

**SUFFIELD BOARD OF EDUCATION
Suffield, Connecticut**

AGENDA

“The Mission of the Suffield Public Schools is to prepare all students with the knowledge, skills and attributes required for success in a rapidly changing world”.

**Suffield Board of Education
Suffield High School Media Center
November 18, 2013
Regular Session – 6:30 p.m.**

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PUBLIC COMMENT

Provides citizens the opportunity to address the Board on any matter.

IV. SUFFIELD HIGH SCHOOL STUDENT REPRESENTATIVE

V. COMMUNICATIONS

VI. APPROVAL OF MINUTES

A. Approval of Minutes of the November 6, 2013 meeting.

VII. CONSENT AGENDA

VIII. DISCUSSION/ACTION ITEMS

A. Status of District Implementation of 2011 Blum Shapiro Findings

B. Review of October 2013 Financial Report

C. Presentation of Grade 6-12 National School Climate Inventory Results (Nov. 2012)

D. Report of Spring 2013 SHS ACT/SAT/AP Test Results

IX. REPORTS TO THE BOARD

A. Superintendent's Report

1. State School Security Grant – District Award

2. Vacancy Process School Business Manager

B. Board Chair Report

X. SUBCOMMITTEE REPORTS

A. Policy Subcommittee: Policy #1330.2 Pool Safety – 30 Day Read

B. Policy Subcommittee: Policy #6172.6 Online/Virtual Learning – 30 Day Read

XI. FUTURE BUSINESS

- Common Core State Standards – Implementation of Smarter Balanced Assessment
- Substitute Service Budget Study and Kelly Services Data
- National Honor Society – November-December 2013
- Gender Gap Writing/SRBI
- PALS Program – 2013/2014 student data and parent survey results – June 2014
- Learning Management System status – December 2013
- Educator Evaluation Plan Implementation and Plan Approval
- School Goals – School Improvement Plan

XII. PUBLIC COMMENT

XIII. ADJOURNMENT

KB/lg

Call to Order

Board Chair, Robert Eccles, called the meeting to order at 6:10 p.m. in the Suffield High School Media Center. Present: Board members Robert Eccles, Sue Porcello, Mary Lou Sanborn, Mary Roy, Scott Schneider, George Beiter, Lori D'Ostuni and Jeanne Gee; Superintendent of Schools, Karen Baldwin; Assistant Superintendent, Jim Collin, Interim Business Manager, Phil Russell and observers.

The meeting opened with the Pledge of Allegiance.

Recognition

The Superintendent congratulated Board of Education members Jeanne Gee, Mary Roy, and Bob Eccles on their re-election to the Board. She also welcomed incoming Board member, Natalie Semyanko. The Superintendent thanked out-going Board member, Sue Porcello, for her many years of service on the Board, including time spent as Board Chair, and presented her with a gift on behalf of the Board and the district. Board member Eccles added his personal thanks to Mrs. Porcello for her assistance as he transitioned to Board of Education Chair during the last few months. Board member Beiter thanked Mrs. Porcello for her welcome and help when he joined the Board. Mrs. Porcello thanked the Board and the Superintendent for the gift and for the Board's dedication to improving education in Suffield.

Public Comment

None

Communications

An email was received by the Chair and forwarded to the Superintendent regarding a non-resident issue.

Approval of Minutes

Sanborn moved, Roy seconded to approve the minutes of the October 15, 2013 Board of Education meeting amended as follows:

- Fourth bulleted item under September 2013 Financial Report sentence amended to read: "The Superintendent assured the Board that while a portion of the supply budget was frozen, we are not withholding funding for items needed, **including textbooks.**"
- Under Subcommittee Reports, Programs and Services – removed the sentence that states: "The faculty meeting at Suffield Middle School began the engagement program in preparing students for college."
- Under Subcommittee Reports, Programs & Services – change "The faculty toured the facility" to "The **Subcommittee members** toured the facility."

The motion passed with one abstention (D'Ostuni).

Consent Agenda

None

Discussion Action Items

- BlumShapiro Report

Chair Eccles gave a timeline of the BlumShapiro study (April – Proposal to combine financial management of town and school due to two retirements, June – Decision to hire Blum Shapiro, August/September – Scope of project defined with completion by the end of October with updates). BlumShapiro representative, Jeff Ziplow, stated that he had met with individuals from the school and the town to learn roles and responsibilities and to document the workflow process. Mr. Ziplow stated that shared services opportunities exist in the area of Human Resources, as well as backup for responsibilities. But there needs to be a full complement of people doing the work for efficiency. Board member D'Ostuni asked when the study results were first shared with the First Selectman and the Board of Education Subcommittee. Mr. Ziplow met with the First Selectman on 10/8 who then asked for time to consider options. Mr. Ziplow then met with the BOE Subcommittee on Shared Services on 10/24. Mr. Ziplow explained that when combined services are being considered it is predicated on cost-savings and/or efficiency being a better outcome. He stated that the Board would not see a cost savings through a shared service model involving a combined Director of Finance and he recommends that all open positions be filled in order to complete the work. Mr. Ziplow also advised the town should move in the direction of creating capacity and overlap in their human resources through thoughtful training and professional support to create a means to have multiple town employees capable of supporting the work in various areas of need. He further explained how having backup for these responsibilities would provide a better outcome, especially on the town side. Currently there is an opportunity to combine Human Resource services as the Human Resource Director position on the town side is vacant. The Town is accepting applications for the position. Several board members responded positively to pursuing shared services with Human Resources. Mr. Ziplow asserted there is a clear deficit on the Education side in the lack of an HR professional and the Superintendent has been filling in the gaps in this area of need. As the school side has more than two thirds of the employees employed by the town, it was stated that the new HR Director would need to have the capacity, motivation and interest to move the goals of the Board of Education. Chair Eccles will contact the First Selectman to discuss this possibility of HR shared services. Board member Sanborn stated that if the Board wants to pursue combining services with Human Resources, the Board should be represented in the interview process. Board member D'Ostuni asked if a document would be made available outlining what steps need to be taken and by when for the HR and backup shared services to be able to begin. Board member Schneider noted he has been asked by people about the study results and he asked when a communication would be made available. A discussion will need to be held with the First Selectman and the Superintendent before a communication is made available. There was discussion on filling the currently empty Business Manager opening in the school district. Chair Eccles stated that the only one viable applicant had been found and had subsequently removed his name from the application process when he found out there was a possibility of combining services with the town.

Board member Zawawi arrived at 6:35 p.m.

MOTION #13-66: Porcello moved, Roy seconded **that the Suffield School District will maintain an office of the Business Manager independent of the Town's office of**

the Finance Director. The Board encourages the Superintendent of Schools to fill the current Business Manager vacancy on a permanent and full-time basis as soon as practicable. The motion passed unanimously.

- School Climate Report

The Superintendent gave an overview of the School Climate Report and findings of the School Climate Committees. Spaulding Principal, Scott Dunn, and McAlister Principal, Karen Carpenter-Snow, reported to the Board on the work done in their schools by the School Climate Committees. Included in these reports were the results of a School Climate Survey sent to parents, students and staff. Highlighted in both of these reports were new programs in each school designed to acknowledge students who show respect and good citizenship. Spaulding Stars Care program is part of that school's action plans. The McAlister Way (based on Bucketfilling) program is being expanded to every area of the school including recess. In both schools, certified and non-certified staff are involved, including bus drivers and kitchen staff. Focus is on the social-emotional security of the students. The Board will hear from the middle school and high school principals on this topic at their next meeting.

Board member Beiter left at 7:30 p.m.

Board member D'Ostuni asked about teasing that takes place within friendship groups and how group dynamics and gender issues play a part in this teasing. She wondered if there was small group discussion or education at an earlier age that would prevent much of this type of teasing that takes up much of the guidance counselor's time at the middle school and into the high school years.

Board member Zawawi left at 7:47 p.m.

- Reading Overview K-12

K-12 English Language Arts Supervisor, Sophia Gintoff, presented a report on quality instruction and steps to be taken to assist students who need intervention. The Chair asked about communication with parents for those students who need Tier 1 intervention. The Superintendent stated that this subject will be discussed in more depth in the Student Programs and Services Subcommittee

- Board of Education Meeting Dates 2014

The Board reviewed a list of proposed meeting dates for 2014. A few changes were made. This list will be corrected and presented for approval at the November 18th Board of Education meeting.

Reports to the Board

- Superintendent's Report

- The first meeting of the Suffield Middle School Continuous Improvement Steering Committee was held on October 26. The next meeting is scheduled for November 19 at 6:30 p.m. in the middle school media center.

- A roofing contractor will be imaging the roof of the Large Animal Facility this week to determine where the leaking problems exist. The punch list for the LAF continues to be worked on. The RFP for the pump house went out on November 4. Bids are due on November 26 with a target date to choose a contractor of December 5.

- Chair's Report

The Board will hold elections for officers in a few weeks. Board members should be considering which subcommittees they wish to serve on. The Chair also welcomes suggestions for the make-up of subcommittees from all Board members. Subcommittees were given as Policy, Budget, Facilities, Personnel, and Student Programs and Services. There are typically 3 members on a committee.

Subcommittee Reports

- Budget – Chair Eccles reported that the Budget Subcommittee met on October 29 and reviewed the reporting of the grants budgets. A grants section has been added to the monthly financial report.
- Policy – Policy 6172.3 “Home Schooling” was placed on the table for 30 days per Board policy. Based on advice from Shipman and Goodwin, home schooling students will no longer be able to participate in extracurricular activities. Subcommittee Chair Sanborn reported that home schooled students who are currently involved in extracurricular activities in the Suffield schools will be grandfathered to be able to complete the current activities they are enrolled in. Board member Gee asked if research was done to obtain information on area schools who allow home schooled children to participate in extracurricular activities. The Superintendent indicated that since the school attorney had advised against this and the policy had been revised to reflect this advice, she had not pursued this but would be happy to do so at the Board's request. Board member Sanborn offered to assist in this project. Also being worked on are policies dealing with credit recovery and pool safety.

Future Business

- Common Core State Standards – Implementation of Smarter Balanced Assessment
- Substitute Service Budget Study Beginning August 2013
- National Honor Society – November/December 2013
- SAT/ACT/AP/PLAN Scores – November 2013
- Gender Gap Writing/SRBI
- PALS Program – 2013/13 student data and parent survey results – June 2014
- Learning Management System status – December 2013
- Educator Evaluation Plan Implementation and Plan Approval
- SRBI/Intervention Statistics
- Board of Education Meeting Dates 2014
- School Improvement Goals

Adjournment

The meeting adjourned at 9:10 p.m.

