

**WALLINGFORD PUBLIC SCHOOLS
ANNUAL REPORT
2014 - 2015**

**DR. SALVATORE F. MENZO
SUPERINTENDENT OF SCHOOLS**

Mission Statement

To inspire through innovative and engaging experiences that lead all learners to pursue and discover their personal best.

Vision Statement

Wallingford Public Schools, in partnership with our families and community, will provide a safe, healthy, and supportive environment that ignites an enduring passion for excellence in every learner, so that each becomes a life-long contributor to the local, national and global communities.

Enrollment in Wallingford

Since 2008, the Wallingford Public School District enrollment decreased over 500 students. In response to the decrease in enrollment, the district was fiscally responsible and proactively reduced over 73 staff members.

However in 2014-15, the Wallingford Public School District witnessed an enrollment increase of 55 students. The actual increase compared to the enrollment projections was an additional 123 students.

Strategic Plan and District Vision and Focus Update

This year marks the fifth year of the Wallingford Public School District Strategic Plan. Over the course of last summer and throughout the year, the Strategic Planning Steering committee, consisting of students, parents, teachers, administrators, Board of Education members, and community members, worked to revise the mission, vision, belief statements, goals, and objectives. The above mission and vision statements reflect the approved revisions by the Board of Education. This fall, the Board of Education will approve the updated goals and objectives of the plan.

The Strategic Plan continues to be the focus of all that we do in the district. With the five main areas (Communication/Partnerships/Community, Curriculum, District Climate, Facilities, and Technology) as the focus of our work, the district has made significant strides over the last five years. The plan has offered focus as to the mission and vision of our work.

The plan is updated annually and reviewed by the Board of Education three times a year. The fall and spring are goal and objective updates. The winter update is focused on budgetary plans based on those defined goals and objectives.

2014-2015 District Focus Area Updates and Accomplishments

As was the case last year, we continue to maintain the following four focus areas for our district – Intervention, Models of Excellence, Proactive Student Supports with a Future Focus, and Engaging and Empowering Learning Experiences.

The information below offers details as to the progress being made in each focus area.

Intervention

- Early Childhood Recommendations
 - implementation of Full-Day Kindergarten
 - expansion of Pre-Kindergarten programming
- High School Reform Initiatives
 - pilot of capstone

Models of Excellence

- Personalized Learning
 - continued leadership in regional collaborative (Cheshire, Meriden, Southington, Wallingford) in Mastery-Based Learning and Personalized Learning
- Competency/Standards Development
 - drafted content K-12 standards
 - drafted district cross-curricular standards
- Global Awareness
 - continued partnership with United Technologies Corporation and Junior Achievement for second China Partnership Program
 - new partnership for students and staff with Argentina
 - new partnership for students and staff with Germany
 - offered four international trips through curriculum this past year
 - hosted Connecticut Conference of Language Teachers State-Wide Poetry Contest
 - began facilitating state-wide group on the development of a Global Competency Certificate for State Department of Education

Proactive Student Supports with a Future Focus

- Student Success Plan
 - continued implementation of Naviance at middle and high schools
 - focus this year will be on archiving success plans in PowerSchool
- Advisory
 - revised advisory lessons at high school and worked on developing for middle schools
- College and Career Readiness
 - expanded post high school fair
 - implemented manufacturing fair for high schools
 - expanded career panels for high school students

- piloted career fair at Parker Farms
- Authentic Learning Opportunities/Relevant Learning
 - selected as one of 25 districts to pilot Unpaid Experiential Learning Experiences by State Department of Education and Department of Labor
 - began developing Advanced Manufacturing Certificate with local business and Connecticut colleges and universities
 - expanded Certified Nursing Assistant Program
- District Climate
 - surveys conducted at each school
 - results posted on website for families
 - building-based committees drafted plan for each school to address focus areas
 - process will continue in the 15-16 school year
- Positive Behavior Intervention Support
 - Year 2 work at both high schools
 - continued training and implementation of Responsive Classroom PreK-5
 - researched approach to be taken at middle school level
- Student Attendance
 - district committee established
 - district-wide protocols established
 - data to be reviewed 15-16 school year based on new procedures

