cost	
\$0.00 to \$5,000		15%	\$0.00 \$15,001 to \$25,000		15%	\$0.00	
\$5,001 to \$15,000		15% <i>10%</i>	\$8,270.20 \$25,001 and Greater		15%	\$0.00	
Line #5	Total Mark-up on LABOR						\$ -1,240.33
Line #6	Total:						\$ 7,029.87
NOTES:							
Line #7	Subtotal of cost associated with this change (No O/Profit may be added on this figure)						\$
Line #8	Total of This Change Order (Lines #6 + #7)						\$ 7,029.87

29,964 / 420 = \$ 71.34 LP

827
1097
29964

DESIGNED TO MEET THE DEMANDS OF MODERN SPORTS CONSTRUCTION

SPORTSFIELD SPECIALTIES

WWW.SPORTSFIELDSPECIALTIES.COM

Quotation

41155 State Highway 10
 PO Box 231
 Delhi, NY 13753
 Phone: 888-975-3343
 Fax: 607-746-8481

Quote Old Lyme High School
 To: c/o Richards Corporation
 69 Lyme Street
 Old Lyme, CT 06371
 United States

Quote Number:	34617	Contact:	Joe Merlino
Quote Date:	09/17/12	Expires:	
Customer:	RICHARDS	Inquiry:	
Salesman:	Sean Clark, (607) 287-7347	Terms:	Net 30 Days
Ship Via:		Phone:	(860) 583-9229
FOB:	Delhi, NY	FAX:	(860) 582-5202

Sportsfield Specialties is pleased to quote the following products for the above referenced project. Sportsfield athletic field construction products are designed and manufactured to meet the demands of modern sports construction.

General Notes:

1. Price does not include any applicable sales and/or use tax, unless otherwise listed.
2. Contractor is responsible to verify quantities needed and specification suitability of the quoted products.
3. Sportsfield Specialties, Inc. is not responsible for material take off.
4. Delivery 1-4 weeks after release of order.
5. All Orders FOB Delhi, NY.
6. Price does not include unloading, assembly or installation.
7. Freight quoted is based single shipment, split shipments will require additional freight quote.
8. Payment by Visa, MasterCard and/or American Express is accepted.
9. Quotation valid for sixty (60) days.

Item	Part Number	Description	Quantity	Unit Price	Extended Price
1	TFBSS412	12' Ball Safety Netting System, Includes 4" Mill Finish Aluminum Straight Poles with 30" Ground Sleeves with Caps, #36 Black Nylon, 1-3/4" Square Mesh Net, Cabling and Hardware	420	\$ 27.500/LF	\$ 11,550.00
2	POWDER COAT	Optional Powder Coat Upcharge for Poles and Hardware	420	\$ 3.500/LF	\$ 1,470.00
3	FREIGHT(D-1)	Freight - Due to Current Varying Rates of Freight and Associated Fuel Surcharges, Sportsfield Specialties, Inc. Can Only Guarantee the Quoted Rate for Thirty (30) Days, *Quote Based on Single Shipment - Multiple Shipments Will Incur Additional Freight Charges*	1	\$ 900.000/EA	\$ 900.00

Total: \$ 13,920.00

By Matt Moyse
 Sportsfield Specialties, Inc.

Rob Martinotti

From: John Rhodes [jrhodes@region18.org]
Sent: Tuesday, September 11, 2012 1:22 PM
To: Rob Martinotti
Subject: Re: FW: Attached Image

Rob, Please provide a proposal for 210' of black 12' tall safety netting system for each end of the new soccer/lacrosse field in accordance with drawing C604 detail 5. Netting system to be installed on 12 - 4" fence tubes at each end of field spaced equally apart. Please provide proposal broken down to select either the fence foundation with integral sleeves only or the fence foundations with 12' netting system. Thanks, John

Rob Martinotti <robmartinotti@ogind.com> writes:

End line fencing correspondence:

From: O&G INDUSTRIES [mailto:ogremote@snet.net]
Sent: Monday, September 10, 2012 1:11 PM
To: Rob Martinotti
Subject: Attached Image

Please be advised that the content of this e-mail is for discussion purposes only and, unless this disclaimer is explicitly referenced and excluded by the sender in the body of the email, is not intended to bind either party in contract. This transmission (including any attachments) is confidential, intended only for the named recipient(s) and may be legally privileged or exempt from disclosure under applicable law. If you are not the intended recipient(s), do not review, transmit, convert to hard copy media, copy, rely on or disseminate any part of this e-mail. Instead, please immediately notify the sender by return e-mail and then promptly delete this information from your system.