Respectfully submitted,

Lori D'Ostuni
Secretary

DRAFT

SUFFIELD PUBLIC SCHOOLS
Response to Blum Shapiro
Operational and Management Efficiency Study of March 2011

Executive Summary

The Blum Shapiro report of Operational Management and Efficiencies commenced in the fall of 2010 and concluded with a Draft Report dated March 2011. Within a window of this time frame, Suffield Public Schools experienced a major software implementation schedule that included MUNIS Financials in fiscal year 2008-2009, HR and Payroll in 2009-2010, IT Department installation of PowerSchool software in 2010 and Maintenance Department's implementation of SchoolDude in 2011. Since this implementation schedule, the school district has conducted training programs for staff in the use of these systems expanding software potential, improving consolidation and accuracy of data collection.

Mentioned in several sections of this report is the need to implement a "Procedures Manual" to provide guidelines in operational management. Prior to implementing a Procedures Manual, it is recommended the Board of Education complete Series "3000 Business & Non-Instructional Operations" of their policy manual to provide guidelines and regulations necessary for the implementation of a procedures manual.

The Human Resource Department has implemented all recommendations in the Blum Shapiro report. While the "exit interview" recommendation has been implemented by the Superintendent for certified staff members, a systemic exit interview process is still under development. MUNIS HR module training provided direction to this department on how to implement the position control system including linking all employees to specific account numbers to improve the budget development process. Tracking and encumbering all positions and stipends approved by the HR Department in the Payroll MUNIS system insures tighter financial controls when forecasting the budget status.

Improvement in employee reporting of attendance and time-keeping records occurred with the implementation of Kelly Services in conjunction with ESS (Employee Self-Service) data entry systems. Both systems provide detailed reports on absences and, for non-certified employees, hours worked. The feature in ESS of an automated data transfer process to MUNIS HR and Payroll does provide improved workflow and accuracy; ESS system does not meet time recording requirements of the Connecticut Wage and Hour laws. The school district should implement a time-record system that meets the requirements of the Connecticut Wage and Hour laws.

Implementation of MUNIS financial software has included improved controls in processing purchase orders, authorization of payments and communication with schools on the status of outstanding order. The Budget module in MUNIS (including the use of HR “position control” system) has been implemented to improve budget development. Continued training of school staff on the financial reporting capabilities in MUNIS should be considered a priority. It is also recommended the MUNIS Student Activity Module be considered to consolidate accounting systems into MUNIS to improve controls and accuracy of financial information.

Technology improvement in the past three years has exceeded recommendations in the Blum Shapiro report. The IT department has become a leader in Suffield Public Schools in implementing technology to assist in improved student learning, uniform collection of information, efficiency of process and reliability of service. Training has included “Train the Trainer” modeling to engage all staff in the use of technology in their daily work assignments. As technology demands continue to impact Suffield Public Schools it is recommended a position be added to this department with responsibility for oversight of student data implementation.

Suffield Public Schools has established clear improvement standards for all departments by providing defined expectations attained by training, continued feedback of progress, technology tools to improve analysis, improvement of financial applications and continued communication to all “stakeholders” in the district. This commitment to continuous improvement was evident by the progress attained in implementing recommendations in the Blum Shapiro report.

Introduction

Suffield Public Schools contracted with Blum Shapiro Business Consulting, LLC “ (fiscal year 2010-2011) to review the current processes and operations, confirm current technologies, evaluate core systems and functions, assess roles and responsibilities of staff, identify business process reengineering opportunities, and develop recommendations for improvements.” The report findings submitted to the Board of Education dated March 2011 were categorized in three areas:

- ✓ Operations
- ✓ Personnel
- ✓ Technology

In response to the June 30, 2013 retirement of the Business Manager and the significant budget and financial realignment that needed to be done, it seemed timely and relevant to review the district’s implementation of findings of the Blum Shapiro report. This response report analyzes all the findings and recommendations in the report and indicates the status of implementing these recommendations. There will also be areas of this report that may deviate from

Blum Shapiro's recommendation(s) in lieu of a more efficient or improved process. Deviations from the original March 2011 report will be highlighted with a detailed explanation for the reason to modify the studies recommendations.

The layout of this report will include Blum Shapiro's "Findings" and "Recommendations" by the three categories listed above with two additional categories titled "Observations" and "Implementation". "Observations" will include the current central office operations as they relate to recommendations in this report, or suggestions of improved methods while "Implementation" will indicate the status of the recommendations.

Operations

Findings

1. Stipends are manually tracked outside of the financial management system
2. Appointment Letters are typically generated for each assigned position
3. MUNIS, the financial management system, only contains information for stipends that have been paid

Recommendations

1. Develop and create a process within the financial management system to track stipend positions and payments
2. Create an electronic process for managing appointment letters

Observations

Stipends positions and payment schedules are determined based on negotiations with the Suffield Education Association and included in the teacher labor contract in Appendix B "Extra Pay for Supervisory Positions", Appendix C "Coaching Stipends" and Appendix E "Extra Remuneration for Extra Duty". Annually, the human resource department posts vacancy announcements based on these schedules and issues contract agreements. Procedures to communicate contract agreements from human resource to the finance (for encumbering in the financial system) were not done in a consistent or timely manner making it difficult to forecast accuracy of budget allocations. Payment for these positions is done at the conclusion of fall, spring and school year terms.

Workflow for stipends has been improved to include:

- Maintaining stipend information in MUNIS,
- Business Manager required to review vacancy announcements prior to posting,

- Business Manager assigns financial account numbers to ensure timely encumbering of contract obligations in financial accounting system,
- Excel spreadsheet maintained for position control and payment approvals,
- Appointment letters issued by HR department, and
- HR module linked to Payroll module for authorization and account coding of stipends.

Implementation

Prior to the Human Resource Department posting stipend vacancy announcements each school year, the business manager reviews and approves the position and amount of stipend indicated in the announcement. As employees are appointed to stipend positions, the human resources specialist generates a “Letter of Appointment” and enters the contract obligation into the MUNIS HR system authorizing MUNIS Payroll system to encumber the stipend in the financial accounting system. Payment of the stipend is done upon review and approval of the supervising school administrator.

Timely approval and encumbering of stipends by the business office has improved forecasting of budget to stipend contract costs.

Findings

1. Overtime payroll processing lacks monitoring and oversight
2. Reconciliation between a substitute teacher and a teacher’s absence is not consistently performed

Recommendations

1. Implement overtime payroll processing monitoring and oversight procedures
2. Enhance Payroll and Time & Attendance procedures

Observation

The Employee Self-Service (ESS) system implemented in 2010 is accessible to all employees from work or home and is used by employees to record total hours worked per day, overtime, illness, vacation or other authorized absence from work. School secretaries verify employee work hours and forward the report to principals and/or immediate supervisors for review and approval. Next, the ESS calculations are linked to MUNIS Payroll for processing paychecks and entering time-off in appropriate code categories.

Although the ESS system streamlines processing payroll by automating data entry of work hours, it does not meet the legal requirements of the Connecticut Wage and

Hour Regulations – Section 31-60-12 for non-exempt employees requiring employees to record time they begin work, leave for lunch, return from lunch and leave for the day (In-Out – In-Out).

An automated substitute tracking system was implemented in 2012-13 contracting Kelly Services to report absences for all employees and provide employee substitutes when required. Kelly Service employee absence reports do not link to MUNIS HR so employees are required to enter the reason (through a code number) for their absence in the ESS system which does link information to MUNIS Payroll employee attendance records.

This type of dual entry relies on employee's to correctly enter reason for absence in two separate systems. To ensure timely recording of absences, school secretaries analyze Kelly Service and ESS reports on a regular basis identifying any discrepancies in reporting.

Implementation

To enhance review of employee absences' it is recommended school secretaries monitor employee's data entry in ESS on a weekly basis for accuracy. Discrepancies in reporting of absences is corrected by school secretaries and entered into the ESS system. Human resources does verify accuracy of dual reporting by comparing absence reports from Kelly Services with ESS absence reports correcting the MUNIS HR and Payroll records when necessary.

Employees who consistently fail to enter attendance information in ESS should be reported to the Human Resource department for review and training in the system.

Procedures for improving overtime controls for non-certified employees should be strengthened by:

- Allocating overtime accounts to each location,
- Requiring principals/supervisors remain within overtime budget allocations,
- Expanding accounting codes in MUNIS and linking ESS reporting codes to proper MUNIS accounts,
- Requiring immediate supervisor to provide written explanations for repetitive overtime payments to individual employees,
- Human resource and payroll review time and attendance records for accuracy, and
- The business manager review monitoring employees working consistently beyond their work schedule.

A procedure to control overtime in the maintenance department was implemented at the end of fiscal year 2013 requiring the director of maintenance authorize overtime for employees he supervises only for emergencies, snow removal, or outside use of buildings. To control overtime costs, the director of maintenance has

been charged to remain within the reduced overtime budget allocations (\$30,000 to \$15,000).

It is recommended when developing the 2014-15 budget, this same procedure of allocating non-certified overtime accounts to each location requiring principals and/or supervisors to remain within budget allocation will increase accountability in this area. Transferring responsibility to supervisors to control and maintain overtime costs will require over-sight by a supervisor and eliminate employees from determining when to work overtime.

Another method to reduce paying overtime costs for clerical and instructional aide positions is to authorize compensatory time-off in lieu of overtime payments as approved by the supervisor. This procedure of eliminating overtime payments must be reviewed in conjunction with labor agreements to determine if compensatory time can be implemented and the impact it will have in school operating schedules.

Findings

1. Student Activity (SA) Funds Processing Is Inconsistent
 - a. Documented policies and procedures do not exist
 - b. The Purchasing process is sometimes by-passed using the SA accounts
 - c. All Schools, except for the High School, are depositing private grant monies received from local or civic organizations in the Student Activity Funds
 - d. SA Funds are tracked using different systems outside of the MUNIS financial management system

Recommendations

1. Develop a Student Activity Fund policies and procedures manual
2. Discontinue bypassing the Purchasing process by using the SA accounts to procure operating and/or grants goods and services
3. Deposit Private Grant funds received from local and/or civic organizations into School District educational grant funds
4. QuickBooks software used to maintain the Student Activities should be configured with tighter controls

Observations

Suffield's Board Policy Book (Series "3000 Business & Non-Instructional Operations" Sub-section 3453-3455) establishing policy in the operation of School Activity Funds, Unexpended Class Funds, Gate Receipts and Admission and High School Concession Stand has not been adopted by the board of education. Prior to

the development of a procedures manual as recommended in the Blum Shapiro report it is essential board policy be adopted.