Engaging and Empowering Learning Experiences

- Leverage Technology
 - partnership with Office Depot and IBM for personalized learning system for students
 - continued leadership in League of Innovative Schools
 - piloting iWalkthrough K-12 (only district in New England) – focus on BEST Instructional practices
- Credit Recovery
 - continued implementation and review of Credit Recovery at high schools and middle schools
 - “Anytime Anyplace Learning”
 - provided HUBCAP as a space for students to use for Capstone projects during the week in the evening
 - increased use of Google Classroom through training and certification of teaching staff in each building as “on-site experts”

Other Noteworthy Items

- expansion of leadership development opportunities for staff
 - instruction coaching in English/Language Arts and Mathematics
 - Innovation Team for Middle School with a focus on implementing Pilot Capstone Experience

Next Steps for 2015-2016 in District Focus Areas

As we continue to maintain our focus, we make progress in reaching our goal for the Wallingford 100.

Intervention

With the implementation of full day kindergarten and an expansion of prekindergarten opportunities, we continue to move closer to providing the best intervention services possible to students. Coupled with maintaining intervention staff and appropriate class sizes, we will continue to see growth in students reading at grade level by grade 3.

Models of Excellence

We need to maintain our focus. In doing so, we need to continue to message our focus areas to staff, families, and the community. We have a Public Will campaign drafted through the work of the District Leadership Team. This plan engages all constituents on our journey towards a Mastery-Based Learning System.

Proactive Student Supports with a Future Focus

A tremendous amount of work can be anticipated in this area for the 2015-2016 school year. With the implementation of a District Counseling Coordinator and a second Career Counseling Facilitator, we expect an expansion of services for students and families. Key areas of focus will be the following:

- internship opportunities for more students
- expansion of early career exploration at the elementary level
- formalizing of student success plans in PowerSchool
- collection, review, and analysis of attendance data
- increased programming in the areas of drug and alcohol prevention and depression based on the student health surveys

Engaging and Empowering Learning Experiences

Again, this is another area that will continue to expand in the coming year. Our partnerships are increasing with local, national, and international opportunities for students. In particular, we are very excited about the iWalkthrough opportunity for staff. Putting our focus on instruction will really enable us to best meet the needs of staff in terms of professional development offerings. By having administrators conduct over 200 walkthrough visits to classrooms every two months across the district, data will emerge that can assist the District Professional Development Committee, Building-Based Professional Development Committees, and individual staff members.

Thank You to Community Partners

Much of our success is attributed to the partnerships within our community that have been strengthened and fostered over the last several years. From the donation of time to the monetary contributions made to our district, we could not continue to progress without the support of many individuals, businesses, and organizations within our community.

During the 2014-2015 school year Wallingford Public Schools received \$368,979 in competitive grants. In addition, the district received \$228,613 in donations.

Over the last 21 years, \$1,328,963 has been donated to the school district. Over 50% of this total was donated to Wallingford Public Schools in the last six years alone. This is an incredible accomplishment and we are very thankful for the tremendous community support.

Year	Donation
2009-2010	\$10,182
2010-2011	\$30,250
2011-2012	\$30,250
2012-2013	\$87,180
2013-2014	\$163,835
2014-2015	\$228,613
Total	\$550,310

In addition to these donations, the district applied and received the following competitive grant funding.