An Affirmative Action/Equal Opportunity Employer M/F/H/V

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Purcell, P.E., LEED AP BD+C

Preconstruction Manager

O&G Industries, Inc. - Building Confidence

112 Wall Street

Torrington, CT. 06790

phone (860) 626-6418

fax (860) 626-6447

email: lorel@ogind.com

ALT 7B

\$ 23,486.00 / 288 LF
\$ = 81.55 LF

From: John Scheib [mailto:jscheib@bgwarchitects.com]
Sent: Tuesday, August 24, 2010 2:37 PM
To: Lorel Purcell
Subject: 06220 LOLHS Field Netting request for price

Lorel,

For Field Netting price from Richards:

Provide Field Netting at each (2) field end line conditions indicated on Sheet C-102, approximately 144' feet long each end line, in a straight run, at 12'-0" high, centered on Field Centerline indicated. Provide 10 posts each at recommended spacing. See Drawing 5/C-604 for details of post, base, and rigging, for 12' height.

John

Bob Prentis

~~From:~~ Lorel Purcell
Sent: Friday, September 10, 2010 10:52 AM
To: Jscheib@bgwarchitects.com; jrhodes@region18.org
Cc: Bob Prentis; Dennis Roy
Subject: FW: LOLHS Field Netting request for price

John and John,

Richards' proposal for the revised netting scope of work is \$23,486.00. This would need to be issued as a change order.

Lorel

Lorel H. Purcell, P.E., LEED AP BD+C
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O&G Industries, Inc. - Building Confidence
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Business/Non-Instructional Operations Policy #6800 – Electronic Communications Use and Retention

The Board of Education (the “Board”) complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and records. The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage and destruction of electronic information and the dissemination of such administrative regulations to all employees.

Use of Email and Electronic Communications

Email messages sent by school officials and employees as part of their work and/or by using the District’s computer network are not private communications and are potentially subject to disclosure. Employees must understand that the Board has reserved the right to conduct monitoring of these computer systems and may do so despite the assignment to individual employees of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system’s security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District’s computer systems, including any incidental personal use permitted in accordance with the Board’s policy and regulations regarding computer use by employees.

Any retained messages may be retrieved as part of routine monitoring by the Board, an employee investigation or a formal discovery process as part of litigation. Employees should bear in mind that email messages may be retained at different locations within the computer network and that these messages are subject to retrieval. Consequently, employees should use discretion when using computers or other electronic technology to send, record or retain electronic communications and information.

Retention of Electronically Stored Information

Electronic communications on District computers or electronic communication systems shall be retained only as long as necessary. The same record retention policy that applies to paper records applies to electronically stored information, including email communications. Therefore, like paper records, the content and function of an electronic record, including email communications, determines the retention period for that document. The District will comply with all of the minimum standards set forth in the Municipal Records Retention Schedules, as issued by the Office of the Public Records Administrator for the State of Connecticut.

In addition to the retention guidelines established by the Board and used by school district officials and employees, all school officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation.

Business/Non-Instructional Operations Policy #6800 – Electronic Communications Use and Retention

Legal References: Connecticut General Statutes.
The Freedom of Information Act.
1-15 Application for copies of public records.
1-200 Definitions.
1-210 to 1-213 Access to public records.
1-211 Access to computer stored records.
1-214 Public contracts as part of public records.
1-225 to 1-240 Meetings of public agencies.
7-109 Destruction of documents.
10-15b Access of parent or guardians to student's records.
10-154a Professional communications between teacher or nurse and student.
10-209 Records not to be public.
10-221 Boards of education to prescribe rules.
11-8a Retention, destruction and transfer of documents.
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
31-48b Employers engaged in electronic monitoring required to give prior notice to employees.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V – Disposition of Education Records (Revised 1983).
General Letters 98-1, 96-2 and 2001-1 of the Public Records Administrator Record Retention Schedules Towns, Municipalities and Boards of Education.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.).
Department of Education. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Rules 34 and 45 of the Federal Rules of Civil Procedure (2006 Amendments).