The business office authorized “petty cash” funds for each school allowing limited purchasing of supplies eliminating the use of student activity funds for this purpose. For controls on types of expenditures processed through this fund reimbursement to the “petty cash” is reviewed by the business office. It is recommended a board policy governing the establishment and amount of petty cash funds (Series 3000 – 3451) be approved to support the oversight of these funds.

Student Activity bank reconciliation reports are submitted monthly to the business office for review. The high school is the only school submitting a Trial Balance report indicating clubs and activities with cash balance status. A review of the high school student activity report indicated some activities do not meet the definition of student activity and should be segregated into a separate fund accounting system.

Implementation

Suffield Board of Education has not adopted a Purchasing Procedure (Series 3000 – Sub-section 3321-3326) that would provide policies to document and process payments for goods and services through Student Activity Fund Accounts. To create uniform expectations in purchasing goods and services, it is recommended a policy be reviewed and adopted followed by procedures implemented by the business office. A policy governing bidding procedures (Series 3000 – Sub-section 3320) has been adopted and does apply to purchases for extra-curricular school activities and for purchases by organized student groups.

The business office implemented QuickBooks software in all schools to maintain student activity records creating a consistency in student activity records. On a monthly basis the schools reconcile their student activity checking accounts forwarding financial information to the business manager for review and approval. It is recommended the schools provide a “Trail Balance” report (see high school report) identifying clubs and activities comprising student activity funds to determine if any activity should be segregated into another fund (i.e. grants, gifts, use of building).

To date, the business office has not developed a procedure manual to provide guidance and controls on the effective methods to maintain student activity funds. It is important a procedure manual be developed to comply with Suffield’s Board of Education Policy Manual. This manual should include (but not be limited to) the following content:

- Definition and Purpose of Activity Funds
- Responsibility for Activity Funds
- Banking Practices and Procedures
- Receipt of Cash and Checks

- Deposit of Funds
- Returned Checks and Redeposit
- Purchasing Procedures
- Petty Cash
- Immediate Need Checks
- Faculty Funds
- State and Local Taxes
- Records Retention
- Unexpended Class Funds
- Fund Raising/Sales Activities
- Transfer of Funds Between Activity Accounts
- Theft of Funds
- Forms and Reports
- Athletics
- Internal Audits

A further recommendation to improve controls in student activity accounting is to purchase the MUNIS SA accounting module and install it in the business office and school offices responsible for maintaining student activity accounts. It is further recommended the schools maintain responsibility for procedures and deposits of cash and checks into the MUNIS SA system while issuing of accounts payable checks be transferred to the business office. This type of uniform accounting and control of student accounts will:

- Create segregation of duties reducing the possibility of fraud,
- Allow uniform accounting and report generation to supervisors of student activity funds,
- Ensure purchasing policies and procedures are adhered to,
- Improve the overall review of student activity funds by the business manager, and
- Reduce bank statements from four to one bank statement.

Implementing this recommendation will have a direct impact on workload in the business office requiring a study to determine if additional personnel may be needed (on a part-time basis).

Findings

1. Purchasing procedures have not been implemented consistently within the school district

Recommendations

1. Create a standard purchasing approach for all schools to follow
2. Restructure the BOE chart of accounts to support more detail for specific accounts within the schools

Observation

The Suffield Board of Education has not adopted a Purchasing Procedure (Series 3000 – Sub-section 3321-3326) that would provide policies to document and process payments for goods and services through appropriation, grant and other fund accounts. To create uniform expectations in purchasing goods and services, it is recommended a policy be reviewed and adopted followed by procedures implemented by the business office. A policy governing bidding procedures (Series 3000 – Sub-section 3320) has been adopted.

MUNIS requisition and purchasing system has been fully implemented aligning purchasing, monitoring and tracking of orders. Purchases orders are processed and mailed directly to vendors from central office. All schools are required to use the on-line receiving capabilities within MUNIS to approve receiving and authorize payment of invoices. To eliminate school office from maintaining separate record keeping systems for purchase orders and account balance history, it is recommended the accounts payable supervisor conduct training on the MUNIS financial report system.

The business office authorized “petty cash” funds for each school allowing limited purchasing of supplies eliminating the use of student activity funds for this purpose. For controls on types of expenditures processed through this fund reimbursement to the “petty cash” is reviewed by the business office. It is recommended a board policy governing the establishment and amount of petty cash funds (Series 3000 – 3451) be approved to support the oversight of these funds.

Expenditure accounts (org. level) has been implemented in the MUNIS accounting system providing school principals to expand tracking of expenditures by grade level and program.

Implementation

Implement a district purchasing procedure encompassing the guidelines in Board Policy and expanding regulations to include (but not limited to):

- Requisitions
- Purchase Orders
- Bid Requirements
- District-wide procurements
- Sole Source Procurement
- Receiving procedures
- Emergency Purchases
- Order Status

- Payment Procedures
- Documented Encumbering
- Fixed Assets
- Surplus Property

Connecticut State Statute will require the implementation of a “uniform chart of accounts” in the 2014-15 fiscal year and all school districts will be faced with the challenge of restructuring accounting systems to meet this law. Expectations of the new account code system to enhance and add several new levels to the account number structure will provide expanded definitions of school district purchases.

Enhance training of school secretaries in financial reports available in the MUNIS accounting system to eliminate dual record keeping systems. Financial information located in one data source improves accuracy and enhances the workflow process.

Findings

1. Interviewees Perception is the Work Order Requests are not Processed timely
2. Work Order requests must be entered for “everyday” items
3. Custodial work performed in some of the Schools does not meet the District’s quality standards

Recommendations

1. Evaluate Work Order Processing and the District’s Standards for Quality
2. Establish written guidelines for the expectation of high quality Custodial work in each of the schools

Observation

When the Blum Shapiro report reviewed the use of SchoolDude work orders module, the software had recently been purchased and training of staff was ongoing. Currently, staff has been trained on the type of repairs and services that meet the criteria of the work order system. Another stated concern was notification to staff on the status of work orders. By checking the appropriate box in the work order software system an email report is generated indicating status of the work order.

The March 2011 report also stated “within 8 months of using system, 1,700 work orders had been submitted”. Review of the cause for this number of work orders indicated Suffield allowed staff to submit requests for central warehouse delivery of supplies, all cleaning, maintenance and repairs to buildings requests and moving of equipment. This expanded use of the system impacted the number of work orders tracked in the system.

E-Chalk calendar software used to schedule school building usage was replaced with SchoolDude's "Use of Building" module. Invoicing outside organizations formally accomplished by typing invoices is now linked to MUNIS Accounts Receivable system.

Concern with the use of "green" cleaning products (replacing cleaning solvents not allowed under the recently enacted regulations) has created issues in many school districts. Since the initial requirement to replace cleaning agents (e.g., bleach, ammonia, Lysol) with qualified "green" cleaning products, more companies have entered the market providing a large variety and improved pricing of these products.

The Director of Maintenance does maintain "Standards for Cleaning" and bases employees' review using this method.

Implementation

SchoolDude is a modular software system comprised of four major components (Maintenance, IT, Facilities and Energy). Suffield purchased and implemented three modules:

- Maintenance Direct – provides work order tracking and status reports
- IT Direct – "help desk" ticketing system
- Facilities Direct – provides "use of building" calendar schedules

Implementation of SchoolDude has improved efficiency and communication in the Maintenance and IT departments with school and central office staff.

Findings

1. Limited Documented Accounting Policies and Procedures Exist

Recommendations

1. Develop and Document Internal Accounting Standards for Central Office

Observations

The Board Policies and Regulations Manual, Section – 3000 Business and Operations lists about 200 policies and regulations with only 27 approved by the Board of Education. As recommended previously in this report, Business and Operations policies and regulations should be implemented to provide structure for writing procedures for the business office.

The business office has not implemented Accounting Policies and Procedures as recommended in the Blum Shapiro report.

Implementation

The school district should contract with CUBE to assist in implementing Board Policy and Regulations in the 3000 Business and Operations section of the Board of Education Policy manual.

Development of accounting procedure guidelines documenting standards and protocols should be implemented to include (but not limited to) the following categories:

- Introduction
- Accounting Structure
 - Financial Management System
 - Financial Reporting
 - Accounting for Grants and Programs
 - Chart of Accounts
 - Cash and Bank Reconciliation
 - Budget Development
 - Capital Improvement Plan
 - Human Resources
 - Purchasing Requirements and Processing
 - Accounts Payable and Expenditures
 - Payroll Requirements
 - Transportation
 - Student Activity

Similar to the structure of the Board of Education Policy Manual, this work could be implemented by categories (see above list) based on a time-line. It is recommended the Budget Development section receive priority followed by the Financial Reporting section. The remaining sections of the procedure manual should be implemented in conjunction with board approval of the 3000 Series – Business and Operations.

Personnel

Findings

1. The School District lacks a Human Resources Manager

Recommendations

1. Create a Human Resources Managers Position

Observation

The March 2011 report recommending replacing the existing position with an experienced HR Manager may improve knowledge of personnel in this department, but the Suffield Public Schools took steps to reorganized central office improving work- flow and responsibility in the human resource department. The current human resource specialist is responsible for procedures, electronic data processing in the MUNIS Human Resource module, coordination of vacancy and hiring practices and overall responsibilities of the human resource department. Administrative functions in human resources shared by the superintendent of schools and the business manager include:

- Employee evaluations,
- Compliance with state and federal labor laws,
- Grievances, performance and conduct issues, and
- Labor negotiations.

Recognizing the need to improve the human resource secretaries' knowledge in human resource procedures, the administration required this position attend human resource certification programs. Additional training in the MUNIS HR module to improve employee's automated recordkeeping was also provided to this department and the payroll department. Since the initial report, the human resource department has fully implemented:

- Automated employee time reporting (ESS) for payroll processing,
- Applitrack software to automate job applications,
- Contract with Kelly Services to monitor teacher substitutes and absences,
- Entering employee certification and education information into MUNIS HR,
- Monitoring sick and/or vacation time in MUNIS HR,
- Monitoring vacancies,
- Aligning human resources and payroll records to improve accuracy, and
- Implementation of a district Hiring Procedures Manual.