Competitive Grants Awarded	5
Total Grant Funding Received	\$368,979

Maintaining Focus and Vision

In our on-going quest to achieve the Wallingford 100 - personal success after high school for 100% of our students - the Wallingford Public School District stands committed to:

- review, revise and implement practices and programming to support students experiencing social/emotional challenges
- review, revise, and implement practices and programming to support students experiencing challenges with addiction
- review, revise, and implement best instructional practices to support a Mastery-Based Learning System

- strive for increased rigor and student engagement
- continue to develop initiatives to address students with attendance issues
- continue to develop and implement a Mastery-Based Learning System consisting of:
 - clear and consistent expectations for student learning
 - clear and consistent criteria for assessing student achievement (grading)
 - clear and consistent criteria for communicating student learning to students and parents
 - local control of establishing what students need to know and be able to do to graduate

With the continued collaborative efforts of all students, families, community members, and staff we will achieve the Wallingford 100!

Curriculum and Instruction

2014-2015 District Achievement

Smarter Balanced Assessment: New Test. New Results. New Strategy.

New Test

- In the spring of 2015, students in Grades 3-8 and 11 were assessed in the areas of English Language Arts and Mathematics on the new Smarter Balanced Assessment.
- A national consortium including Connecticut collaborated on the development of new assessments to measure student progress towards college and career readiness.
- Spring 2015 marked the first administration of the Smarter Balanced Assessment throughout Connecticut.
- The Smarter Balanced Assessment replaced the Connecticut Mastery Test and the Connecticut Academic Performance Test in the areas of English Language Arts and Mathematics.

New Test Characteristics:

Test Characteristics	Connecticut Mastery Test	Connecticut Academic Performance Test	Smarter Balanced Assessment
Grades Tested	3, 4, 5, 6, 7, 8	10	3, 4, 5, 6, 7, 8, 11
Subjects	English Language Arts, Mathematics, and Science	English Language Arts, Mathematics, and Science	English Language Arts and Mathematics
Method of Administration	paper and pencil, timed	paper and pencil, timed	Computer-adaptive, untimed
Standards Measured	CT Frameworks	CT Frameworks	Common Core State Standards
Achievement Level	1. Below Basic 2. Basic 3. Proficient 4. Goal 5. Advanced	1. Below Basic 2. Basic 3. Proficient 4. Goal 5. Advanced	1. Does not meet achievement level 2. Approaching achievement level 3. Meets achievement level 4. Exceeds achievement level

NOTE: Achievement levels have no relationship to the Connecticut Mastery Test or Academic Performance Test levels used previously. Correlations made would not be valid or reliable.

New Results:

Overall English Language Arts - 2015 Smarter Balanced Assessment Results

- Grades 3, 4, 5, 6, 7 and 11 were above the state average for those achieving Level 2, 3 or 4.
- Grade 8 was only 1% below the state average for those achieving Level 2, 3, or 4.
- Grades 3, 4, 5, 7 and 11 were also above the state average for those achieving Level 3 or 4.
- Grades 6 and 8 were both 4% below the state average for those achieving Level 3 or 4.

Overall Mathematics - 2015 Smarter Balanced Assessment Results

- ALL grades were above the state average for those achieving Level 2, 3 or 4.
- Grades 3, 5, 6, 7 and 11 were also above the state average for those achieving Level 3 or 4.
- Grades 4 and 8 were both below the state average for those achieving Level 3 or 4.

For complete state results:

<http://www.sde.ct.gov/sde/lib/sde/excel/smarterbalanced/settingthebaseline2015.xls>

For a snapshot of the Wallingford Public School District scores you can find an expanded version of this letter at <http://www.wallingford.k12.ct.us/page.cfm?p=12562>

For more information, the State Department of Education has provided Smarter Balanced Parent Guides at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335764>

Other Important Facts to Consider

With the implementation of each new version of the Connecticut Mastery Test and Connecticut Academic Performance Assessment, Wallingford results always increased. During the administration of the latest versions of Connecticut Mastery Test and Connecticut Academic Performance Assessment (2006/2007 - 2013), grade-level scores on average increased by 10%. On average, Cohort scores (same students as they progressed through our system) also increased by 10%.