Policy Adopted:

Lyme/Old Lyme Board of Education

Business/Non-Instructional Operations Policy #6805 – Holds on the Destruction of Electronic and Paper Records

The Board of Education (the “Board”) complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and paper records. The Superintendent or his/her designee shall be responsible for implementing administrative regulations concerning the placing of a “hold” on electronic and paper records that may reasonably be anticipated to be subject to discovery in the course of litigation.

All school officials and employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation.

The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations to preserve records, including emails and electronically stored information, that could potentially be related to any matter that is currently in litigation or may be anticipated to result in future litigation. Such regulations shall identify those individuals responsible for identifying those matters for which records must be preserved as well as developing procedures, with the help of technical staff, for the preservation of electronically stored information.

Legal References: Rules 34 and 45 of the Federal Rules of Civil Procedure

Policy Adopted:

Lyme/Old Lyme Board of Education



LYME - OLD LYME PUBLIC SCHOOLS

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MEETING MINUTES

Building Committee

Location: High School Media Center

Date: September 26, 2012

Committee Members Present: Russell Gomes, Chairman; James Witkins, Vice-Chairman; Peter Cable; Jeffrey Flower; James McFarland; Dennis Melluzzo; Timothy O'Neill; Nina Peck; Alan Todd

Absent: Bernard Szreders

Administration Present: Ian Neviasser, Superintendent of Schools; John Rhodes, Director of Facilities & Technology; James Wygonik, Principal of LOLHS

Others Present: Daniel Weston, Northeast Collaborative Architects; Robert Martinotti, O&G Industries

I. Call to Order:

The meeting was called to order by Chairman Gomes at 7:06 p.m.

Chairman Gomes noted the need to add a slide show from Mr. Weston under New Business #8; Committee members agreed unanimously.

II. New Business:

1. Approve NCA Invoice:

Upon motion by Mr. Witkins, second by Mr. Cable, the Building Committee approved NCA's Invoice #45, dated 10/01/2012 in the amount of \$19,807.00. The motion passed unanimously.

2. Approve O&G Invoice:

Mr. Flower asked if the invoice was signed by NCA; Mr. Weston answered affirmatively. Upon motion by Mr. McFarland, second by Mr. O'Neill, the Building Committee approved O&G invoice dated 09/13/2012, application for payment #25 for C.M. project #0288 (period to date: 08/31/12) in the amount of \$1,393,814.59 The motion passed unanimously.

3. Approve Pending Change Orders:

Proposed Change Order #00427

The original change order presented to Committee members was for the scope to replace the precast on the north wall of the Commons, including the cost to remove the existing precast 53 Lyme Street, Old Lyme, Connecticut 06371

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and extend the ground face block up to the new clear anodized aluminum cap as a decorative cover. Committee members expressed discontent with the change order because they felt as though the change order didn't properly detail the amount of the credit owed to the District for the work the mason never performed. Mr. Martinotti explained that the change order amount represents the best value he can provide. After much discussion, Committee members decided to have the mason only install 2 ½ layers of the masonry and cap and have the demolition as a separate change order. Mr. Martinotti explained the revised cost will be \$8,370.

Upon motion by Mr. O'Neill, second by Mr. Todd, the Building Committee agreed to approve PCO00427 to have the mason install 2 ½ layers of masonry and cap in the amount of \$8,370.00. The motion passed unanimously.

Proposed Change Order #00562

Upon motion by Mr. Witkins, second by Mr. Flower, the Building Committee approved PCO00562 for additional scope to dig out and haul away unsuitable material from the west side of the lacrosse field discovered by Dr. Dest's subsoil investigation in the amount of \$14,450.00. The motion passed unanimously.

Proposed Change Order #00623

Mr. Rhodes explained where the netting system would be installed and noted that it was an alternate (7B) on the original bid. Committee members agreed [at that time] to postpone action until the project and field was near completion.

Upon motion by Mr. O'Neill, second by Mr. Melluzzo, the Building Committee recommends that the BOE approve PCO00623 (previous Alternate # 7B) funded by owners contingency for the additional scope to provide a safety netting system at the new lacrosse field in the amount of \$29,964.00. The motion passed unanimously.