Implementation

Suffield has reorganized central office combining and sharing functions among school administration. One example is the Assistant Superintendent of Schools who is responsible for curriculum development, and special education services. This unique model implemented in Suffield due to limited resources has proven to be very effective. A similar opportunity to hire a new business manager in central

office with personnel, labor relations and information systems responsibilities would improve central office workflow.

Assigning human resource administrative responsibilities and establishing coordination among payroll, human resources and school offices to the business manager's responsibility will improve continuity and over-sight of human resources functions in the areas of:

- Coordinating information between human resources and payroll departments,
- Position controls as approved by the board of education,
- Review and approval of vacancy announcements,
- Non-certified employee training initiatives,
- Implementation of non-certified evaluation process, and
- Labor negotiations including monitoring of federal and state wage and hour laws.

This type of clearly defined shared administrative assignments will add expertise, improve communication and enhance financial controls in the business, payroll and human resource offices.

Position control software in MUNIS is currently being implemented for use during the 2013-2014 budget development process. It should be noted that the superintendent of schools conducts exit interviews for certified staff. The HR department does some exit interviews for non-certified staff, but it is recommended a consistent process for exit interviews be implemented.

Technology

Findings

1. The IT Department is Comprised of Eight Individuals Supporting Various IT Functions and Schools
 - a. Central Office 4 FTE
 - b. Each School has one Computer Technology Assistant
 - c. Special Education has one.... Computer Technician
 - d. MUNIS technical and database administration... supported by Town
2. Current IT Operations Hinders Integration and Communication with all Related IT Department Personnel
3. Technology Assistants within School District are not familiar with key hardware/software
4. IT Department struggles to support users' needs
5. Details of IT initiatives not clearly communicated to staff and administrators

6. Current email system impacts internal operations and efficiency of the School District
7. Lack of training on key technologies impacts user productivity

Recommendations

1. Realign the Current IT Organizational Structure to Enhance the Oversight, Coordination and Direction for all IT Initiatives and Services
 - a. IT Director needs to develop departmental standards and guidelines
 - b. Realign the Technology Assistants into the current IT organizational structure
 - c. Realign the Special Education Computer Technician into the current IT organizational structure
 - d. Create an IT Steering Committee
2. Implement a Structured Training Program
3. Consider a “Shared Services” Model for IT and HR Functions
 - a. Merge Town IT and HR departments with School District IT and HR departments
 - b. Develop Standard Operating Procedures (“SOP”) for shared services between Town and School District

Observation

The IT department conducted an extensive review of its organizational structure and concluded in order to enhance efficiencies and process would require:

- Combining special education and regular education repairs and “help-desk” services through SchoolDude tracking application to improve user communication,
- Consolidate four Technical Assistances to two positions would reduce redundancy and eliminate “silo” management systems,
- Implementing a remote response for repairs and user support would enhance performance of the full-time Computer Technician position, and
- Analysis of IT department services concluded the Systems Administrator and Network Administrator had overlapping responsibilities.

Currently, the System Administrator position has not been filled while the district further evaluates the effectiveness of the department structure. It may be preferable to replace this position with an Application Support Specialists, which is defined in this report.

Standards and guidelines have been implemented which align with State of Connecticut Technology and district Strategic Plans. An Instructional Leadership team has been created (instead of an IT Steering Committee) to provide guided leadership and “best practice” modeling as it relates to instructional technology.

Lead teachers and key stakeholders were identified to provide “Train the Trainer” structured training programs to staff. Instructional software training has been formalized to include monthly training programs, provide continuous understanding and implementation of all school software applications.

The current email system was updated to Microsoft Exchange to enhance communication and efficiencies as well as data retention expectations as required in data retention regulations.

A review of shared services with the Town of Suffield in IT and HR departments was conducted. No formal action to combine services was taken by the Town or Board of Education.

Implementation

The IT department aggressively implemented many of the findings in the Blum Shapiro report including improved training, reorganization of the department, efficiencies in reporting and following-up on computer repairs and services, structured implementation of instructional and administrative software and improved support for all staff in the Suffield Public Schools.

Findings

1. Casual users have limited knowledge of MUNIS reporting capabilities
2. MUNIS Financial Application Is Not Fully Utilized

Recommendations

1. Review current access-levels and develop security model for users
 - a. Implement appropriate security levels for inquiries, reporting and information
 - b. Develop a MUNIS training approach and program
 - c. Eliminate Excel subsystems
 - d. Fully Implement MUNIS Budgeting Module
 - e. Re-Implement portions of the HR module
 - f. Implement the Accounts Receivable Module
2. Evaluate integrating the Applitrack software with MUNIS
3. Create a MUNIS User Group Committee to Promote and Enhance Software Utilization

Observation

Although IT departments usually provide technical support, it is unusual for this department to be responsible for the implementation of financial and human resource functions, employee training in financial systems and evaluation of existing human resource software. Findings indicated in this section of the report outlining improve financial and human resource software should be included in the duties and responsibilities of the school business manager while technical requirements for operating MUNIS software remain in the IT department.

It is desirable that MUNIS systems be used for as many functions as possible, but there are situations requiring Excel subsystems providing information not easily accessible or available in the MUNIS accounting system. To reduce redundancy and ensure accuracy of data the business manager should approve use of these sub-systems.

Again, this is an opportunity to expand the business manager's responsibility for all financial responsibilities of the school district including understanding and implementing potential data elements imbedded in the MUNIS human resource/financial accounting systems, training of employees on the MUNIS systems and providing input on updating data collection systems.

Applitrack employment application software does not integrate with MUNIS.

Implementation

"Ownership" to implement and maintain financial and human resource accounting systems should reside with one central office administrator to improve communication and coordination to maintain and improve MUNIS systems. Coordinate all financial and human resources software applications under the business manager's job responsibilities for implementing all the potential in these systems, ensure consistency in financial and human resource procedures, review accuracy of data maintained in the human resource and payroll modules and approve Excel sub-systems necessary to enhance collection of information of the school district.

Contracting with MUNIS to provide employee training in all financial and human resource modules should be continued. Rather than establishing an internal user's group it is recommended the business manager research school districts fully utilizing the potential of MUNIS and organize an external school district based user's group. Expertise from other school districts that have implemented MUNIS will provide information of enhancement to be considered in Suffield.

Another example of a “user’s group” coordinated and conducted by area school districts is the “Power School User’s Group” organized to assist one another in implementing Power School software.

Note: North Haven Public Schools business office utilizes MUNIS accounting and human resource applications and would be an excellent resource for sharing experiences with implementation of Student Activity, Accounts Receivable and Position Control MUNIS modules.

Findings

1. Lack of a PowerSchool System Owner Has Impacted the Implementation of the Software
2. PowerSchool not fully Integrated with other Key Applications
3. Limited Formalized PowerSchool Training Programs Exist for Users

Recommendations

1. Create a PowerSchool User Committee to Provide and Promote Implementation Guidance and Support
2. Implement a Structured Training Program for PowerSchool

Observation

PowerSchool was a recently acquired software module when the March 2011 report was prepared. Under the direction of the IT Director, Power School has been implemented and supported in the schools with staff training, data entry standards, increased utilization, community engagement and portal enhancements.

Improved use by students and parents include usage indicators of:

- 87% of parents are enrolled in the ParentPortal
- 100% of students grades 8-11 enroll in course requests electronically via the student portal
- Students access system to monitor grades and attendance

Lead teachers were created and key stakeholders identified to provide “Train the Trainer” structured training programs to staff. Secretaries were assigned “school-level” function roles to coordinate the day-to-day operations in Power School. Continuous improvement opportunities included:

An improvement plan for teachers, administrators and district faculty to become engaged in a learning community identified:

- Opportunities for all professional staff and administrators to become engaged in a learning community that continues to evolve,
- Job embedded professional learning,
- Establishment of partnership capacity-building structures and processes that assure sustainability,
- 2012-2013 Professional Learning calendar,
- Strengthening of systemic work, and
- Clear vision, trust and support from change initiators.

Implementation

The IT Director should maintain overall responsibility for implementation, software upgrades, and training in instructional software applications. To support expanding use of instructional software, it is recommended an Application Support Specialist position be employed under the supervision of the IT Director. Responsibility for this position would include:

- Assist in operability of district applications,
- Assist schools with opening and closing initiatives of schools (e.g., schedules, attendance, report cards),
- Align data collection with State of Ct. initiatives and regulations,
- Maintain and update software to provide a consistent database including enrollment, transportation, attendance and other related student information,
- Create and save queries and filters for the efficient retrieval of commonly requested student information,
- Determine initiatives that can be embedded in Power School to improve workflow efficiency,
- Support “Train the Trainer” model to provide continuous improvement in use of numerous instructional software applications, and
- Support data collection for implementation of Inform - student performance indicator application.

**SUFFIELD PUBLIC SCHOOLS
STATUS OF DISTRICT RESPONSE TO
OPERATIONAL AND MANAGEMENT EFFICIENCY
STUDY – MARCH 2011**



**PRESENTED BY:
DIANE RAYMO, EDUCATION BUSINESS CONSULTANT**

NOVEMBER 18, 2013

INTRODUCTION



- Timely and relevant in light of current vacancy in Business Manager role.
- Timely and relevant due to interest in shared services in Human Resources role.
- Confirm existence of improved policies, practices and procedures in business, human resources and technology.
- Reinforces and confirms systemic continuous improvement effort underway in the district.

BACKGROUND



In the 2010-2011 fiscal year, Suffield Public Schools contracted Blum Shapiro to review:

- The district's current processes and operations.
- Confirm current technologies.
- Evaluate core systems and functions.
- Assess roles and responsibilities of staff.
- Identify business process reengineering opportunities.
- Develop recommendations for improvements.

BUSINESS OPERATIONS



Findings

1. Stipends are manually tracked outside of the financial management system.
2. Appointment letters are typically generated for each assigned position.
3. MUNIS, the financial management system, only contains information for stipends that have been paid.
4. Overtime payroll processing lacks monitoring and oversight.
5. Reconciliation between a substitute teacher and a teacher's absence is not consistently performed.

Recommendations

1. Develop and create a process within the financial management system to track stipend positions and payments.
2. Create an electronic process for managing appointment letters.
3. Implement overtime payroll processing monitoring and oversight procedures.
4. Enhance Payroll and Time & Attendance procedures.