Wallingford baseline scores from the first administration of the Smarter Balanced Assessment (spring 2015) are nearly identical to the baseline scores of the last version of the Connecticut Mastery Test (spring 2006) and Connecticut Academic Performance Assessment (spring 2007). While previously stated that achievement levels or scores have absolutely no correlation to the Connecticut Mastery Test or Academic Performance Test levels, we are confident that achievement levels on the Smarter

Balanced Assessment will increase over time as was the case with the previous assessments.

New Strategy

In the past, school districts across the state modified curriculum to meet the testing scenarios set by both the Connecticut Mastery Test and Connecticut Academic Performance Test. Over the last few years, the Wallingford Public School District moved away from what was once known as “teaching to the test” to teaching for learning of skills and knowledge. In our district, student success is based on a multiple indicators of growth.

In our on-going quest to achieve the Wallingford 100 - personal success after high school for 100% of our students - the Wallingford Public School District stands committed to:

- review, revise and implement best instructional practices
- strive for increased rigor and student engagement
- continue to develop and implement a Mastery-Based Learning System consisting of:
 - clear and consistent expectations for student learning
 - clear and consistent criteria for assessing student achievement (grading)
 - clear and consistent criteria for communicating student learning to students and parents
 - local control of establishing what students need to know and be able to do to graduate

The complete results are warehoused at www.ctreports.com and are available to the public. Districts are allowed to access or ‘mine’ the data for useful information.

*Note: Science CMT and CAPT were only state level tests administered in 2015; Smarter Balanced Pilot was administered in Reading and Math; no scores were provided on the pilot in 2014.

Wallingford Public Schools				
Spring 2015				
CMT and CAPT District Data by Grade Level				
Grade	% at/above proficiency	State Average % at/above proficiency	% at/above goal	State Average % at/above goal
5	87.0	79.1	55.6	55.4
8	89.5	76.7	75.6	61.1
10	89.3	77.8	57.1	44.5

2014-2015 Curriculum and Assessment Development

The development of K-12 curriculum and performance assessments as well as ongoing instructional improvement continued to be district priorities in **2014-2015**. District efforts have focused on continuing to aligning with the new Common Core State Standards (CCSS), adopted by the State of Connecticut in July 2010. Information on the Common Core State Standards (CCSS) can be found at:

<http://ctcorestandards.org>

Common Core Standards alignment will continue for several years. In addition, a top priority in **2014-2015** was implementation of K-5 Common Core Standards Instructional Shifts in Literacy and Numeracy, and continued development and implementation of Common Core State Standards in Grade 6-8. Sample Common Core State Standards (CCSS) assessment items can be found at:

<http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

Highlights of the work accomplished include:

Grades K-5

Language Arts

- Continued K-5 district implementation of new balanced literacy units, unit assessments and a mandatory daily 90 minute English/Language Arts block
- Continued K-5 district implementation of the Universal Screening and Diagnostic Assessment Plan

- Continued K-5 district implementation of a consistent District Assessment Plan
- Continued K-5 district implementation of a Enrichment / Intervention Block (45 minutes 2-3x per week)
- K-5 Pilots of Independent Reading Assessment (IRLA)
- Integration of reader's and writer's workshop into existing Units of Study

Mathematics

- Continued K-5 district implementation of Unit Pacing Guide
- Continued K-5 district implementation of a consistent District Assessment Plan
- Continued K-5 district implementation of a Enrichment / Intervention Block (45 minutes 2-3x per week)

- Focus on the use of Number Talks to teacher mathematics fluency
- Instructional coaches at the 3-5 level to support unit development and instructional shifts in the classroom with teachers

World Language

- Revised Grades 3-5 Spanish Curriculum
- Implemented Spanish Year 2 program for all students in grades 3-5

Middle School

Language Arts

- Continued Pacing Guides and district assessment plan
- Continued District implementation of an Intervention Block for high risk students (45 min. 3-5x per week)
- Various pilots of Independent Reading Assessment (IRLA)

Mathematics

- Continued Pacing Guides and district assessment plan
- Continued District implementation of an Intervention Block for high risk students (45 min. 3-5x per week)