4. FF&E Phase 3 & 4:

Mr. Weston distributed the Lyme-Old Lyme High School FF&E equipment list which is attached to these minutes for informational purposes only.

Phase 3 \$166,454

Phase 4 \$ 48,034

Upon motion by Mr. Melluzzo, second by Mr. McFarland, the Building Committee recommends that the Board of Education approve FF&E for Phase 3 & 4 in the amount of \$214,488.00 as presented by NCA. The motion passed unanimously

5. Review Punch List Status:

Mr. Martinotti explained the procedure for punch lists (contractors have to return and fix problems and then have O&G sign-off on the work); some contractors have returned and the problems are corrected, but did not contact O&G to confirm the work has been completed. Mr. Martinotti also noted that O&G has sent letters to contractors stating they have 30 days to complete the work and if they do not return, O&G will finish for them. This letter has caused many contractors to return to the project and complete unfinished work.

The Committee then discussed how to address the punch list items. After much discussion, they determined to have a group walk-through with O&G to ensure that each space both interior and exterior has been thoroughly evaluated. Mr. Rhodes agreed to coordinate.

6. Review Commissioning Status:

Mr. Martinotti explained what is necessary for the contractor to complete the HVAC and anticipates completion within the month of October.

7. Discuss Potential Project Scope Addition Candidates:

Mr. Rhodes explained that as the project draws to closer to completion, the Committee needs to discuss projects that are not in the original scope but will benefit the school. For example, the paving where the current portables reside are only scheduled to have the holes patched whereas new pavement would greatly benefit the look to the project. He further offered additional suggestions such as bleachers and scoreboard for the lacrosse field, ceiling system in the temporary media center, replacement student desks and an additional baseball field. He stressed that the Committee needs to ultimately decide what is most important.

8. Slide Show

Mr. Weston noted this project was featured in a national design publication *Learning by Design*. Please see excerpts below:

Sustainability on Any Budget: A tale of two states: Connecticut and Rhode Island achieve sustainable school design despite opposite economies. By Glenn R. Gardiner, AIA, LEED AP, and Daniel Weston, AIA

Lessons From Connecticut

Since 2007, Connecticut's building code requirements have mandated that new school designs meet energy and sustainable standards. LEED Silver, CHPS, or NECHPS are most often utilized. From the onset there was significant resistance to sustainability goals, as municipalities believed mandates would increase costs and make taxpayers resistant. Initially, raw numbers were often taken out of context and applied only to short-term benefits. Over time, however, communities recognized the long-term cost savings associated with sustainable school design.

Renovate-as-New

Additionally, Connecticut has a unique reimbursable classification know as Renovate-as-New. Typically Connecticut does not reimburse school districts for work that would be classified as ordinary repair and maintenance. A renovation and addition project might be economically restricted in reimbursement to only those components that represent new program areas. Renovate-as-New requires design teams to certify that all building systems have an additional life span of 20 years.

"The State of Connecticut has many existing structures within its borders," said Bruce Bockstael, chief architect and administrator of client teams for the Connecticut Department of Construction Services. "As far as the Department of Construction Services is concerned, we view this as a real blessing on several fronts. First, most buildings with 70 plus years of wear are still around due to the value of the construction techniques used in our past. They were built to last, used excellent materials, and were easily reusable. Secondly, real sustainable design is the project you don't build. So, when faced with a space need where one can use an existing building, knowing that to build a new one requires energy to produce the materials, transport the materials, and the labor to put them in place, all of which represents an energy cost that we can avoid, then we simply update portions of an existing building to meet our technological needs for the day.

III. Old Business:

1. Update the following:

a. Schedule & Budget (O&G):

Mr. Martinotti updated Committee members on the schedule; he noted difficulties with the auditorium seating contractors' schedule, but he assured Committee members that he is confident that it will be completed by late October.

b. Correspondence:

There was no correspondence to report:

III. Approval of Building Committee Minutes:

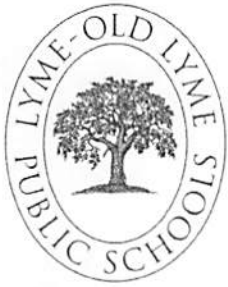
1. August 20, 2012

Mr. Flower made a motion, second by Mr. Cable, to formally accept the August 20, 2012 Building Committee minutes as presented. The Committee voted in favor of the motion. Mr. Melluzzo and Ms. Peck abstained from voting as they were not present at the August 20th meeting.