BUSINESS OPERATIONS



Observations

- Stipend positions and payment schedules are determined based on negotiations with the SEA.
- Annually the HR dept. posts vacancies based on contract schedules and issues contract agreements.
- Communicating contract agreements from HR to the Finance dept. were not done consistently making it difficult to forecast budget allocations accurately.
- Payment for these positions is done at the conclusion of fall, spring and school year terms.

Implementation

- The Business Manager reviews and approves positions and stipend amounts prior to HR posting the vacancies.
- When employees are appointed to a position, HR generates a “Letter of Appointment” and enters information into MUNIS HR system authorizing MUNIS Payroll to encumber the stipend.
- Payment is done upon review and approval of the supervising school administrator.
- Timely approval and encumbering of stipends has improved forecasting of budget to stipend contract costs.

BUSINESS OPERATIONS (continued)



Observations

- The Employee Self-Service (ESS) system is accessible to all employees from work or home.
- ESS is used to record hours worked per day, overtime, illness, vacation and other absence from work.
- School secretaries verify employee hours and forward report to principals and/or supervisors for approval.
- ESS calculations are linked to MUNIS Payroll for processing paychecks and entering time-off.
- ESS does not meet legal requirements of the Connecticut Wage and Hour Regulations for non-exempt employees.
- A substitute tracking system contracted by Kelly Services provides tracking for reporting absences and providing substitutes, but those reports do not link to MUNIS HR so employees must enter reason for absence in MUNIS.

Implementation

- School secretaries are to monitor employee's data entry in ESS on a weekly basis. (discrepancies are corrected by secretaries)
- HR verifies accuracy of dual reporting between ESS and Kelly Services. (correcting in MUNIS when necessary)
- Employees consistently failing to enter information in ESS should be referred to HR for review and training in the system.
- Implement procedures to improve overtime controls for non-certified employees.
- Procedures to control overtime costs have been implemented in the Maintenance dept. and are in development for other depts.

BUSINESS OPERATIONS



Findings

1. Student Activity (SA) Funds Processing is inconsistent.
 - a. Documented policies & procedures do not exist.
 - b. The purchasing process is sometimes by-passed using SA accounts
 - c. All schools, except for SHS, are depositing private grant monies from local/civic organizations in the SA funds.
 - d. SA funds are tracked using different systems outside of MUNIS.
2. Purchase procedures have not been implemented consistently within the school district.

Recommendations

1. Develop a SA fund policies and procedures manual.
2. Discontinue bypassing the purchasing process by using the SA accounts to procure operating and/or grants, goods and services.
3. Deposit private grant funds into school district educational grant funds.
4. QuickBooks software used to maintain the SA should be configured with tighter controls.
5. Create standard purchasing approach for all schools.
6. Restructure the BOE chart of accounts to support more detail for specific accounts.

BUSINESS OPERATIONS



Observations

- Suffield's Board Policy Book, Series "3000 Business & Non-Instructional Operations" establishing policy in the operation of SA funds, etc. has not been adopted by the Board of Education.
- The Business office authorized "petty cash" funds for each school allowing limited purchasing of supplies eliminating the use of SA funds for this purpose.
- SA bank reconciliation reports are submitted monthly to the Business office for review.
- The high school is the only school submitting a Trial Balance report indicating clubs and activities with cash balance status.

Implementation

- It is recommended a policy be reviewed and adopted by the Board of Education followed by procedures implemented by the Business office.
- A policy governing bidding procedures has been adopted and applies to purchases for extra-curricular school activities.
- The Business office implemented QuickBooks software in all schools to maintain student activity.
- Schools reconcile SA checking accounts monthly and forward the information to the business manager.
- A "Trial Balance" report is recommended to be done for every school.
- Develop a procedure manual to provide guidance and controls on effective methods to maintain SA funds in compliance with Suffield's BOE policy manual.
- Purchase a MUNIS SA accounting module.

BUSINESS OPERATIONS (continued)



Observations

- The BOE has not adopted a purchasing procedure that would provide policies to document and process payments.
- MUNIS requisition and purchasing system has been fully implemented aligning purchasing, monitoring and tracking of orders.
- Expenditure accounts have been implemented in MUNIS.

Implementation

- Implement a district purchasing procedure encompassing the guidelines in Board policy.
- CT state statutes will require implementation of a “uniform chart of accounts” in fiscal year 2014-15.
- Enhance training of school secretaries in financial reports available in MUNIS.

BUSINESS OPERATIONS



Findings

1. Interviewees perception is the Work Order Requests are not processed timely.
2. Work order request must be entered for “everyday” items.
3. Custodial work performed in some of the schools does not meet the districts quality standards.
4. Limited documented accounting policies and procedures exist.

Recommendations

1. Evaluate Work Order processing and standards of quality.
2. Establish written guidelines for expectations of high quality custodial work.
3. Develop and document internal accounting standards for Central office.

BUSINESS OPERATIONS (continued)



Observations

- SchoolDude was relatively new and training of staff was ongoing.
- E-Chalk calendar software replaced with SchoolDude's "Use of Building" module.
- The cost of "green" cleaning products has improved.
- Director of Maintenance maintains "Standards of Cleaning" and bases employees' reviews using this method.
- Business and Operations policies and regulations should be implemented to provide structure for writing procedures for the Business office.

Implementation

- Suffield Schools has implemented 3 modules of SchoolDude: maintenance, IT Direct, and Facilities Direct.
- Suffield Schools should contract with CABB to assist in implementing Board policy and regulations in the 3000 Business and Operations section of the policy manual.
- Develop accounting procedure guidelines documenting standards and protocol.

PERSONNEL



Findings

1. The school district lacks a Human Resource manager.

Recommendations

1. Create a Human Resource manager position.

PERSONNEL



Observations

- Suffield Public Schools reorganized the central office improving work-flow in the HR department.
- With additional training the HR department has fully implemented automated recordkeeping processes.

Implementation

- Reorganization of central office has allowed for combined and sharing functions among school administration.
- Assigning human resources administrative responsibilities and establishing coordination among payroll, HR and school offices to the Business manager's responsibility will improve continuity and over-sight.

TECHNOLOGY



Findings

1. The IT dept. is comprised of 8 individuals supporting various IT functions and schools.
2. Current IT operations hinders integration and communication with all related IT dept. personnel.
3. Technology assistants are not familiar with key hardware/software.
4. IT dept. struggles to support users' needs.
5. Details of IT initiatives not clearly communicated.
6. Casual users have limited knowledge of MUNIS and financial application not fully utilized.
7. PowerSchool not fully integrated with other key applications.
8. Limited formalized PowerSchool training programs exist for users.

Recommendations

1. Realign current IT organizational structure to enhance oversight, coordination and direction for all initiatives and services.
2. Implement a structured training program.
3. Consider a “shared services” model for IT and HR functions.
4. In MUNIS review current access-levels and develop security model for users.
5. Evaluate integrating the Applitrack software with MUNIS.
6. Create a MUNIS and PowerSchool users group committee to enhance utilization.
7. Implement a structure training program for PowerSchool.

TECHNOLOGY



Observations

- IT dept. conducted a review of its organizational structure.
- Standards and guidelines have been implemented in alignment with State of CT technology and district strategic plans.
- The email system was updated to provide better communication.
- A review of shared services the Town in IT and HR departments was conducted.
- PowerSchool was recently implemented and training has been provided to staff.
- Lead teachers were created to provide training.

Implementation

- IT has implemented improvements in training, reorganization of the department, greater efficiencies in reporting and follow-up on computer repairs and services and improved support for staff.
- Financial and HR accounting systems with business manager's responsibilities.
- Contracting with MUNIS to provide staff training should be continued.
- The IT director should maintain overall responsibility for implementation, software upgrades and training in software applications.

**Suffield Public Schools
Financial Status Report
As of October 31, 2013**

Attached please find the financial reports for the period ending October 31, 2013 for the General Operating Budget and the Federal and State Grants. The monthly financial summary of the Health Insurance Fund and the Food Service Fund are updated as of September 30, 2013.

The financial position of the realigned budget is continually improving as the administration deals with the six projected deficit areas of the budget.

The six budget categories driving the deficit are:

- Health Benefits
- Transportation (Special Ed)
- Tuition(Out-of-District placements)
- Food Services
- Substitute Services
- Electricity

The administration has immediately put a plan into place to reduce the impact of these budget shortfalls with some incremental progress evidenced through this month's financial report. The detail of these gains is described below by major expenditure category.

Salaries – The impact of not filling certain vacancies and/or delayed hiring has positively improved the financial position of the budget. Central administration continues to work closely with building principals to evaluate emerging needs related to student programming and paraprofessional(s) need. At Spaulding, one full-time, specially trained, paraprofessional has been hired to work in the pre-school program effective November 14, 2013.

Benefits – The Health Insurance account was projected to have a deficit of \$256,655 however; the delay in the implementation of Affordable Health Care Act will save the district \$25,000. In addition, the cost of the Board's share of H.S.A. deductible was less than expected and will result in approximately \$18,000 in savings. The monthly premium payment made by the Board is based on employee contract count, and we continue to monitor the impact of staff turnover on this account. It is anticipated that staff turnover will eventually result in a positive impact on the bottom line of this account. The vacancies discussed above in the salaries section have contributed a small savings in the Health Insurance account. At this time we are projecting a deficit in this account at \$204,244.

The Workers Compensation account is projected to be in deficit by approximately \$55,934 due to unanticipated "Second Injury Fund" charges by MIRMA. Based on this information, the Unemployment Compensation account is estimated to be over expended by \$28,262. The district received notification of this charge this week, and I am scheduling a meeting with our account representative to determine whether terminated employees continue on benefits.

Professional Services – One of the accounts in this series is the Substitute Services account where we contract with Kelly Services to provide our Substitute Teachers and Paraprofessionals to cover staff absences. The Assistant Superintendent has worked with Building Principals, and Special Education Supervisors to review paraprofessional assignments focusing on covering the 1:1 assignments and providing substitute service as necessary. This practice has been in effect since October 28, 2013. Overall, by strengthening controls and working with all stakeholders to address needs, we have realized \$41,022 in savings in the first nine weeks of school.

The Purchased Services account contains a new contracted service for Nursing Services for a special needs student. This unanticipated cost is projected to be approximately \$40,000. There is no projected deficit in the other accounts, however, legal services presents a difficult forecasting dilemma due to an outstanding litigation issue currently in court. Our legal costs will be more easily analyzed as the case comes to a close.