- Accelerated Math and Algebra I; with specific units taught in Summer School as needed
- Embed Number Talks into instructional Units of Study to teach mathematics fluency

High School

Mathematics

- Continued Common District Curriculum for Academics and General Algebra Levels
- Ongoing Curriculum revision, alignment with CCSS
- Continued Development of common mid-term and final exams
- Established common marking period assessments created by teachers for use with students

English 9-12

- Ongoing planning–revision/alignment to Common Core Standards (CCS) sequence
- Pilot of Independent Reading Leveled Assessment (IRLA) in select classes
- Review and revision of Units of Study to embed shifts of the Common Core

World Language

- Ongoing Common Curriculum developed for Level 1 Spanish, French & Italian
- Ongoing Common Curriculum developed for Level 2 Spanish, French & Italian
- Continued Development of scope and sequence, unit templates with articulated common knowledge, skills and standards across levels
- Common Assessments

2014-2015 Professional Development and Instructional Improvements

District professional development and instructional improvement have focused on critical elements of the implementation of Common Core State Standards, Performance Tasks and Scientific Research Based Intervention (SRBI) and Mastery-Based Learning. All initiatives have a strong focus on the use of data to make instructional adjustments to increase student achievement

The district provided all K-12 certified staff with regularly scheduled, job embedded Professional Development. This included the use of Mathematics Instructional Coaches at the 3-5 level. In 2014-2015, the district K-5 professional development plan addressed topics related to teaching strategies for English language learners, best practices in reading and math instruction, performance tasks/assessments and

implementation of Common Core State Standards. Additionally, K-12 ELA professional development included introduction to IRLA (independent reading assessment). In grades 6-12, staff received training in topics such as common formative assessment, continued implementation of Common Core State Standards, as well as opportunities for self- designed teacher in-service. Positive Behavior Supports and Responsive Classroom training occurred related to improving the social curriculum for all students.

A sampling of 2014-2015 K-12 professional development activities includes:

- Common Core State Standards Mathematics Unit Review (K-5)
- Common Core State Standards Unit Design in Mathematics and English Language Arts (6-12)
- Common Core State Standards Introduction – Content Area Teachers (6-12)
- Smarter Balanced Assessment Training Modules
- Google Drive/Docs Training
- Number Talks for mathematic fluency
- Competency Based Development
- Mastery-Based Learning through partnerships with Great Schools and New England League of Innovation Schools
- Standards Based Grading Reporting K-12
- Tri-town collaboration on Mastery-Based Units of Study
- New England League of Secondary Schools Conferences – Middle School & High School
- Argument Writing Strategies for Content Area Teachers (6-12)
- ACES Curriculum Writing
- Three pronged approach to professional development:
 - District-led facilitated by the Professional Development and Evaluation Committee
 - Building-based facilitated by each building’s Professional Development Committee
 - Self-directed

Personnel

Employment

The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district. Forty five teachers were hired for the 2015-2016 school year. Several administrator positions were filled including a new principal at Lyman Hall, a new school counseling coordinator, and a new career and technical education curriculum coordinator. In addition to certified staff, we interviewed and hired non-certified staff where openings existed as well.

New Teacher Orientation

Orientation programs have been conducted for new certified teachers. Orientation was held over two days in late August and provided new staff with professional development on a number of topics including curriculum, guidelines for educator evaluation, and TEAM, the State of Connecticut teacher induction and certification program. New teachers also had a chance to hear from representatives from Wallingford Public Library and the Spanish Community of Wallingford. Finally, new teachers spent a half a day with their respective administrators to become familiar with their new school. One of the highlights of New Teacher Orientation was a bus tour of the town, which provided everyone with an opportunity to see each school and learn about the history of Wallingford.

Educator Evaluation

The Wallingford Public Schools' Teacher and Administrator Evaluation Committee, consisting of both teachers and administrators, provided ongoing monitoring of the district evaluation plan in addition to training teachers district-wide regarding all aspects of the evaluation process. The committee provided updates in the plan to the state. Their updates were approved by the state and will be followed in the 2015-16 school year. One significant addition to the plan is that it now includes central office administrators with the exception of the Superintendent.