IV. Adjournment:

Chairman Gomes adjourned the meeting at 9:36 p.m.

Minutes of Sub-Committees



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MEETING MINUTES

Building Committee

Location: High School Media Center

Date: August 20, 2012

Committee Members Present: Russell Gomes, Chairman; James Witkins, Vice-Chairman; Peter Cable; Jeffrey Flower; James McFarland; Timothy O'Neill; Mr. Szreders; Alan Todd

Absent: Dennis Melluzzo; Nina Peck

Administration Present: Ian Neviasser, Superintendent of Schools; John Rhodes, Director of Facilities & Technology; James Wygonik, Principal of LOLHS

Others Present: John Scheib, Northeast Collaborative Architects; Robert Martinotti, O&G Industries

I. Call to Order:

The meeting was called to order by Chairman Gomes at 7:10 p.m.

Chairman Gomes noted the need to add the approval of phase 3 & 4 of the FF&E to the agenda under item #4; Committee members agreed unanimously.

II. New Business:

1. Approve NCA Invoice:

Upon motion by Mr. Witkins, second by Mr. Cable, the Building Committee approved NCA's Invoice #44, dated 09/01/2012 in the amount of \$19,807.00. The motion passed unanimously.

2. Approve O&G Invoice:

Upon motion by Mr. O'Neill, second by Mr. McFarland, the Building Committee approved O&G invoice dated 08/15/2012, application for payment #24 for C.M. project #0288 (period to date: 07/31/12) in the amount of \$1,512,241.73. The motion passed unanimously.

3. Approve Pending Change Orders:

Proposed Change Order #00406

Upon motion by Mr. Witkins, second by Mr. O'Neill, the Building Committee approved PCO00406 to revise the ductwork in Band Room 283 and Choral Room 295 in the amount of \$9,958.00. The motion passed unanimously.

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Proposed Change Order #00424

Upon motion by Mr. Witkins, second by Mr. Todd, the Building Committee approved PCO00424 to enclose the hurricane anchor straps at the window jambs, heads and sills with a shop fabricated trim cover in the amount of \$9,719.00. The motion passed unanimously.

Proposed Change Order #00427

Committee members discussed PCO427 to replace the precast on the north wall of the Commons as seen in SKA-113 V3 and if it was necessary to install a metal [break] profile to match the adjacent window wall frame shape. Mr. Scheib suggested Committee members take a moment to view the area in the Commons; after much discussion it was decided to table this proposed change order.

Proposed Change Order # 00463

Upon motion by Szreders, second by Mr. Cable, the Building Committee approved PCO00463 due to adjustments in phasing and the area being occupied in the adjusted amount of \$15,295.00 funded from CM contingency. The motion passed unanimously.

Proposed Change Order #00464

Upon motion by Mr. O'Neill, second by Mr. Szreders, the Building Committee approved PCO00464 to provide temporary roofing for the barrel roof in the auditorium in the amount of \$12,759.00. The motion passed unanimously.

Proposed Change Order#00480

Upon motion by Mr. Todd, second by Mr. McFarland, the Building Committee approved PCO00480 for the installation of seven outdoor wireless access points in the amount of \$8,564.00. The motion passed unanimously.

Proposed Change Order #00553

Upon motion by Mr. Flower, second by Mr. Cable, the Building Committee recommends that the Board of Education approve PCO00553 to remove and replace the installed 3" inline pumps (P13, 14 & 15) with 4" pumps in the amount of \$29,423.00. The motion passed unanimously.

Proposed Change Order #00556

Upon motion by Mr. Szreders, second by Mr. O'Neill, the Building Committee approved PCO00556 to provide structural kickers to support west elevation of masonry in the amount of \$9,298.00. The motion passed unanimously.

4. FF&E Phase 3 & 4:

Mr. Scheib distributed the Lyme-Old Lyme High School FF&E equipment list which is attached to these minutes for informational purposes only.

Phase 3 \$211,760

Phase 4 \$ 77,860

Upon motion by Mr. Flower and second by Mr. Szreders, the Building Committee recommends that the Board of Education approve FF&E for Phase 3 & 4 in the amount of \$289,620.00 as presented by NCA. The motion passed unanimously.