Transportation/Tuition Services – Decisions on all of the out-of-district special education placements have been completed. Accordingly, tuition and transportation costs have been identified and entered into the financial information system. Combined with our projected excess cost reimbursement from the State, we are now projecting a smaller deficit in these accounts. The use of third party transportation carriers will also continue to save additional dollars each month.

Our new projection in these accounts, based on a 70% Excess Cost Reimbursement rate, is a combined deficit of \$122,294.

Other Purchased Services – The operating budget provides a subsidy of \$48,935 to the School Lunch Program to cover the rising cost of running the operation. Last year, the revenues fell short by an additional \$38,000. We are projecting a similar deficit this year. A comprehensive review of the operations to develop a strategy to increase revenues, reduce expenditures and make the program more efficient is occurring in tandem with the collective bargaining process. The new breakfast program at McAlister Intermediate School is running without the need for additional labor hours which should help the bottom line in this account. In addition, two hours of labor have been cut at one of the schools. It will be several months before we will see the impact of these changes.

Another account in this group is for Athletic Facility Fees and pays for our high school swim teams to practice and compete at the Windsor Locks high school pool. The increased fee has contributed to the deficit in this account. In previous years, and at the start of this school year, the district utilized the Suffield Academy pool free of charge.

Supplies and Materials – At present all supply accounts are frozen at an eighty-five percent spending level. This action will allow us to lower the overall deficit by \$69,606. Also in this account group are the electricity accounts. As October 30th we have saved \$17,889 in electricity with more planned savings to come. The large scale capacitors have been installed but the results of that action will not be realized fully until the November invoice. Administration is awaiting confirmation of a meeting with Powerpoint Energy to discuss their original savings projections, and a meeting with CL&P to discuss the demand charges. Pending these meetings and the receipt of the November invoice a Facility sub-committee meeting can be arranged to review the work to date and meet with representatives from Powerpoint Energy and CL&P.

Equipment – The equipment accounts have all been frozen at an eighty-five percent spending level, again to help offset the projected overall budget deficit. In an effort to support the upcoming digital pilot and Smarter Balanced Assessment testing simulations, the Technology Department is making hardware purchases. Additionally the Facilities Department is purchasing equipment to prepare for the winter season. Some technology equipment has been released. The remaining balances will reduce the deficit accounts by \$10,083.

Dues and Fees – There is no projected surplus or deficit in these accounts.

State and Federal Grants -- This report contains state and federal grants and private grants received by the Suffield Public Schools. Each grant has specific spending criteria as stipulated under state funding requirements. Where appropriate accounts labeled as carry-over funds represent second year balances in federal two-year grant allotments. These funds must be expended by the end of this fiscal period or they will revert to the State Department of Education. Two additional columns have been added to this report to further explain the use of funds through to the 2014-2015 fiscal year.

Summary

We have made continuous progress reducing the expenditures in the six projected deficit areas of the budget. However, it is too early to accurately forecast many other areas of the budget which can display significant volatility throughout the fiscal year. Good examples are those accounts that vary with the weather are Heating Fuel, Electricity, Overtime, and Boiler Repairs. In addition, special education costs can fluctuate monthly depending on the needs of our students.

We continue to examine other areas of the budget that could help reduce the overall operating fund projected deficit. Overall, considering all known factors, we currently are projecting a deficit of \$15,205. As we realize additional savings, we will examine the restrictions we have placed on other areas of the budget, and on a priority basis, free up necessary funds to accomplish our education goals.

Budget Transfers

There are no budget transfers required at this time.

Respectfully Submitted,

Philip G. Russell
Interim Business Manager
Suffield Public Schools

Suffield Public Schools CSCI District and School Findings

**Presented to the Suffield Board of
Education**

November 18, 2013

Secondary Level Report 6-12



National School Climate Center
formerly the Center for Social and Emotional Education (CSEE)

Suffield Middle School

The Process:

Data was reviewed by:

- Administration
- School Climate Committee
- Student advisory focus groups
- Guidance
- Whole Faculty

School Climate Committee:

Develops draft goal

Climate Committee will share climate goal for faculty

Essential Question:

What is the positive SMS school climate experience from students, parents, and staff perspective?

Suffield Middle School

Climate Goal:

In order to improve the learning experience of students and their sense of social and emotional security the Middle School staff will actively engage in actions that:

- promote personal connectedness,
- student engagement
- personalization of learning

Data Used to Inform Goal Development:

1) Analysis of responses: Social-Emotional Security (Student: 46% Parents 44%)
Neutral Response

- There are groups of students who exclude others and make them feel bad for not being a part of the group. (Students: 46% Parents 47%) agree-strongly agree
 - I/ my child has been insulted, teased, harassed or otherwise verbally abused more than once in this school. (Students: 30% Parents 33%) agree-strongly agree
- 2) Student advisory focus group discussions/ feedback related to student responses
3) School discipline incident reviews regarding mean behavior.

Suffield Middle School

Goal Areas:

- Student Success Plans: Setting and achieving personal goals
- Building and maintaining healthy relationships
- Fostering a sense of community and collective responsibility
- Being personally connected and engaged
- Developing alliances with families

Student Success Plans: Setting and achieving personal goals

- Action Steps:
 - Improve school climate through improved SSP Process
 - Outreach to parents to partner in the goal setting process
 - Foster a more interactive role of advisors in the goal review & revision process
 - Connect SSP goals activities within all aspects of the student experience

Building and maintaining healthy relationships

Action Steps:

- Developmental Guidance focus area: Health Relationships- September 2013
- Community Building Field Trips
- Grade Level Advisory Challenges
- Peer Mediation Program / Conflict Resolution Activities

Fostering a sense of community and collective responsibility

Action Steps:

Community Building Fieldtrips:

- Grade 8 White Water Rafting (Sept. 2013)
- Grade 7 Brownstone Adventure Park (Oct. 2013)
- Grade 6 TBD (Spring 2014)

Grade Level Student Advisory/ Team Challenges

Advisory/ Team Community Giving

Explore developmentally appropriate PBIS program for middle school

Being personally connected and engaged

Action Steps:

- Guidance to meet with all students to individually review SSP goals
- Connect SSP goals activities within all aspects of the student experience
- Strengthening Tier I and inclusive SRBI support
- Increase student voice and choice in classroom work
- Restructuring of Middle School Schedule
- Revision of the Unified Arts Program

Developing alliances with families

Action Steps:

- Middle School Restructuring-Steering Committee guidance
- Improved communication and outreach to families
- Improved responsiveness and follow-up with student/ parent concerns

Suffield Middle School

Data Points:

- 12-14 Discipline incident review and analysis
- Team/ SAM meeting notes
- Spring School Climate Survey
- Student/ parent/staff feedback
- Anecdotal notes-Admin, guidance, team leaders
- Artifacts from classroom, advisory, team efforts and activities
- Student participation in service learning, clubs, afterschool activities

SHS – The Process

- The data was reviewed by:
 - Administration
 - School Climate Committee
 - Leadership Team
 - Whole faculty
 - A-Team
 - Guidance focus groups
 - Guidance department
- School Climate Committee developed goal:
 - Intention to be broad enough to address all areas of relative weakness and multiple data points
 - Continuation of area of focus developed during 2012-13 (faculty, PAC)
 - Committee includes teachers, administrators, support personnel, parents, students

SHS School Climate Goal

Enhance communication with students and families in an effort to better personalize each student's educational experience

- **Social-Emotional Security**

- Students reported that others are teased, made fun of, or excluded (38%, 45%, 50%)
- Disparate data when reporting on their own experience or when reporting that most students treat others the way they want to be treated
- Response to the data by A-Team and Guidance focus groups

SHS School Climate Goal

Enhance communication with students and families in an effort to better personalize each student's educational experience

- Social and Civic Learning

- Students reported that they don't explicitly learn in school how to control emotions, resolve disagreements, or awareness of their impact on others (41%, 25%, 22%)
- Select feedback from NHS students/parents in 2012-13

SHS Action Steps – Social & Emotional Connection

- Revised Advisory program, in response to A-Team feedback, with lessons focused on building relationships
- Names Can Really Hurt Assembly – Nov. 5th
- Student-generated follow-up: after school group; ROPES norm
- Data points:
 - Feedback through Advisory and A-Team;
 - Student discipline data around bullying and/or mean behavior
 - Participation in follow-up initiatives

SHS Action Steps- Social & Civic Learning

- Improved communication between staff and students/parents around positive behavior expectations (ROPES, other)
- Student Success Plans (SSPs) used to ground student behavior in goals, college and career readiness
- Revised Advisory Program – including lessons and activities explicitly aligned with social and civic learning
- Data Points:
 - “snapshot” data from Leadership Team and faculty meetings
 - Evaluation process connected to school climate goal (applies across all areas related to school climate)

SHS Action Steps – Support for Learning

- Improved communication through various channels (e.g. teacher-parent contact, LMS pages, timely Gradebook updates, etc.)
- College application handbook for parents and families (PAC)
- Revision and enhancement of SSP, using LMS through Advisory
- Professional Development (ongoing) around effective intervention strategies – case study faculty meeting, October 2013
- Data points:
 - Disparate data between faculty and parent/students responses;
 - Analysis of add/drop data and improved process

SHS – Developing a vision and definition of positive school climate

- Woven into our vision-work already underway
- Clear and consistent expectations that all interactions be positive and respectful
- Continuing to partner with parents as students' first teachers, strengthen where needed
- Ongoing professional development and collaboration around best practice (e.g. interventions, diversity, etc.)
- Efforts and initiatives will be shared with parents through newsletters, PAC, etc.

District Wide Next Steps

- Support school based plan implementation
 - Instructional Leadership Team Sharing
- National School Climate Survey planned for the Spring of 2014
- Repeat data analysis of local measures and survey results
- Continued emphasis on school climate

SAT/ACT/AP Student Performance Data

Presented to the
Suffield Board of Education
November 18, 2013

Measuring College & Career Readiness

- Predictors of College Success:
 - Scholastic Reasoning Test (SAT)
 - Successfully passing (3) a College Board Advanced Placement course
 - American College Testing (ACT)
 - SBAC 2014-2015 will report student performance in four levels; level 4 will align with college readiness

Mathematics

Common Core/ACT/SAT/AP Comparison

Common Core	ACT	SAT	AP Calculus	AP Statistics
Standards are created for Algebra 1, Geometry, and Algebra 2 and incorporate the 8 Mathematical Practices that span problem solving, critiquing, and modeling.	Covers Algebra 1, Geometry, and Algebra 2 as well as some PreCalculus topics such as matching graphs of basic trigonometric functions with their equations.	Covers Algebra 1, Geometry, Algebra 2, and PreCalculus. Topics covered beyond ACT are structure and sequences and recursion, conic sections and polar equations, vectors and parametric equations, and bivariate data and trend-line models in depth.	Requires mastery of all courses leading to and including PreCalculus and is college level material. <ul style="list-style-type: none">• AP Calculus AB covers a college level Calculus 1 course.• AP Calculus BC covers college level Calculus 1 and Calculus 2 courses.	Requires mastery of all courses leading to and including Algebra 2 and covers describing patterns and departures from patterns, sampling and , anticipating patterns, exploring random phenomena using probability and simulation, and statistical inference.