Educators continue to be evaluated in four different areas including student growth and development, whole-school student learning indicators, observations of teacher performance and practice, and parent feedback. Student outcome data plays a significant part in each teacher and administrator's evaluation, as well as parent survey data. The Wallingford Teacher and Administrator Evaluation plan is a growth model intended to improve student learning through growth of the educators. To that end, professional development with the specific needs of the students our educators serve

was provided throughout the year. Ongoing professional development will continue for both teachers and administrators to ensure fidelity across Wallingford Public Schools.

Negotiations

Negotiations for the teacher, administrator, and school nurse collective bargaining units were conducted during the 2014-2015 academic year. Negotiations with the teachers and administrators were successfully concluded. Negotiations with the school nurses are near completion.

Business Office

This past summer was extremely busy closing out the 2014-15 fiscal year with an unencumbered balance of \$784,962 which will be used in the Wallingford Public School System one percent account for facilities and maintenance capital projects and technology. The ED001 report was completed for the state of Connecticut during the summer. The report is a major report that summarizes expenditures for our students from all funding sources.

Direct deposit was implemented for administrators and teachers with electronic payroll stubs. Health savings accounts were also implemented on an elective basis for teachers. Business office staff worked very hard to make both projects a resounding success. Their efforts are to be applauded and noted for the teamwork displayed to meet all timelines. Work on both began in the early spring and continued during the summer months. Contrary to popular belief, the summer and budget season are the busiest times of the year for staff in the business office.

Full day kindergarten student registration and bus routes for all eligible students are major tasks that require coordination between our department and schools. I am very proud to report that this was the best year ever developing safe and efficient bus routes for a large geographic area including magnet schools. All of the work done by business office staff and the Durham bus company should be noted and appreciated. To improve the safety of our students, we are installing live camera's on the outside of some of our buses to capture live streaming data for possible violations and ticketing by the Wallingford police department for passing a school bus while picking up and dropping off students on school property or town roads. A portion of the revenues will benefit the Town of Wallingford.

The Business office should be contacted if you need assistance with purchase orders, accounts payable, budget, grants, building use, transportation, medical benefits, the system wide copy center or our courier schedule. We are here twelve months of the year.

Pupil Personnel Services

The Pupil Personnel Services (PPS) Department continued to focus its efforts on improving the quality of supports and services provided to all students throughout the school district during the 2014-15 school year.

Much focus and attention was placed on District Climate initiatives during the 2014-15 school year including on providing high quality social, emotional and behavioral intervention services to at-risk students. This focus will continue and will be expanded throughout the 2015-16 school year. The PPS Department along with district school psychologists and school social workers collaborated with district administrators and central office staff on developing a process and procedure of early identification of students exhibiting social, emotional and behavioral challenges. A screening instrument to assist in identifying students in need of further social, emotional and behavioral intervention as well as a progress monitoring measurement tool to monitor student growth was chosen. A pilot group of students in grades one through five was chosen to implement this intervention program during the 2014-15 school year. Revisions to procedures will be implemented during the 2015-16 school year based on input from all staff involved in this program's implementation.

Additionally, each high school completed year two of PBIS (Positive Behavioral Interventions and Supports) training during the 2014-15 school year. High school core teams will enter year three of PBIS training through SERC (State Education Resource Center) during the 2015-16 school year. Middle School administrators collaborated with elementary colleagues during the 2014-15 school year and will begin their Responsive Classroom initiative during the 2015-16 school year in an effort to increase its focus on improving student social and emotional learning outcomes. One administrator and two teachers from each middle school will attend the National Responsive Classroom Leadership conference during the fall of 2015 along with central office staff.

The PPS Department and the District Climate Management team oversaw the completion of climate surveys during the 2014-15 school year as well. Parent, student and staff surveys were completed and analyzed by each school with updated school climate plans based on analysis of survey data due by October 2015. The District Climate Management team will update the District Climate goals based on district wide data trends by November 2015.