III. Old Business:

1. Update the following:

a. Schedule & Budget (O&G):

Mr. Martinotti updated the Committee on all of the work that has been completed since June 2012. He also explained that O&G was awaiting the findings from the forensic AWI millwork specialist regarding the Science Lab millwork; he will present the specialists' findings at the next Building Committee meeting.

b. Correspondence:

There was no correspondence to report:

III. Approval of Building Committee Minutes:

1. July 16, 2012

Mr. McFarland made a motion, second by Mr. Flower, to formally accept the July 16, 2012 Building Committee minutes as presented. The Committee voted in favor of the motion. Mr. Cable and Mr. Szreders abstained from voting on the minutes as they were not present at that meeting

IV. Adjournment:

Chairman Gomes adjourned the meeting at 9:40 p.m.



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MEETING MINUTES

Communications Committee Meeting

September 5, 2012

Committee Members Present: Michelle Roche, Chair; Ian Neviaser, Superintendent of Schools; Olwen Logan

The meeting was called to order at 10:00 a.m. by Communications Chair, Mimi Roche. The purpose of the meeting was to discuss the *FOCUS on Education* newsletter as well as other forms of communication.

It was decided to remain with the four issues per year format of FOCUS. Subjects to be included in the October newsletter are as follows:

- Curriculum update, CMT/CAPT results (Beth Borden).
- An update on the renovation project (Olwen Logan).
- An article on the new guidance counselor, Tracy Lenz, to include the great work being done by Jen Burke in the English Department regarding college search (Ian Neviaser).
- Possibly an article on volunteers (Olwen Logan).
- A bullet point list of major accomplishments of the Board over the last three months (Mimi Roche).
- An update on the vast improvements in technology at all schools (Ian Neviaser).

It was also decided that when the newsletter was closer to completion, a list of dates of distinction would be added.

Discussion followed regarding other ways to communicate with the community in general and with parents. Mr. Neviaser noted that Power School has the ability to post daily bulletins. In order to provide a concise summary of Board of Education meetings, Mr. Neviaser and Mrs. Roche will prepare a short list of bullet points after each meeting and will subsequently decide if the information needs to be specifically highlighted to staff, parents and/or the community.

The meeting adjourned at 10:55 a.m.

Respectfully submitted,

Mimi Roche, Chair



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MEETING MINUTES

Regular Facilities Committee Meeting

Location: High School Media Center

Date: September 13, 2012

Committee Members Present: Steven Cinami, Chairman; Paul Fuchs, Vice-Chairman; Rick Caulkins; Jack Hine; David Kelsey; Kathy Lockwood; Philip Neaton; Tom Sherer

Absent:

Administration Present: Ian Neviasser, Superintendent of Schools; John Rhodes, Director of Facilities & Technology; Glenn Fergione, Assistant Director of Facilities

Others Present:

Chairman Cinami welcomed Mr. Neviasser and introduced him to Committee Members.

Chairman Cinami explained that due to the many agenda items to discuss, he suggested that the High School tour and the recap be moved to the end of the agenda [to items XV and XVI respectively]; Mr. Kelsey made a motion, second by Mr. Fuchs, to move the two agenda items to the end of the meeting. Committee members were in complete agreement.

I. Call to Order:

The meeting was called to order by Chairman Cinami at 5:05 p.m.

II. Approval of Facilities Committee Minutes:

February 9, 2012

Mr. Neaton made a motion, second by Mr. Sherer, to formally accept the February 9, 2012 minutes as presented. The Committee voted in favor of the motion. Ms. Lockwood abstained from voting on the minutes of February 9, 2012 as she was not present at that meeting.

March 6, 2012

Mr. Neaton made a motion, second by Mr. Sherer, to formally accept the March 6, 2012 minutes as presented. The motioned passed unanimously.

May 31, 2012

Mr. Neaton made a motion, second by Mr. Sherer, to formally accept the May 31, 2012 minutes as presented. The motioned passed unanimously.

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III. Review 2012/2013 Facility Committee meeting Schedule:

Chairman Cinami discussed the proposed schedule and asked if it presented any hardships for the Committee members; they were in agreement of the schedule.