English Language Arts

Common Core/ACT/SAT/AP Comparison

Common Core	ACT	SAT	AP Language	AP Literature
Read a range of complex texts.	√	√	√	
Identify key ideas and details.	√ -Determine the main Idea. -Draw generalizations.	√ -Identify ideas. -Demonstrate understanding of literary elements.	√ -Synthesize -Illustrate -Determine meaning of words -Analyze structure -Assess point of view -Integrate and evaluate	
Analyze craft and structure.	√ -Analyze voice and method. -Interpret details.	√ -Analyze author's craft.		
Integrate Knowledge and ideas.	√ -Comprehend cause-effect relationships.	√ -Reason and infer.		

SAT

- **BACKGROUND**
- The SAT Reasoning Test was created by the College Board, a non-profit organization, for the primary purpose of helping colleges to predict the future scholastic success of prospective students. The contention is that the use of the SAT along with a student's high school grades provides a better indicator of future success than grades alone. Unlike the CAPT or CMT exams, the SAT attempts to measure "reasoning" ability, and is considered to be more of an aptitude or ability test. In fact, SAT was originally an acronym for Scholastic Aptitude Test.
- Historically, the SAT had two sections – Verbal & Math Reasoning, but beginning in March 2005 the test was redesigned to include three sections – Critical Reading, Math, & Writing.
- Each section is scored on a scale from 200-800, with the highest total possible score being 2400.
- At SHS, all juniors have been required to take the PSAT (practice SAT) since October 2002 and sophomores are encouraged to do so as well.
- We encourage all students to take the SAT (as well as the ACT) beginning in January of the junior year, and most students choose to take the SAT more than once, since colleges will almost always use the best score a student earns on each section.
- While a growing number of colleges have opted not to require the SAT (or ACT), most colleges do still require one or the other for admissions and/or scholarship consideration.

SAT

	2009	2010	2011	2012	2013
Critical Reading	528	529	534	518	517
Math	543	540	550	544	537
Writing	532	530	531	516	518
Participation Rate	83	78	80	79	82

SAT: Females outscored males in reading (+49) and in writing (+39); Males continue to outscore Females in Math (+4), which is a much smaller margin than has been the case in previous years.

2013 SAT Results DRG 3 (n=18)

Town	Critical Reading	Math	Writing
Bolton	535	534	539
Canton	545	551	549
Coginchaug	532	527	533
E.O. Smith	570	569	560
Ellington	522	529	517
Haddam Killingworth	518	508	525
Housatonic Valley	506	490	508
Lewis Mills	544	555	543
Lyme/Old Lyme	554	533	562
Nonnewaug	530	517	541
Northwestern Reg.	516	532	515
Oxford	513	493	517
RHAM	551	565	555
Shepaug Valley	528	512	522
Somers	524	533	523
Suffield	517 (14 th)	537 (6 th)	518 (14 th)
Tolland	532	550	540
Valley Regional	544	537	549

ACT

- **Background**
- The **ACT**, originally an abbreviation for **American College Testing** was first administered in 1959 as a competitor to the College Board's SAT Reasoning Test. The ACT has historically consisted of four tests: English, Mathematics, Reading, and Science Reasoning. The four main sections of the test are scored individually on a scale of 1–36, and a Composite score is provided which is the whole number average of the four scores. In February 2005, an optional Writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. The ACT assessment purports to measure high school students' general educational development and their capability to complete college-level work and to provide an indicator of "college readiness". The ACT has seen an increase in the number of test takers recently, and all four-year colleges and universities in the U.S. accept the ACT, with the majority of colleges not indicating a preference for either the ACT or SAT exams and treating them equally.

ACT PLAN & PSAT

- ACT PLAN & PSAT help 10th graders build a solid foundation relative to the assessment structure and experience. This reinforces the expectation that students prepare for college readiness while attending high school.

ACT

- ACT PLAN – in the 2011-2012 school year the district began to sponsor PLAN assessment administration to all sophomores.
- The first class to participate are now Seniors. The 2014 ACT result will be our first opportunity to determine the impact of PLAN on participation and performance.

ACT (participation rate)

Score Scale = 1-36

	2009 (39%)	2010 (40%)	2011 (34%)	2012 (36%)	2013 (36%)	National 2013	CT 2013
English	24.2	23.8	23.8	23.0	24.0	20.2	24.0
Math	25.0	23.7	24.2	24.8	24.3	20.9	23.9
Reading	24.8	24.3	24.9	23.7	24.3	21.1	24.4
Science	23.1	22.9	23.4	23.3	23.3	20.7	23.3
Composite	24.1	23.7	24.2	23.8	24.2	20.9	24.0

Gender Analysis: In terms of gender differences, females outscored males on the English (+2.3), Reading (+2.2) and Composite (+.8) sections of the ACT, while males outscored females on the Math (+.7) and Science (+.6) sections. These differences are consistent with gender differences at the state level except on the Composite score (where statewide, males outscored females by a .2 margin).

2012-13 Advanced Placement Enrollment

Course Name	Course Number	Total Enrolled	Males	Females
AP AMER STUDIES/CIVICS	636	17	7	10
AP AMERICAN STUDIES	612	26	13	13
AP BIOLOGY	450	33	9	24
AP CALCULUS AB	346	22	7	15
AP CALCULUS BC	356	8	4	4
AP CHEMISTRY	430	9	4	5
AP ENGLISH LANG	165	53	23	30
AP ENGLISH LIT	111	51	12	39
AP FRENCH LANG	249	4	0	4
AP MICROECONOMICS	530	13	8	5
AP PSYCHOLOGY	649	48	16	32
AP SPAN LANG	294	16	8	8
AP SPAN LIT	295	4	0	7
AP STATISTICS	377	16	10	6
		320	121	202

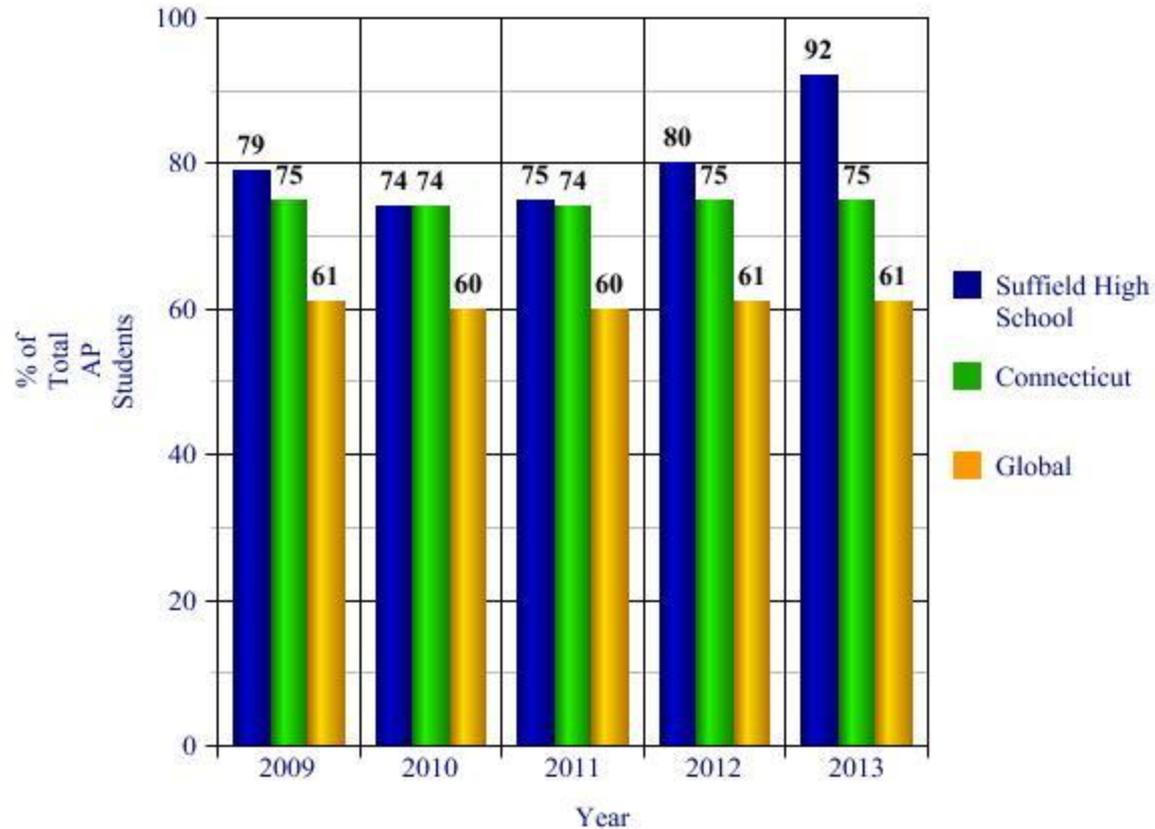
2013-14 Advanced Placement Enrollment

(Oct. 1, 2013)

Course Name	Course Number	Total Enrolled	Males	Females
AP AMER STUDIES/CIVICS	636	13	6	7
AP AMERICAN STUDIES	612	15	6	9
AP BIOLOGY	450	31	11	20
AP CALCULUS AB	346	21	9	12
AP CALCULUS BC	356	15	10	5
AP CHEMISTRY	430	12	8	4
AP ENGLISH LANG	165	51	18	33
AP ENGLISH LIT	111	61	26	35
AP FRENCH LANG	249	13	4	9
AP MICROECONOMICS	530	32	16	16
AP PSYCHOLOGY	649	58	18	40
AP SPAN LANG	294	16	5	11
AP SPAN LIT	295	4	3	1
AP STATISTICS	377	29	15	14
AP US GOVERNMENT & POLITICS	654	17	11	6
		388	166	222

Percent of AP Students Scoring 3 or Above

Advanced Placement 5 Year Summary



2011 SHS AP Score Summary

Of the 175 students who sat for 17 Advanced Placement Examinations, 73% scored a 3 or better

Test	n	5	4	3	2	1	3 or Better n/%
Biology	26	6	6	9	4	1	81% (n=21)
Calculus AB	26	3	11	5	4	3	73% (n=19)
Calculus BC	14	8	4	1	1	0	93% (n=13)
Comp. Govt.&Pol	1	0	1	0	0	0	100%(n=1)
Computer Sci A	1	1	0	0	0	0	100%(n=1)
English Language	56	5	19	20	12	0	79% (n=44)
English Literature	63	1	10	28	23	1	62% (n=39)
French Language	11	0	0	5	3	3	45% (n=5)
Microeconomics	14	0	4	8	0	2	86% (n=12)
Physics C: E & M	1	1	0	0	0	0	100%(n=1)
Physics C: M	2	1	1	0	0	0	100%(n=2)
Psychology	59	22	23	10	4	0	93% (n=55)
Spanish Language	22	4	7	9	5	1	77% (n=17)
Spanish Literature	11	0	2	3	4	2	45% (n=5)
Statistics	48	2	7	12	13	14	44% (n=21)
U.S. Govt.& Pol	1	0	0	1	0	0	100% (n=1)
U.S. History	35	4	14	10	5	2	80% (n=28)

2012 SHS AP Score Summary

Of the 157 students who sat for 14 Advanced Placement Examinations, 75% scored a 3 or better.

Test	n	5	4	3	2	1	3 or Better %
Biology	32	7	5	7	9	4	59% (n=19)
Calculus AB	30	12	10	6	0	2	93% (n=28)
Calculus BC	9	8	0	1	0	0	100% (n=9)
Chemistry	11	0	3	0	3	5	27% (n=3)
Computer Sci A	6	0	1	0	2	3	17% (n=1)
English Language	65	5	19	26	15	0	77% (n=84)
English Literature	55	5	7	24	18	1	65% (n=30)
French Language	8	0	2	4	2	0	75% (n=6)
Microeconomics	9	1	6	2	0	0	100% (n=9)
Psychology	47	19	17	6	4	1	89% (n=42)
Spanish Language	16	2	8	3	3	0	81% (n=13)
Spanish Literature	13	0	1	5	3	4	46% (n=6)
Statistics	25	2	7	8	8	0	68% (n=17)
U.S. History	24	6	10	5	3	0	88% (N=21)

2013 SHS AP Score Summary

Of the 150 students who sat for 19 Advanced Placement Examinations, 92% scored a 3 or better.

Test	n	5	4	3	2	1	3 or Better %
Biology	34	2	12	17	3	0	91% (n=31)
Calculus AB	22	3	7	9	2	1	86% (n=19)
Calculus BC	10	8	0	2	0	0	100% (n=100)
Chemistry	10	1	2	3	1	3	60% (n=6)
Computer Sci A	1	0	1	0	0	0	100% (n=1)
English Language	52	12	19	18	3	0	94% (n=49)
English Literature	53	3	18	27	4	1	91% (n=48)
Environmental Sci	2	0	1	1	0	0	100% (n=2)
French Language	5	0	1	4	0	0	100% (n=5)
Human Geography	2	1	1	0	0	0	100% (n=2)
Microeconomics	13	3	7	2	1	0	92% (n=12)
Physics B	1	0	0	1	0	0	100% (n=1)
Psychology	48	20	17	7	3	1	92% (n=44)
Spanish Language	16	5	3	4	4	0	75% (n=12)
Spanish Literature	7	1	5	1	0	0	100% (n=7)
Statistics	16	0	7	6	0	3	81% (n=13)
US Govt. & Pol	1	0	1	0	0	0	100% (n=1)
U.S. History	26	9	11	6	0	0	100% (n=26)
World History	1	1	0	0	0	0	100% (n=1)

English Language Arts: Current Landscape

- Gender Gap:
 - SAT: Girls outscored boys in reading (+49) and in writing (+39)
 - ACT: Girls outscored boys in English (+2.3) and reading (+2.2)
 - AP:
 - On the Language and Composition exam, girls achieved a 3.76 mean score and boys achieved a 3.78 mean score.
 - On the English Literature exam, girls scored a 3.44 mean score and boys scored a 3.00 mean score.
 - 23 boys took Language and Composition compared to 29 girls and 12 boys took English Literature compared to 41 girls.

English Language Arts: Current Landscape

- Participation:
 - AP: Participation rates experienced a jump in both assessments, but both have remained stagnant in recent years

Course	2009	2010	2011	2012	2013
Language and Comp	35	54	56	65	52
English Lit	31	32	63	55	53

English Language Arts: Current Landscape

- Scores:
 - AP: The percentage of students scoring a 3 or better has increased since 2011

Percentage of Students Scoring a 3 or Better:

Course	2011	2012	2013
Language and Comp	79%	77%	94%
English Lit	62%	65%	91%

English Language Arts: Changing Landscape

- Action Steps:
 - Continue to address the gender gap:
 - Monitor student progress
 - Provide opportunities to read high-interest nonfiction texts
 - Provide opportunities to participate in assessments that provide real world engaging scenarios
 - Offer UCONN English 4 Honors as a full year course separate from AP Literature
 - Increase participation:
 - Promote the AP experience through classroom visits by AP teachers and opportunities to engage in AP style experiences in the tenth grade honors courses
 - Strengthen Teaching & Learning:
 - Continue to fully implement a Common Core State Standards led curriculum and SBAC style assessments that promote critical thinking, engaging scenarios, and an emphasis on argumentative style writing – Performance Based Assessments (PBA)

Mathematics: Current Landscape

- Participation:
 - AP: Participation rates experienced a slight increase over time for Calculus AB, have remained constant for Calculus BC, and have had a significant decline in AP Statistics.

Course	2009	2010	2011	2012	2013
Calculus AB	19	18	26	30	22
Calculus BC	9	10	14	9	10
Statistics	40	61	48	25	16

Mathematics: Current Landscape

- Scores:
 - AP: The percentage of students scoring a 3 or better has increased since 2011 in Statistics and Calculus BC but remains inconsistent in Calculus AB.

Percentage of Students Scoring a 3 or Better:

Course	2011	2012	2013
Calculus AB	73	93	86
Calculus BC	93	100	100
Statistics	44	68	81

Mathematics: Changing Landscape

- Action Steps:
 - Increase participation:
 - Promote the AP experience
 - Support students using improved intervention to minimize students dropping out of honors level courses and increase those entering them
 - Strengthen Teaching & Learning:
 - Continue to fully implement a Common Core State Standards led curriculum and SBAC style assessments that promote critical thinking, data analysis, and an emphasis problem solving
 - Examine curriculum to ensure alignment to AP standards

AP Analysis

Continuous Improvement

- Increase the number of students scoring 4 or 5
 - Cross reference grades with AP level
 - Continue to pursue professional learning from the College Board
 - Fall (3), Spring (5) & Summer (3)
 - Compare instructional tasks to assessment tasks
- Increase enrollment
 - Integrate college preparation into Student Success Plans (Grades 6-12)

SHS – College & Career Readiness

- Build a system of supports to encourage students to seek out more challenging course work such as Honors & AP offerings
- Strengthen SRBI to support students in challenging courses
- Monitor drop requests to offer support
- All aligned with need described in the NSCS data Support for Learning

Series 1000 – Community Relations**3. Public Activities Involving Staff, Students or School Facilities****C. Use of School Facilities****(2) Pool Safety**

The Suffield Board of Education, in accordance with Public Act 13-161, provides that, in addition to the individual conducting aquatic activities in a board of education sponsored interscholastic activity, that at least one qualified educator, swimming coach, or lifeguard is present to monitor swimmers who may be in distress and to help them if necessary. A school safety plan will be developed effective July 1, 2014 and reviewed annually by the administration.

Legal Reference: Public Act 13-161, An Act concerning Pool Safety at Public Schools

Policy adopted:

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

Series 6000 - Instruction

G. Curriculum Extensions

(2) Program Adaptations/Alternative Programs

(1) Virtual/Online Learning For Credit Recovery – Grades 9-12

The Board of Education believes that distance education through virtual/online learning for credit recovery courses is an alternative effective means of instruction for students. A virtual school is hereby defined as an educational organization that offers courses at various grade levels through internet or web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive virtual/online learning does not require the student to be physically present in the same location as the instructor or other students.

Virtual/online education courses for credit recovery will be part of this district's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the district may earn credit through distance education provided by virtual/online courses.

All virtual/online education programs and courses will be consistent with district instructional goals and aligned with Connecticut's academic standards, curriculum frameworks and assessments. The administration is directed to periodically review instructional materials of virtual/online courses to ensure they meet program standards. Further, such courses must provide the opportunity for substantial, personal and timely interactions between staff and students and among students.

The district will not use virtual/online education as the sole medium for instruction in any required subject area for students in grades K-8.

The district will integrate virtual/online education as part of the regular instruction provided by a certified teacher for grades K-12.

Online or virtual credit may be earned in the following circumstances:

- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- A student has failed a course and wishes to recover credits in that course area.
- The student's PPT or Section 504 team has determined it to be an appropriate means of instruction.
- The student completes the program under the regular supervision of a certified teacher, employed by SPS.
- A similar add/drop procedure is followed consistent with that employed for all SHS courses.

As determined by the Board/school policy, students applying for permission to take a virtual course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a virtual/online learning environment.
- Obtain the written approval of the principal or his/her designee before a student enrolls in a virtual/online course.
- Adhere to the district code of conduct and policies regarding the use of technology and the internet.

The school must receive an official record of the final grade before awarding credit toward graduation.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Students will have access to sufficient library media resources such as a “virtual library” available through the internet, laboratory facilities, technical assistance, and hands-on training and information.

District Review Committee

The Superintendent shall establish a committee to review all virtual/online education courses prior to use by the district. This committee will be comprised of the Assistant Superintendent, a high school administrator, a high school counselor, content area supervisors, and department leaders. The Student Program and Services Committee of the Board will be made aware of virtual/online education courses being used by the district.

Evaluation

The district will evaluate the educational effectiveness of the virtual/online courses and the teaching and learning process through review of student assessments and records, and feedback from teachers, students, and parents.

Policy adopted:

SUFFIELD PUBLIC SCHOOLS

Suffield, Connecticut