Much work and attention during the 2014-15 school year by the PPS Department was spent on addressing changes in special education identification legislation to include Dyslexia as its own disability category. PPS staff including administrators, special education teachers, speech pathologist and school psychologist attended multiple professional development workshops through the CSDE (Connecticut State Department

of Education, UCONN Neag School of Education and other professional organization on identification, evaluation and intervention of students identified with Dyslexia.

Continued focus on identification, assessment and interventions for students identified with dyslexia will continue throughout the 2015-16 school year along with other instructional programming initiatives.

During the 2014-15 school year the PPS Department expanded its relationship with the Department of School Psychology at UCONN. Two doctorate level school psychology interns were assigned to the district to assist in addressing the academic, social, emotional and behavioral needs of students. This partnership with UCONN has offered the PPS Department access to free professional development opportunities offered by UCONN as well as access to UCONN interns with excellent psychological assessment skills. This partnership also allows UCONN interns practical and real-life experience as a school psychologist on a day to day basis while working under the supervision of a district certified school psychologist. This partnership will continue throughout the 2015-16 school year.

The PPS Department oversaw revisions to the eligibility and exit criteria for the STEP (Student Enrichment) Program as well. This process began in September 2014 and concluded in June 2015 when members of the STEP Management team presented its revisions to the Instructional Committee of the Board of Education. All Section 504 paperwork, procedures and protocols were also revised by the PPS Department during the 2014-15 school year with training provided to staff and administration.

Finally, the PPS PTAC (Parent Teacher Advisory Council) hosted its first Special Education Resource Fair in October 2014 at the Oakdale Theater with over forty participating vendors. Vendors were able to share information with parents of students with disabilities regarding the services that they provide for students ages birth to twenty-one. The PPS PTAC will again host its second Special Education Resource Fair at the Oakdale Theater on October 27, 2015 with additional participating vendors expected.

Maintenance

This past summer, the Maintenance Department undertook several large capital projects. We have had overwhelming support for these projects from the Town Council and the Board of Education. We would like to thank the Mayor and everyone at Town Hall without their support and cooperation none of this would be possible.

Project Work

- Our first project was replacing the boilers at Moses Y. Beach. This upgrade to the boilers also qualified us for an incentive rebate from Eversource for installing energy efficient equipment.
- At Sheehan High School, a new HVAC unit for A/C was installed for the library. We also replaced the air handlers for both the boys and girls lockers rooms and the pool locker room.
- Five (5) elementary schools received new ovens for their cafeterias.
- Groundbreaking took place for the Lyman Hall Athletic complex project. This project has been in the works for some time and it was great to see it actually get underway. The project is moving along on time and should be completed on schedule.
- As a safety measure with the implementation of all-day kindergarten, Stevens Elementary had a fence installed along the front side of their playground.
- Our crew, along with our summer help, moved 55 teachers to multiple schools around the district.
- As part of continued environmental efforts, we will be setting up meetings with our waste company, cleaning vendors and the various environmental clubs in regards to proper recycling practices.

As always, summer is not a time for rest for the Maintenance Department. Unexpected storms did damage to several school grounds that required our immediate attention along with several other unexpected needs. We always try our best to give our attention to the needs of the district as well as attend to any unexpected issues.

Technology

The following projects/initiatives have been completed this past year:

- Applied for State of CT Department of Education Grant for Devices and Wireless for State Testing.
- District wide adoption of Google Apps/Google Mail including conversion and training.

Drawing from the 1% account, the following items were purchased:

- 175 - teacher laptops
- 100 - Google Tablets for K-2 schools
- 100 - Student Desktop computers
- 130 - Chromebooks system-wide
- 60 - iPads for Elementary schools and iWalkthrough
- 40 - Interactive TV's/Monitors for Elementary Classrooms
- Wiring for the Elementary (K-2) Wireless Access Points