Mr. Kelsey made a motion, second by Mr. Sherer, to formally accept the 2012/2013 Facilities Committee meeting schedule as presented. The Committee voted unanimously in favor of the motion

IV. Brief Committee on Condition of High School Facility:

Mr. Rhodes discussed the work took place over the summer months and explained which areas are not finished (technology/computer lab, art rooms, 2nd floor mezzanine, faculty room, Special Education & media center). He did note that the asphalt paving [where the current portables reside] was cut from the project and further explained that the area will look more finished if the area is paved once the project is finished. Committee members discussed the need for pavement in the area. Chairman Cinami asked if the Building Committee is aware of this situation; Mr. Rhodes explained that this has been reviewed by the Building Committee and will ultimately be determined by the Board of Education.

V. Review Projects in Progress District-Wide:

Mr. Rhodes distributed a Capital Projects Budget worksheet which is attached to these minutes for informational purposes only; he detailed projects that are either completed or near completion. He noted projects for 2012/2013 such as the Mile Creek playground fence and window replacement, Lyme School emergency generator and the remainder of baseball fence, warning track and scoreboard replacement for the High School.

The 2012/2013 projects need to be reviewed by the Committee; they will determine which projects have priority. The Committee discussed the importance of the generator for Lyme School because it is the emergency evacuation shelter for the District. The Committee members discussed this in detail. Mr. Kelsey asked when the Committee needs to make their decision; Mr. Rhodes responded early spring.

VI. Track Field Update:

Mr. Rhodes explained that the cover is excellent considering pesticides are not applied and noticed that after heavy rain the drainage has improved. He explained that he has continued with the deep-tine aeration, top dressing, plugging and seeding. He also noted that in October he will have the field plugged and will release 15,000 worms; Mr. Neaton agreed to assist with the worm application and Mr. Rhodes extended the invitation to all Committee members.

VII. Review Draft 5-Year Project Plan:

Mr. Rhodes detailed the future potential projects at each school. The Committee then discussed all of the potential projects District-wide and they agreed that the Lyme Consolidated roof replacement is a priority.

Mr. Rhodes discussed the Central Office move into Center School and the need for reconfiguration. Mr. Fergione noted the need for Pre-K playground at Center School and a 4th

grade playground at Mile Creek. The Committee discussed all potential changes needed for the Center School to accommodate the Central Office.

Mr. Kelsey left at this point in the meeting (6:25 p.m.)

VIII. Center School Fence Condition:

Mr. Rhodes explained that the Center School fence posts need to be replaced as they are rotted; the posts are custom turned and because it resides in the historical district, the replacement [posts] need to be an exact replacement. Committee members discussed alternate products; Mr. Fergione suggested that the Committee consider purchasing a lathe for the High School wood shop and have the students make the posts.

IX. Track & Baseball Field Scoreboards:

The Committee discussed the need for a new scoreboard by the track as the current scoreboard is broken and replacement parts are unable to obtain. Chairman Cinami asked that the Committee consider a new scoreboard for the track as it would be a positive addition to the area. Committee members agreed that both the track and baseball field scoreboards should be bid at the same time.

X. Mile Creek Windows Project Scope Revision:

Mr. Rhodes distributed two renditions of the Mile Creek window replacements. One version was to remove the [upper] windows and replace with an insulated panel and the other is to have an upper window system. It was explained that due to the overhang of the roof, the upper windows do not provide much purpose or natural light for the classrooms. The Committee all agreed that they prefer to have the insulated panels, but would like to see other panel color choices (green or tan).

XI. School Building Front Door Security:

Superintendent Neviasser spoke of how the front doors are not secured at the schools excluding the High School. He recommends installation of locks and an intercom where a visitor will need to be allowed in by the front office staff. Mr. Rhodes stated the need for proximity door locks will have to be installed; a badging/proximity card system will need to become District-wide and a security camera/closed circuit television to be viewed by front office staff. He estimates \$5,600 per entrance, but to allow for a visitor to come into the vestibule doors [in case of inclement weather] there would be an additional \$1,500 cost per door and a total [project] cost of \$50,000. Committee members were in complete agreement to peruse this project.

XII. Adjournment:

Chairman Cinami adjourned the meeting at 7:11 p.m.

XIII. Tour of High School:

XIV. Recap of Tour: