

BOE Meeting-1/12/2009

Monday, January 12, 2009 7:00 PM

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
 1. November 24, 2008 Minutes 4
 2. November 28, 2008 Minutes 5
 3. December 8, 2008 Minutes 6
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS 13
 1. Curriculum Presentations: Science & Food Service
Ms. Lynn Tracy, Food Service Teacher at Somers High School, will present an overview of the food service program. Included in the overview will be the courses offered, the meals served during the school day, and the community work that they do. An executive summary is enclosed for your information.

Dr. Judith Houle, Director of Curriculum, will update the Board of Education regarding our progress on implementing the newly-adopted science curriculum and an overview of grant programs we participate in and for which we have applied to help build instructional strategies and increase student achievement. An executive summary is enclosed for your information.
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Approval of Bills
 1. Approval of Bills - \$276,767.47
 2. Retirement (J. Gonyea)/Resignation (M. Clay) 16
Judy Gonyea, SES Grade 4 teacher, has submitted her retirement notification effective 6/30/09. Judy has been an elementary teacher in Somers since 1979.

MaryEllen Clay, SES .5 FTE Special Education teacher, has submitted her resignation effective 1/13/09.
 3. Requests for Child-Rearing Leave (K. Chung/S. Burda) 19
Kate Chung, MBA .4 FTE World Language teacher, has requested a child-rearing leave from approximately 4/6/09-6/30/09 as per the S.E.A. contract.

Sarah Burda, SHS Art teacher, has requested a child-rearing leave from approximately 4/27/09-6/30/09 as per the S.E.A. contract.
8. NEW BUSINESS
 1. Second Warning/Adoption of DBS Code: 2120-Organizational Chart 22
These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
 2. Second Warning/Adoption of DBS Code: 3511-Compliance with 504 Regulations 23
These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
 3. Second Warning/Adoption of DBS Code: 4112.5/4215.5-Security 25
Check/Fingerprinting
These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
 4. Second Warning/Adoption of DBS Code: 5125.11-Health/Medical Records 26
These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
 5. Second Warning/Adoption of DBS Code: 5131.21-Threats or Acts of Violence 28

- These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
6. Second Warning/Adoption of DBS Code: 5141.6-Crisis Prevention/Response 29
 These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
7. Second Warning/Adoption of DBS Code: 5144.1-Use of Physical Force and Seclusion 30
 Policy
 These policies were first warned at the 12/8/08 meeting and are now ready for formal adoption.
8. First Warning of DBS Code: 5144.3-Discipline of Students with Disabilities 33
 The Policy Committee is submitting these four policies for board review. The committee has worked on each of these policies and has recommended that they move forward for adoption at the next board meeting.
9. First Warning of DBS Code: 6145.3-Publications 35
 The Policy Committee is submitting these four policies for board review. The committee has worked on each of these policies and has recommended that they move forward for adoption at the next board meeting.
10. First Warning of DBS Code: 6161.2-Care of Instructional Materials 36
 The Policy Committee is submitting these four policies for board review. The committee has worked on each of these policies and has recommended that they move forward for adoption at the next board meeting.
11. First Warning of DBS Code: 4117.1-Retirement 37
 The Policy Committee is submitting these four policies for board review. The committee has worked on each of these policies and has recommended that they move forward for adoption at the next board meeting.
12. Approval of Co-op Tennis Agreement 38
 This past spring Somers HS and Ellington HS ran a combined tennis club. The NCCC has approved this co-op merger between our two high schools and the 2009 spring league schedule is completed. Ellington High School in conjunction with the Tennis Booster Club will manage these varsity teams. See the attached documentation for the Cooperative Tennis Agreement. There will be no budgetary requirements for Somers HS as Ellington HS will assume all administrative costs.
13. Adoption of Botany Elective for Science Curriculum 44
 The new Somers Science Curriculum was adopted by the Board of Education on June 17, 2008. That document provided the core curriculum for our students.

Enclosed with your packet is the first of several additional courses to be added to the curriculum. This elective is a Botany course. Although the State Department of Education does not delineate standards for courses past the tenth grade, the science department at Somers High School has made links to the state framework to demonstrate how this course extends and depends the learning of the standards related to this course.

The document has been reviewed by the district Instructional Leadership Team and the Curriculum Subcommittee of the Board of Education and have been recommended by both groups for presentation to the full Board of Education.

The Director of Curriculum will make a brief presentation regarding this elective at the meeting.

14. First Warning of Botany Elective Textbook 48
 The science department at Somers High School has presented a textbook to accompany the Botany elective. The book, titled *Introduction to Botany*, was written by Murray W. Nabors of the University of Mississippi and published by Pearson Education in 2004. This book underwent a thorough review, along with other books, and was determined by the science department as the most appropriate text for the course.

The book and written review forms were also reviewed by the Instructional Leadership Team and Board of Education Curriculum Subcommittee. Both groups support the approval of this textbook for this course.

A copy of this textbook and the review forms completed by the high school are available in the Director of Curriculum's office should any Board of Education members wish to review them prior to the meeting.

The Director of Curriculum will make a brief presentation regarding this textbook at the meeting.

9. OLD BUSINESS

10. ADMINISTRATIVE REPORTS

1. Strategic Plan Update

The superintendent will give a brief overview regarding the Strategic Plan and the work done on the monthly goals for January.

2. Enrollment 1/1/2009

49

There has been an overall increase of 3 students for our district since the December 2008 report. The numbers reflect a drop of 1 student each in grades 1 and 7 due to students moving out of district and an increase of 1 student each in kindergarten, grade 4, and grade 9 as a result of students either returning or moving into the district. Grade 12 reflects a change of 1 student who has moved out of district and 1 student returning to the district.

3. Budget Schedule/Planning Discussion

The superintendent will give a brief update regarding the budget planning schedule and additional meetings held with the Board of Finance.

4. Update on Emergency Tabletop Exercise

50

The superintendent will inform the board about the recent emergency tabletop exercise that was held in December with all administrations in the district and in conjunction with the local State police (scenario enclosed).

11. COMMITTEE REPORTS

1. Budget

2. Curriculum

3. Policy

4. Salary & Negotiations

5. Planning

6. Other Committees

12. OTHER

13. ADJOURNMENT

54

SOMERS BOARD OF EDUCATION
Ninth District Road
Somers, CT 06071
www.somers.k12.ct.us

MINUTES OF THE SPECIAL MEETING – November 24, 2008

Members Present: T. Henderson, D. Atkinson, A. Kirkpatrick, R. Lees, Jr., M. Marquardt, J. Formeister, T. Potrikus
Members Absent: D. Palmer
Administrators Present: W. Boutwell

The meeting was called to order by Chairman Henderson at 5:01 p.m. in the Mabelle B. Avery Middle School Board Room.

It was MOVED (M. Marquardt) and SECONDED (A. Kirkpatrick) to approve the Resolution Adopting Restatement and Amendment of the Somers Board of Education 403(b) Retirement Plan as contained in the Certificate of Adoption. PASSED 7-0.

B. Boutwell explained that effective January 1, 2009 the Internal Revenue Service is instituting new and revised regulations and requirements regarding the administration of employer provided tax sheltered annuity or 403(b) retirement plans. The Somers Board of Education 403(b) Retirement Plan has been revised to incorporate the new and revised regulations and such revisions have been reviewed by Attorney M. Sommaruga of Sullivan, Schoen, Campagne and Connon for appropriateness.

It was MOVED (T. Potrikus) and SECONDED (M. Marquardt) to appoint Doreen Forbes-Rogers to fill the vacancy left on the Board of Education by the resignation of D. Rudolf. PASSED 7-0.

After conducting interviews of the applicants, the Board appointed D. Forbes-Rogers to the vacant position on the Board. Both candidates presented with excellent qualifications and expressed much enthusiasm for the position.

It was MOVED (M. Marquardt) and SECONDED (T. Potrikus) to adjourn the Special Meeting at 6:17 p.m. PASSED 7-0.

Respectfully submitted,

Deb Atkinson
Secretary

These minutes are not official until approved at a subsequent meeting.

SOMERS BOARD OF EDUCATION
Ninth District Road
Somers, CT 06071
www.somers.k12.ct.us

MINUTES OF THE SPECIAL MEETING – November 28, 2008

Members Present: T. Henderson, D. Atkinson, R. Lees, Jr., M. Marquardt, J. Formeister, T. Potrikus, D. Palmer
Members Absent: A. Kirkpatrick
Administrators Present: None

The meeting was called to order by Chairman Henderson at 12:02 p.m. at the Mabelle B. Avery Middle School.

It was MOVED (M. Marquardt) and SECONDED (J. Formeister) to appoint Eric Boucher to fill the vacancy left on the Board of Education by the resignation of D. Rudolf. PASSED 7-0.

Chairman Henderson explained that the candidate initially appointed for the position had a conflict and was unable to accept the appointment.

It was MOVED (M. Marquardt) and SECONDED (T. Potrikus) to adjourn the Special Meeting at 12:05 p.m. PASSED 7-0.

Respectfully submitted,

Deb Atkinson
Secretary

These minutes are not official until approved at a subsequent meeting.

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – December 8, 2008

Members Present:	T.Henderson, T.Potrikus, R.Lees, A.Kirkpatrick, M.Marquardt, D.Palmer, D.Atkinson, J.Formeister, E.Boucher
Members Absent:	All members present
Administrators Present:	M.Suffredini, J.Houle, P.Collin, J.Morrow, B.Boutwell, G.Cotzin,
Staff Present:	R.Teed, L.Reilly, K.Regan
Citizens Present:	None in attendance
Students Present:	L.Rogers, C.Doulakis, W.Torres, J.Bailey, T.Atkinson, T.Olynciw
Student Representatives:	None in attendance
Others:	

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Chairman Henderson in the Mabelle B. Avery Middle School-BOE Board Room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

- 3.1** October 27, 2008 – It was MOVED (A.Kirkpatrick) SECONDED (R.Lees) to approve the October 27, 2008 Board of Education regular meeting minutes as amended. PASSED 8-0-1 abstention.

The October 27, 2008 minutes were amended as follows:

7.2 – Third paragraph amended to read as follows: “The **Somers Board of Education** will send out a Press Release regarding the Board of Education vacancy. Somers residents interested in serving on the Board should contact the **Superintendent’s office** for more information.”

Chairman Henderson introduced and welcomed new Board of Education member, Eric Boucher.

Chairman Henderson congratulated Patricia Collin on completing her doctorate.

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

- 4.1** Curriculum Presentations: Literacy/English & Technology Integration

4.1.1 Literacy/English

Mrs. Lisa Reilly, Curriculum Specialist Teacher for Language Arts grades K-5, and Mrs. Rae Teed, Curriculum Specialist Teacher for Language Arts grades 6-12 presented an update on the progress of curriculum work, professional development, and integration of technology in the area of Language Arts.

Mrs. Reilly and Mrs. Teed have received Larry Ainsworth Priority Standards training and are working with the K-12 teachers to identify the standards that have priority in the Language Arts Curriculum.

Teachers in grades K-12 have completed their curriculum maps and are now examining them to insure that all the identified priority standards are covered.

Student expectations have increased in grades 2-5 based on various assessment analyses. New benchmarks in reading have been recommended by the State for kindergarten, first grade and sixth grade.

The focus of professional development this year at the elementary level is in the area of writing and differentiated instruction. The goal is to improve writing instruction to align with the new state grade level expectations.

Ten “One2One Mate” wireless word processors have been purchased through a Somers Education Foundation grant. Students in grades 3-4 who need extra assistance in the area of writing will use the word processors. Mrs. Reilly reported on the positive impact these word processors have on the students who are using them. Mrs. Reilly will demonstrate how these word processors work at a future board meeting.

Language Arts teachers in grades 9-12 have been receiving Moodle training in order to provide online learning, collaboration, and differentiation of instruction to their students.

New literature has been incorporated into grades 6 and 12.

A new initiative, Book Bites, has been implemented at Somers High School to engage students in the reading and discussion of a variety of texts. This book discussion group meets one morning per term for extra credit.

4.1.2 Technology Integration

Dr. Judith Houle, Director of Curriculum and Mr. James Morrow, Director of Technology, presented an update on the integration of technology into the curriculum and instructional practice.

Dr. Houle explained that the Instructional Leadership Team (ILT) and district Media Specialists are examining the Connecticut State Department of Education *Information & Technology Literacy Framework* for grades PreK-12 (ITL) to identify grade level standards that will be integrated into each of the core curriculum areas. The Director of Curriculum and the Director of Technology will work with elective curricula groups to identify ITL standards that will then be incorporated into their curriculum documents as they go through the revision process.

Dr. Houle stated that the ultimate goal in integrating technology into classroom instruction is to be able to expand learning beyond the school day in an interactive environment. Grant funds have been secured to allow teachers to be trained in the use of 21st century tools to enhance their classroom instruction.

Moodle, an online course support system, blogging, wikis and podcasting are all being used.

4.2 Guidance Annual Report

Somers High School Guidance Counselor, Karen Regan, reported that the Counseling and Career Center staff and administration are evaluating their program to determine ways that they can expand communication with parents, teachers, and students and to find alternate ways to best meet students needs. Some initiatives include reviewing the components of the CT School Counseling Association's *Program Development Guide*, looking at what other schools are doing, developing relationships with colleges, redesigning the CCC webpage, using Naviance consistently with all students, providing additional informational sessions (financial aid, for example) and creating an open door and open communication policy.

Students will be surveyed at the end of the school year to assess the strengths and weaknesses of the program.

Somers High School graduates who are one year out will be surveyed next year to receive their input on how well they were prepared for life after high school.

4.3 Alternative Ed Program Report

High School Principal, Gary Cotzin, reported that the Alternative Ed Program currently has nine students enrolled in grades 9-12. The students spend the morning on the core subject areas and participate in work or internship experiences in the afternoon.

Instruction is individualized in a self-contained classroom with most of the work being done on-line using the Moodle and Aleks programs.

Mr. Cotzin reported that although the program is new, its impact is apparent. Students who were not having success in the past are producing more work and attending school more regularly. All the students who enrolled in the program at the beginning of the school year are still enrolled.

Mr. Cotzin reported that the program is still evolving and the staff is looking at ways to service more students through alternative programs.

At the request of Mr. Cotzin, the Board agreed to move 8.2 Approval of Electives/Curriculum Changes to this section of the agenda.

8.2 Approval of Electives/Curriculum Changes

It was MOVED (T.Potrikus) SECONDED (A.Kirkpatrick) to approve the 2009-2010 Somers High School Course Selection Guide as presented. PASSED 8-0-1 abstention

Mr. Cotzin explained that the 2009-2010 Somers High School Course Selection Guide has been slightly modified; however, no new courses have been added. The majority of adjustments are either grammatical or reflect changes in course requirements.

English electives will be offered in alternate years due to low enrollment numbers. Mr. Cotzin stated that there might be more elective changes depending on the 2009-2010 budget.

Mr. Cotzin reported that the high school grading policy and the levels assigned to all courses are being reviewed.

4.4 Status of CSDE Special Ed Action Plans

Dr. Patricia Collin clarified the status of action plans submitted to and approved by the CSDE. The first issue related to the disproportionate number of white students (as compared to other ethnic groups) identified under the disability category of Speech Language Impairment. Somers conducted a self-assessment and submitted an action plan to the State which included a full file review, review of State eligibility criteria, and incorporation of Strategic Goal #1 as it relates to this area into professional growth goal plans of Speech and Language Pathologists. The district has since been notified that the State will not require a second transmission of data in January 2009 but advised that we remain cognizant of the issue.

An outcome of the P.J. et al. v State of Connecticut, Board of Education et al. class action lawsuit, the second action plan focuses on students with intellectual disability and addresses out-of-district placement and related factors (e.g. time with nondisabled peers and involvement in extracurricular activities) of this small incidence population in our district. The action plan included professional development in the area of differentiated instruction for public school staff, on-site observations of our students in private special education facilities to ensure appropriateness of placement, and discussions at PPT meeting with parents and school staff regarding strategies to promote transition to public school.

5.0 CORRESPONDENCE

5.1 Chairman Henderson reported receipt of a thank you note from Dr. Patricia Collin.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7.0 CONSENT AGENDA

7.1 Approval of 11/12/08 Bills – \$100,413.90 and 12/3/08 Bills - \$556,577.95
It was MOVED (D.Atkinson) SECONDED (M.Marquardt) to approve the 11/12/08 bills in the amount of \$100,413.90 and the 12/3/08 bills in the amount of \$556,577.95. PASSED 8-0-1 abstention

7.2 Retirement notification (E.Quagliaroli)
It was MOVED (D.Atkinson) SECONDED (M.Marquardt) to accept the retirement notification from E.Quagliaroli effective April 24, 2009. PASSED 8-0-1 abstention

7.3 Request for Child-Rearing Leave (J.Kunzelman)
It was MOVED (D.Atkinson) SECONDED (M.Marquardt) to approve the child-rearing leave requested by J.Kunzelman beginning approximately May 25, 2009 through January 26, 2010. PASSED 8-0-1 abstention

8.0 NEW BUSINESS

8.1 2007-2008 Strategic School Profile
Dr. Suffredini presented key data from the 2007-2008 Strategic School Profile. Dr. Suffredini reviewed trends and comparisons in the areas of enrollment, free and reduced lunch, ethnicity, test scores, physical fitness, graduates, per pupil expenditures, special education expenditures and hours of instruction. The dropout rate of students with disabilities reported in the report will be examined.

8.2 Moved to 4.0 Audience To Citizens/Staff/Students

- 8.3** Approval of Annual School Calendar
It was MOVED (T.Potrikus) SECONDED (R.Lees) to approve the 2009-2010 school calendar as presented. PASSED 9-0
Dr. Suffredini reported that the 2009-2010 school calendar was developed with input from administration, the S.E.A., and staff.

Dr. Suffredini reported that the April vacation was changed to align with other district's calendars.

Dr. Suffredini stated that a reduction in teacher release time for meetings would be phased in starting next year to allow teachers more time in the classroom and to increase the time spent on learning. The administrators at each school have been asked to review their schedules.

- 8.4** Second Warning/Adoption of DBS Code: 5131.11 – Bullying
It was MOVED (D.Atkinson) SECONDED (A.Kirkpatrick) to adopt DBS Code: 5131.11 as presented. PASSED 8-0-1 abstention

- 8.5** First Warning of DBS Code: 2120: Organizational Chart
8.6 First Warning of DBS Code: 3511 – Compliance with 504 Regulations
8.7 First Warning of DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting
8.8 First Warning of DBS Code: 5125.11 – Health/Medical Records
8.9 First Warning of DBS Code: 5131.21 – Threats or Acts of Violence
8.10 First Warning of DBS Code: 5141.6 – Crisis Prevention/Response
8.11 First Warning of DBS Code: 5144.1 – Use of Physical Force and Seclusion Policy
8.12 Approval of Somers Basketball Association SES Scoreboard Donation
It was MOVED (R.Lees) SECONDED (M.Marquardt) to accept the donation of a new scoreboard for Somers Elementary School from the Somers Basketball Association.

The Somers Basketball Association will fully fund this project at no cost to the Somers School System or the Town of Somers.

Tim Potrikus suggested that a letter be sent to the Board of Finance notifying them of this donation.

Chairman Henderson will send a thank-you note to the Somers Basketball Association.

Items 8.5 - 8.11 will be brought forward for a Second Warning/Adoption at the January 12, 2009 BOE meeting. Questions regarding any of these policies should be directed to D.Atkinson or Dr. Suffredini.

9.0 OLD BUSINESS - None

10.0 ADMINISTRATIVE REPORTS

- 10.1** Transportation Update
B.Boutwell reported that there has been less than ten requests for route changes this year and approximately half of these requests resulted in changes.

Mr. Boutwell reported that out-of-district transportation is an on-going concern due to the many constraints and the state regulations involved which individual student

program requirements. Mr. Boutwell stated that attempts to collaborate with other districts are made whenever possible.

Mr. Boutwell stated that he is researching ways to handle out-of-district transportation internally in order to have more options and control.

At the Board's request, Mr. Boutwell will verify that all students, including students who do not normally take the bus, participate in bus evacuation drills.

10.2 Enrollment 11/1/08 & 12/1/08

Dr. Suffredini reported that the changes in enrollment reflect students moving in and out of the district.

Dr. Suffredini reported that there was one student who dropped out at the high school.

11.0 COMMITTEE REPORTS

11.1 Budget

2009-2010 Budget Calendar

Dr. Suffredini reported that the 2009-2010 budget calendar is similar to the timeline used last year.

CIP meeting dates will be added to the calendar. The CIP meeting dates are 1/15/09 and 1/22/09 at 6:00 p.m. and 1/31/09 at 9:00 a.m.

Dr. Suffredini reported that he has been meeting with members of the Board of Finance and the town selectman to determine what revenue sources will be available for next year. Strategies are being developed to address the needs of both the town and schools in this difficult budget year.

The Somers Long Range Plan is on hold and there is currently a moratorium on hiring.

At the request of the Board, Dr. Suffredini will cc Board members on all public emails he sends.

11.2 Curriculum

R.Lees reported that the Curriculum Committee met this evening and reviewed the Botany Curriculum. This science elective and textbook request will be presented at the January 12, 2009 BOE meeting as a first warning.

Eric Boucher will serve on the Curriculum Committee.

11.3 Policy

The next Policy Committee meeting is scheduled for January 5, 2009.

11.4 Salary & Negotiations

A meeting has been scheduled with the custodial union on December 10th.

11.5 Planning – On hold

11.6 Other Committees

12.0 OTHER

12.1 Strategic Plan Update

Dr. Suffredini stated that all the goals outlined in the Strategic Plan are being addressed. Collectively, the work is either in process or completed. The Strategic Plan will be assessed in the spring and modified where needed.

Strategic Plan Update will be added to the second BOE meeting of the month agenda under Superintendent's Report.

13.0 ADJOURNMENT

It was MOVED (T.Potrikus) and SECONDED (D.Atkinson) to adjourn the regular meeting of the Somers Board of Education at 9:34 p.m. PASSED 9-0

Respectfully submitted,

Debra Atkinson, Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

Food Service & Management Curriculum Report
Somers Board of Education
January 12, 2009
Executive Summary

Food Service & Management Courses at Somers High School

Food Service & Management 1

This occupational food service program is designed for students who are interested in the preparation of food and the exploration of the hospitality industry. Students will be exposed to basic food preparation with emphasis on hot food preparation and baking techniques. Students will also engage in hands on activities, and employable skills such as preparing and serving food in a restaurant and banquet setting. Students in this course earn credits from Manchester Community College through the College Career Pathways Program.

Food Service & Management 2

This is a continuation of Food Service & Management 1. Students have the opportunity to further their culinary knowledge and skills.

Students investigate restaurant management as it applies to purchasing, receiving, storage, inventory controls, and food cost. Students completing both FSM1 and FSM2 with a "C" average or better will receive 7 college credits through the College Career Pathways program from Manchester Community College.

All students become members of the nationally recognized organization FCCLA Family, Community, Career, Leaders of America.

Both Courses help in the preparation and service of various activities.

- Senior Citizen Luncheons
- Catering for various school functions
- Preparing food for local non-profit organizations
Schools, churches, shelters

This program runs a restaurant called Horizons Café during the school day for the students and staff starting in November and ending in February.

The program also runs a dinner version of Horizons Café, which runs every Wednesday night in the spring for six weeks.

Science Curriculum Presentation
Somers Board of Education Meeting
January 12, 2009
Executive Summary

K-12 Science Curriculum was approved in July, 2008

Currently, high school teachers are writing curriculum documents

- Using state & national guidelines when available
- Following same format that was used for non-elective courses
 - Botany curriculum has already been approved
 - Chemistry and forensics are nearly ready for review by the ILT

K-12 teachers are using PD days to develop instructional units

- Using limited CMT and CAPT data to guide the process
 - CMT has no released items
 - CMT does not specify grade specific areas that need improvement
- Content reflects curriculum and aligned to state framework
- Involves identification of and focus on “priority standards”
- Uses the “Understanding by Design” template for unit development
 - Individual K-5 teachers must represent and report to their grade level teams.
 - K-5 teachers edit unit after feedback from their teams
- Draft instructional units will be implemented in the spring so that final edits can be made before the end of the school year
 - Units will include assessments
 - Sample units are available to teachers on the Somers web site
 - Support for unit development and refining assessments are also available on the web site
- Grants
 - Teacher Quality Partnership: 2 are in the works, one to target science instruction at the elementary school and one to target science instruction at the middle school
 - SEINE follow-up through NOAA
 - Proposal due in March

41 Dartmouth Road
Longmeadow, MA 01106
December 22, 2008

Dr. Maynard Suffredini
Superintendent of Schools
Somers Public Schools
47 Ninth District Road
Somers, CT

Dear Dr. Suffredini:

Thank you for the opportunity to work at Somers Elementary School as a part-time special education teacher. I find that I require full-time employment at this time, and I am resigning for a full-time teaching position.

My effective date of resignation is 01/13/09. Thank you again for your support and understanding.

Sincerely,

A handwritten signature in cursive script that reads "Mary Ellen Clay".

Mary Ellen Clay

cc: Jennifer Oliver
Patricia Collin

December 15, 2008

Dear Dr. Suffredini,

In November I sent a letter outlining my intent to retire at the end of the 08-09 school year. At this time, please consider this my formal notice to retire then.

Also, please note that under the terms of the SES Teacher's Contract, my notice at this date qualifies me for the Retirement Benefit cited in Article XIII of this contract.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Judith Gonyea". The signature is written in black ink and is positioned to the right of the typed name.

Mrs. Judith Gonyea
SES

December 15, 2008

Dear Dr. Suffredini,

In November I sent a letter outlining my intent to retire at the end of the 08-09 school year. At this time, please consider this my formal notice to retire then.

Also, please note that under the terms of the SES Teacher's Contract, my notice at this date qualifies me for the Retirement Benefit cited in Article XIII of this contract.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Judith Gonyea".

Mrs. Judith Gonyea
SES

January 6, 2009

Dear Board of Education Members and Dr. Suffredini,

I am writing to request maternity/child rearing leave during this school year 2008-2009. My projected due date is Sunday, April 26, 2009. I intend to work through the week after April vacation and start my leave on Monday, April 27th. I plan on taking the six weeks granted by the FMLA following the birth, and then am requesting the last weeks of school to be child rearing leave. I anticipate returning to the high school for the start of the 2009-2010 school year.

Thank you for your consideration and attention to this matter.

Sincerely,

Sarah P. Burda
Art Teacher
Somers High School

October 6, 2008

Somers Board of Education
Somers Public Schools
Somers, CT

To whom it may concern,

I'm am requesting maternity and child rearing leave beginning approximately the second week of April 2009. My official due date is currently unknown but I will be able to be more specific by the end of November.

I would like to take child rearing leave through the end of the school year and will return in August 2009.

Sincerely,

A handwritten signature in cursive script that reads "Kochung".

Kate Chung
Part-time Spanish teacher
MBA

October 6, 2008

Somers Board of Education
Somers Public Schools
Somers, CT

To whom it may concern,

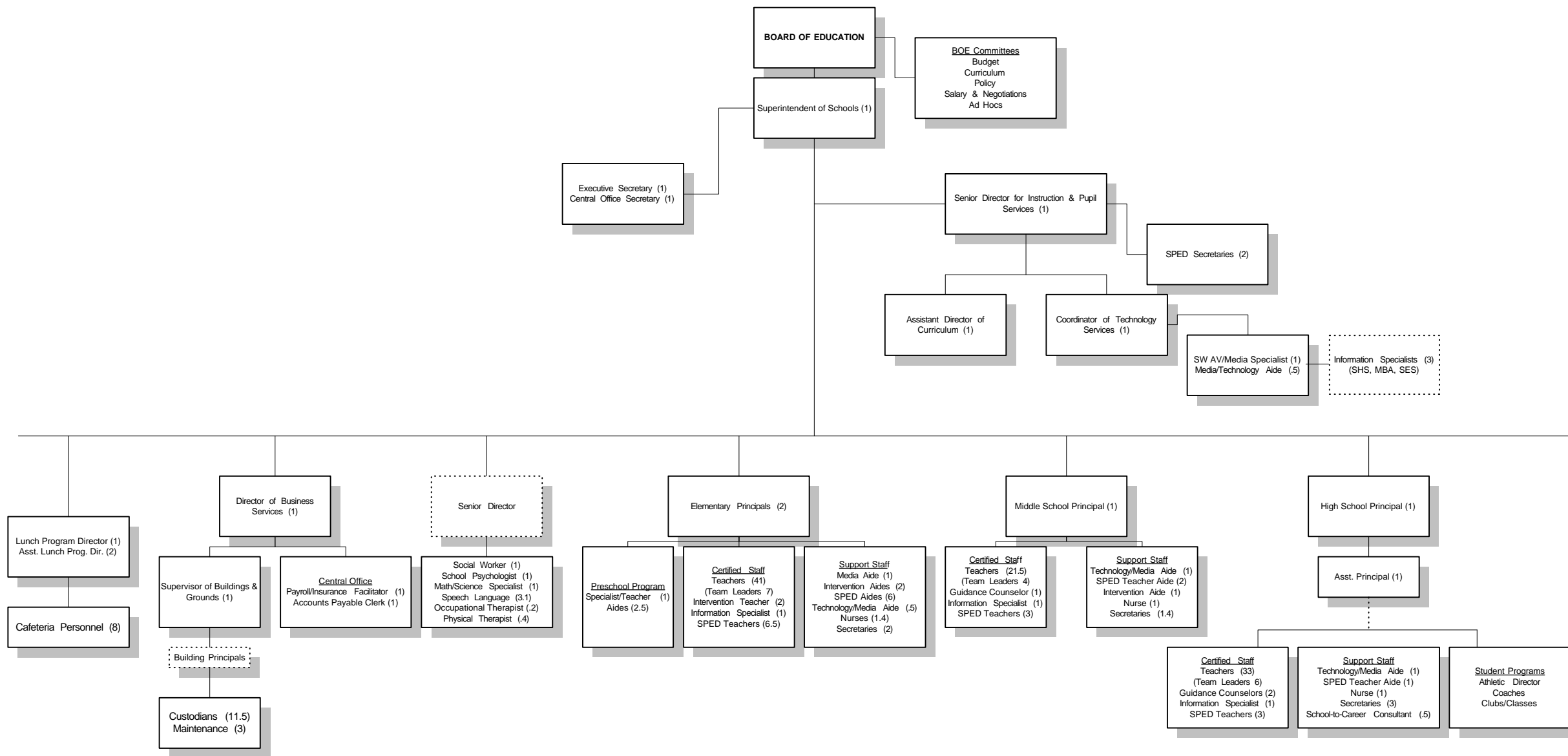
I'm am requesting maternity and child rearing leave beginning approximately the second week of April 2009. My official due date is currently unknown but I will be able to be more specific by the end of November.

I would like to take child rearing leave through the end of the school year and will return in August 2009.

Sincerely,

A handwritten signature in black ink that reads "Kochung". The signature is written in a cursive style with a large, looped "K" and a long, sweeping tail.

Kate Chung
Part-time Spanish teacher
MBA



Adopted: December 1989
 Revised: September 1992
 Revised: September 1994
 Revised: September 1995
 Revised: October 1995
 Revised: October 1997
 Revised: October 1998

Business/Non-Instructional Operations

Compliance with 504 Regulations

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with handicaps and bars discrimination based on disability. The act protects all school-aged children as handicapped who meet the definition of a qualified handicapped person: 1) has or 2) has had a physical or mental impairment which substantially limits a major life activity, or 3) is regarded as handicapped by others.

This act requires the provision of a free appropriate public education (FAPE) to eligible students. Appropriate means an education comparable to the education provided to non-handicapped students, requiring that reasonable accommodations be made. It covers academic programs, extracurricular activities, and non-academic services.

The act provides a set of definitions that explain exactly what is meant by individual with a handicap and defines the impact of the handicap or condition on a major life activity. Thus, an individual with handicap(s) is defined as any individual who:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities;
2. has a record of such impairment; or
3. is regarded as having such an impairment (29 U.S.C. Sec. 706(8)).

Further, physical or mental impairment is described as:

1. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss effecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hermic and lymphatic, skin, and endocrine; or
2. any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities (34 Code of Federal Regulations Part 104.3)

Major life activities are defined as:

1. functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Major life activities also include, but are not limited to, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating and the operation of major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Has a record of such an impairment means:

1. has a history of, or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.

Is regarded as having an impairment is defined as:

1. has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;
2. has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment; or
3. has none of the impairments defined but is treated by a recipient as having such an impairment (34 Code of Federal Regulations Part 104.3)

Note: A person classified as handicapped under 504 legislation may or may not be classified as handicapped under special education legislation.

The District shall comply with 504 regulations of the Rehabilitation Act of 1973 by making provisions for the location, referral, identification, evaluation and placement of school age handicapped children. The District shall provide these children with a free appropriate public education, as well as physical access to programs and services offered by the District.

(cf. 5145 – Statement of Non-Discrimination)

Legal Reference: Connecticut General Statutes
10-15c Discrimination in public schools prohibited
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et.seq.
Section 504, U.S. Rehabilitation act, 1973, 29 U.S.C. 791

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173 and PA 04-181))

29-17a Criminal history checks. Procedure. Fees.

Adopted:

Students

Health/Medical Records

When applicable, District schools will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends. The Superintendent shall designate the HIPAA Privacy Officer.

Student education records, including personally identifiable health information, maintained by the District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, District schools will comply with FERPA's confidentiality provisions rather than HIPAA's.

The District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education students. The District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the District has obtained authorization from the parent or adult student prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff that wrongfully uses or discloses protected health information.

(cf. 3231 – Medical Reimbursement for Special Education Students)
(cf. 5125 – Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 10-15b Access of parent or guardians to student's records.
 10-154a Professional communications between teacher or nurse & student.
 10-209 Records not to be public
 46b-56 (e) Access to Records of Minors.
 Connecticut Public Records Administration Schedule V - Disposition of
 Education Records (Revised 1983).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of
 the General Education Provisions Act, as amended, added by section 513 of
 P.L. 93-568, codified at 20 U.S.C.1232g.).

Legal References: (continued)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

PL 107-110 “No Child Left Behind Act of 2001” Sections 5208 and

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 50312-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53182-53273

Adopted:

Students

Threats or Acts of Violence

The Board of Education recognizes that threats or acts of violence are complex and that, while the school may recognize potentially at risk youth, it cannot make clinical assessment of risk and provide in-depth counseling, but must refer the youth to an appropriate place for such assessment and counseling.

Therefore, any school employee who may have knowledge of a threat or act of violence must take the proper steps to report this information to the school principal who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

(cf. 5114 - Suspension and Expulsion/Due Process)

(cf. 5130 - Student Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5141.5 - Crisis Management)

(cf. 5141.6 - Safety)

(cf. 5144 -Discipline/Punishment)

(cf. 5144.2 - Use of Physical Force)

(cf. 5144.3 - Discipline of Students with Disabilities)

(cf. 5145.12 - Search and Seizure)

Legal Reference:

Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304 and PA 96-244.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Adopted:

Students

Crisis Prevention/Response

The district recognizes that schools are subject to a number of potentially disruptive events. These events include major crises. No school is immune no matter the size or location. The challenge, however, is to protect students as much as possible in an increasingly violent world.

Being prepared for crises can enhance the district's effectiveness in responding to smaller incidents.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the District's comprehensive school safety plan.

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules.

Adopted:

Students

Use Of Physical Force And Seclusion Policy

Physical Restraint(s)

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, the Board recognizes that there are times when it becomes necessary for staff to use restraint to protect a student from harming him/herself or to protect others from harm.

Physical restraint is defined as any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Reasonable restraint is defined as immobilization of the student's opportunity for movement by staff members through direct physical contact, using established intervention techniques designed to control acute aggressive behavior. Such restraint will be used only as long as necessary to control the situation. The degree of physical restraint will be sufficient to ensure the safety of the student and others in the immediate vicinity, yet will protect the student from undue physical harm. The use of physical restraint will be used as a last resort after other intervention strategies have been tried and deemed ineffective or inadequate to address the risk of psychological or physical harm to the student or others in the environment.

The term does not include: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of a documented treatment plan or individualized education program and is the least restrictive means available to prevent such self injury.

Seclusion

Seclusion is defined as the confinement of a person in a room, whether alone or with staff supervision, in a manner that prevents the person from leaving. In the case of students identified as eligible for special education services or who are in the process of being evaluated to determine such eligibility, seclusion may not be utilized except as specified in Procedures on the Use of Seclusion of Persons at Risk.

With the exception of special education students, restraint or seclusion may only be utilized by staff members on students under the following circumstances:

1. Protect himself/herself or others from immediate physical injury.
2. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
3. Protect property from physical damage.
4. Restrain such minor or remove such minor to another area, to maintain order.

Corporal punishment is strictly prohibited.

In the case of students identified as eligible for special education services or who are in the process of referral for consideration of such eligibility, physical restraint may not be utilized except as specified in Procedures on the Use of Physical Restraint of Persons at Risk.

Legal References: Connecticut General Statutes: 46a-150 through 46a-153; 53a-18
Public Act No. 07-147

Adopted

Students

Discipline

Discipline of Students with Disabilities

The District shall comply with the provisions of the Individuals With Disabilities Education Improvement Act (IDEA) of 2004 when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience/misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience/misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A special education student may be suspended for an aggregate of 10 days of school per school year, regardless of whether the student's gross disobedience/misconduct is a manifestation of his or her disabling condition without the need for the district to provide any educational services. A special education student may be suspended for additional removals of up to ten days for separate acts of misconduct, as long as the removals do not constitute a pattern. During any such subsequent suspensions for ten school days or less the district must provide services to the student with disabilities to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. School administrators and the special education teacher will determine the services needed. The IEP team (PPT) will decide the level of services to be provided to a student with disabilities who is expelled for behavior unrelated to his/her disability.

Any special education student may be temporarily excluded to an appropriate alternative educational setting for no more than 45 school days by court order or by order of a duly appointed State of Connecticut hearing officer if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others. In addition, school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement or a disabled student who violates the code of student conduct. The District has the authority on a case-by-case basis to place a student in an alternative setting while a manifestation determination is pending. When an appeal has been requested by the parent or District, the student shall remain in the interim educational setting pending the hearing officer's decision unless the District and parent agree the student should be moved.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury to another person, may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 school days in accordance with the IDEA.

Students

Discipline

Discipline of Students with Disabilities (continued)

- (cf. 5114 - Suspension/Expulsion, Due Process)
- (cf. 5125 - Student Records)
- (cf. 5131 - Conduct)
- (cf. 5131.6 - Drugs, Tobacco, Alcohol)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5144 - Discipline/Punishment)

Note:

1. *A special education student may not be expelled for behavior or a condition which is a manifestation of the student's disability.*
2. *It is possible to suspend a disabled student beyond the initial ten days cumulatively in a school year for additional removals of up to ten days for separate acts of misconduct as long as the removals do not constitute a pattern.*

Legal Reference: Connecticut General Statutes
 10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304 and PA 96-244.
 53a-3 Definitions.
 53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
 PA 94-221 An Act Concerning School Discipline and Security.
 GOALS 2000: Educate America Act, Pub. L. 103-227.
 18 U.S.C. 921 Definitions.
 Title I - Amendments to the Individuals with Disabilities Education Act. (PL 105-17)
 Sec. 314 (Local Control Over Violence)
 Elementary and Secondary Schools Act of 1965, as amended by the Gun Free Schools Act of 1994.
 P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Policy adopted:

Instruction

Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education encourages the development of school student publications such as newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications will comply with the rules of responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Administration reserves the right to edit or delete such student speech which is determined to be inconsistent with the District's basic educational mission.

The Board recognizes that students have rights to free expression in student publications. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)
 Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.
 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562
 (1988)
 Bethel School District v. Fraser, 478 US 675 (1986)
 Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:

Instruction

Care of Instructional Materials

Library books, textbooks, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. Teachers shall emphasize to students that texts and materials are the public's property, and should be appropriately cared for.

Students who fail promptly to return or pay for texts and materials may have grades, transcripts or report cards withheld until restitution is made.

(cf. 5131.5 - Student Vandalism)

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules, policies and procedures.

10-222a Boards to have use of funds derived from repayment for school materials.

Policy adopted:

PERSONNEL - CERTIFICATED:

Retirement:

Any certificated employee may retire under provisions of any pension or retirement plan or system provided for State or Municipal employees or for teachers in the public schools of the State at the option of the employee.

A person holding a bona fide executive or high policy-making position for at least two years, who has attained the age of seventy (70) and who is entitled to an immediate nonforfeitable annual retirement benefit under a pension, profit-sharing, savings or deferred compensation plan, or combination of such plans, from his/her employer which equals or exceeds forty-four thousand (\$44,000) may be retired at the discretion of the Board of Education.

Legal Reference: Connecticut General Statutes
31-126 Unfair Employment Practices

Public Law 95-256 Age Discrimination in
Employment Act Amendments of 1978

Adopted: April 27, 1981

Revised: September 24, 1990

APPENDIX G

(Cooperative Team Policy Information can be found in CIAC Bylaws Section 3.0, pages 19-24 of this Handbook)

CIAC APPLICATION FOR COOPERATIVE TEAM SPONSORSHIP

(Application deadlines: Fall sports – May 1; Winter sports – September 15; Spring sports – January 10)

Application for: Initial Renewal Application Date 12/8/08

1. Names of Schools Applying 2. City/Town 3. Principal's Name
 Host School (1) Ellington High School Ellington Neil Rinaldi
 Coop School (2) Somers High School Somers Gary Cotzin
 Coop School (3) _____

4. Sport (boy or girl) Tennis Boy Total # of athletes allowed by CIAC 10

5. Effective Date of Coop March 23, 2009

6. Name of Coop Ellington/Somers Tennis

7. Potential Participation (List number of students in each school who are expected to participate on this team.) ** Include eligibility lists for previous year.

Grade	Host School (1)	Coop School (2)	Coop School (3)	Total
* 9	<u>1</u>	<u>1</u>	_____	<u>2</u>
10	<u>4</u>	<u>1</u>	_____	<u>5</u>
11	<u>0</u>	<u>1</u>	_____	<u>1</u>
12	<u>1</u>	<u>2</u>	_____	<u>3</u>
Total	<u>6</u>	<u>5</u>	_____	<u>11</u>

* NOTE: This figure must include the expected participants from the incoming ninth graders if this application is submitted the previous school year.

8. * Current Program Status (List the number of participants included in your program during the sport season preceding this application.)

CLUB STATUS

Grade	Host School (1)	Coop School (2)	Coop School (3)	Total
9	<u>4</u>	<u>1</u>	_____	<u>5</u>
10	<u>0</u>	<u>1</u>	_____	<u>1</u>
11	<u>1</u>	<u>2</u>	_____	<u>3</u>
12	<u>2</u>	<u>1</u>	_____	<u>3</u>
Total	<u>7</u>	<u>5</u>	_____	<u>12</u>

9. Agreement Signatures: The following signatures certify approval of this cooperative team by a formal vote of the local education authority and the administrators of the schools involved, and it attests that all the information submitted is accurate, all schools have an agreement with respect to insurance, coaching personnel, facilities, equipment, student eligibility and complying with CIAC By-laws.

Schools	Board President /Chair/ or Superintendent Signature	Principal Signature	Date
Host (1) <u>Ellington</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>1/8/09</u>
Coop (2) <u>Somers</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>1/8/08</u>
Coop (3) _____	_____	_____	_____

10. Addendums to this Application: (The following items must accompany this application in order for it to be processed.)

- A. A written statement expressing the reason for formation of this coop.
- B. A written statement from all schools involved that they will adopt a "no-cut" policy for this coop.
- C. A written statement from your league or six (6) competing schools approving this coop.
- d. The eligibility lists of previous sport season.

NOTE: Member schools are advised that when a Cooperative Athletic Team is dissolved for any reason, any and all remaining players from the school that is no longer participating in the co-op are not eligible to continue participating with the host team. For purposes of clarification, the host team is that team which was previously part of the coop team and has increased its team membership to a level which the CIAC determines sufficient to sponsor its own school team independent of a co-op arrangement.

OFFICIAL CIAC ACTION: The above application for cooperative team sponsorship –
 IS / IS NOT granted for the school years _____ and _____

 Chairman, CIAC Board of Control / Date

APPENDIX G

(Cooperative Team Policy Information can be found in CIAC Bylaws Section 3.0, pages 19-24 of this Handbook)

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Application for: Initial Renewal Application Date 12/8/08

1. Names of Schools Applying 2. City/Town 3. Principal's Name
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7. Potential Participation (List number of students in each school who are expected to participate on this team.) ** Include eligibility lists for previous year.

Grade	Host School (1)	Coop School (2)	Coop School (3)	Total
* 9	<u>1</u>	<u>1</u>	_____	<u>2</u>
10	<u>4</u>	<u>0</u>	_____	<u>4</u>
11	<u>3</u>	<u>2</u>	_____	<u>5</u>
12	<u>3</u>	<u>0</u>	_____	<u>3</u>
Total	<u>11</u>	<u>3</u>	_____	<u>14</u>

* NOTE: This figure must include the expected participants from the incoming ninth graders if this application is submitted the previous school year.

8. * Current Program Status (List the number of participants included in your program during the sport season preceding this application.)

CLUB STATUS

Grade	Host School (1)	Coop School (2)	Coop School (3)	Total
9	<u>4</u>	<u>0</u>	_____	<u>4</u>
10	<u>3</u>	<u>2</u>	_____	<u>5</u>
11	<u>3</u>	<u>0</u>	_____	<u>3</u>
12	<u>0</u>	<u>1</u>	_____	<u>1</u>
Total	<u>10</u>	<u>3</u>	_____	<u>13</u>

9. Agreement Signatures: The following signatures certify approval of this cooperative team by a formal vote of the local education authority and the administrators of the schools involved, and it attests that all the information submitted is accurate, all schools have an agreement with respect to insurance, coaching personnel, facilities, equipment, student eligibility and complying with CIAC By-laws.

Schools	Board President /Chair/ or Superintendent Signature	Principal Signature	Date
Host (1) <u>Ellington</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>1/8/08</u>
Coop (2) <u>Somers</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>1/8/09</u>
Coop (3) _____	_____	_____	_____

10. Addendums to this Application: (The following items must accompany this application in order for it to be processed.)

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OFFICIAL CIAC ACTION: The above application for cooperative team sponsorship --

IS / IS NOT granted for the school years _____ and _____

Chairman, CIAC Board of Control / Date

Mr. Neil Rinaldi
Principal

Mr. Liam O'Reilly
Assistant Principal

Mr. Peter Corbett
Lead Teacher

Mrs. Suzanne Markowski
Guidance Director

Mr. Tim McCluskey
Athletic Director

Ellington High School
37 MAPLE STREET
ELLINGTON, CT 06029
(860) 896-2352 Fax (860) 896-2366



"Where Children Come First"

December 9, 2008

Mr. Michael Savage
Executive Director
CIAC
30 Reality Drive
Cheshire, CT 06416

Dear Mike:

Please accept our application for the Ellington, Somers co-op boy's and girl's tennis program. Enclosed is the application, a letter from the NCCC League stating that the schools are members in good standing, and the Cooperative Tennis Agreement. You will see that there is a "no-cut" policy stated in the agreement.

Should you have any questions about the enclosed material, please contact me at 896-2352 x140. We look forward to receiving approval of our application.

Sincerely,

A handwritten signature in black ink that reads "Tim McCluskey". The signature is written in a cursive, flowing style.

Tim McCluskey
Athletic Director

TMC:cd
Attachments

2008-2009

COOPERATIVE TENNIS AGREEMENT

The Cooperative Tennis Team will consist of student-athletes from two schools: Ellington High School, and Somers High School. Ellington will assume the management of the program. As per CIAC requirements, Ellington will be identified as the sponsoring school.

Management responsibilities include, but are not limited to, organization, supervision, and evaluation of the program. Revenues for the financial obligation will be generated by the Tennis Booster Club(s) of the cooperating districts. Insurance coverage at no additional cost to the Boards of Education will be provided to members of the teams in the same manner that insurance is provided to members of other teams that are sponsored by the Boards of Education. The Tennis Booster Club(s) are required to purchase insurance policies that hold each Board of Education blameless and place them under no liability for the cooperative tennis program and its players.

Organization

1. Sponsoring School: Ellington High School will assume the responsibility of being the sponsoring school beginning with the 2008-2009 season.
2. Team Name/Team Mascot/Team Colors: The team name is Ellington/Somers, the mascot is the Knights; the colors are purple/gold/white.
3. School Representation: Team membership will consist of players from each cooperating school. Each player must demonstrate proficiency commensurate with the level of competition. A "no cut" policy will be in effect as per CIAC rules.
4. Agreement Compliance and Review by Member Schools and the Tennis Boosters.
 - A. At the start of the school year, Ellington will hold a meeting of the coaches and executive board members of the Tennis Boosters. Athletic directors and administrators of the two schools will be invited and encouraged to attend.

Procedures such as match supervision, safety, revenue, conduct of players, practice and match times, transportation, awards and award programs will be reviewed so that coaches and booster club members know the terms and limits of this cooperative tennis agreement.

Ellington's administrators and athletic director will seek periodic reports on the progress of the activities listed above during the season.

- B. Negotiations of coaches salaries, types of awards, means of transportation, etc., must be consistent with the corresponding contracts, types of awards, etc., that are given and used at the two schools. The building administrator of Ellington, after consultation with the Somers building administrator, will clarify any areas that are ambiguous.

- C. Any of the two towns may contribute funds toward the tennis program if they so desire. The contributions will be made known to the Booster Club, and they will deduct an equal contribution from that town's students who participate in the tennis program. The money contributed will go directly to the student activity fund of the host school, which is responsible for paying bills for the program.

The contributions made by one community in no way obligate the other communities to make any financial commitment toward the program.

- D. If tennis is covered under the schools' umbrella student athletic insurance, The Booster Club does not have to maintain a separate policy in this area.

Personnel

1. **Assistant Coaches**

The Assistant Coaches (if needed) will have the following responsibilities.

- A. Supervise and participate in all practices, games, scrimmages (and related transportation) under the direction of the head coach.
- B. Be certifiable as a coach with appropriate training in first aid and CPR.

2. **Head Coach**

The Head Coach will have the following responsibilities.

- A. The coach will be responsible for the direct supervision of the team at all games, practices, and meetings. No games, practices, or meetings will be held without the presence of the coach.
- B. The coach will be under the direct supervision of the Athletic Director and the administration of Ellington High School.

- C. The coach will work in cooperation with the assistant coaches and athletic director and the administration of the sponsoring school.
- D. The coach will be afforded all of the benefits of the contractual agreement of the sponsoring school and will be protected under the safe-harmless clause afforded all school personnel.
- E. The coach will schedule all practices and provide the Athletic Director with the practice schedule.

Fiscal Management

- 1. Accounting: The student activity account of Ellington High School will be the means by which all funds are collected and disbursed.
- 2. Revenues: It will be the responsibility of the Tennis Booster Club to provide a predetermined sum of money to be deposited in the student activity account by February 15th of each year.
- 3. There will be no budgetary requirements for Somers High School as Ellington High School will assume all administrative costs.

Rules and Regulations

- 1. Game Rules: Rules of the game will be governed by National Federation rules and the CIAC. These rules include, but are not limited to:
 - A. Number of players on the team
 - B. Number of games in the season
 - C. Length of the season
 - D. Practice and game rules
 - E. Local schools' academic eligibility
 - F. Equipment
- 2. Conduct of Players: All team members must comply with the rules specified by the CIAC, National Federation and the school the athlete represents.
- 3. Eligibility: All team members must meet the eligibility requirements of the CIAC and the requirements of the school it represents.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Botany Grades 11 and 12

Content Standards	Expected Performances
<p>10.1 Fundamental life processes depend on the physical structure and the chemical activities of the cell.</p> <p>Core Theme: Basic anatomy and physiology of plants</p> <p>Guiding Question: How does the structure of plant parts relate to their function?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Plant cells have specialized organelles that allow plants to function ▪ Although plants do not have organs, they have a complex structure consisting of three tissue types. ▪ Plants use xylem tissue to move water from root to leaves and phloem to move sugars from leaves to roots. ▪ Plants undergo primary growth from the apical meristem, which contains zones of elongation where mitosis is rapidly occurring. 	<p>a. Essential Question: How do plant cells and tissues work together to make a functioning plant?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ describe the structural differences of the organelles ▪ diagram a plant cell, correctly labeling organelles ▪ explain the structure and function of the cell wall and plasmodesmata ▪ describe the functionality of the plastids, primarily chloroplast and its role in photosynthesis ▪ discuss the role of a large central vacuole in the structure of an herbaceous plant cell <p>b. Essential Question: What are the three main tissue systems in a plant?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ differentiate between xylem and phloem and the roles these vascular tissues play in photosynthesis as well as the general well-being of the plant ▪ observe xylem tissue transporting water through a celery stem ▪ sketch vascular tissue of a stem cross section ▪ observe the unique adaptations of dermal tissue; such as stomata, root hairs, and the cuticle ▪ differentiate between parenchyma, collenchyma, and sclerenchyma as the three types of ground tissue ▪ observe the process of mitosis in the apical meristem tissue of roots and shoots ▪ diagram the process of transpiration and discuss the relevance of water's polarity ▪ discuss how wood is formed as secondary growth of vascular tissue and can be used to estimate the age of a tree

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Botany Grades 11 and 12 Content Standards	Expected Performances
<p>10.4 In sexually reproducing organisms, each offspring contains a mix of characteristics inherited from both parents.</p> <p>Core Theme: Flowers and Seeds in Angiosperms</p> <p>Guiding Question: What role do flowers play in angiosperm sexual reproduction?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Flowers are the reproductive organ of the angiosperms and can contain female parts, male parts, or both. ▪ Sexual reproduction in angiosperms results in the development of seeds. ▪ Plants have special adaptations to aid in pollination. ▪ Plants have special adaptations to enhance seed dispersal. 	<p>a. Essential Question: What role do flowers play in sexual reproduction of plants?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ describe the role of pistil and stamen in the production of a seed ▪ draw and label the parts of a perfect, complete flower ▪ describe a variety of pollination strategies that plants employ ▪ explain the structure of a seed and how the parts aid in the development of the young plant ▪ give examples of adaptations for optimal seed dispersal ▪ dissect a variety of flower samples and identify flower parts ▪ collect and press a variety of flower specimens ▪ classify seeds in various fruits

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Botany Grades 11 and 12 Content Standards	Expected Performances
<p>10.5 Evolution and biodiversity are the result of genetic changes that occur over time in constantly changing environments.</p> <p>Core Theme: Plant Classification and Evolution</p> <p>Guiding Question: How have plants evolved and how does this evolution relate to the way we classify plants today?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ As earliest plants evolved from primitive algae they acquired adaptations that reduced their dependence on living in an aquatic environment. ▪ The first plant division, the bryophyta or mosses, are nonvascular, seedless organisms, and only a few species still exist today. ▪ The adaptation of conducting systems in vascular plants has led to the successful migration of plants into drier ecosystems. ▪ The adaptation of the seed was a milestone in plant evolution. 	<p>a. Essential Question: How is plant evolution related to our current classification system?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ explain how plants evolved from a few species of nonvascular, seedless organisms to the variety of angiosperms that inhabit the earth today ▪ describe the difference between nonvascular and vascular seedless plants and give examples of bryophytes and pterophytes ▪ differentiate between a seed and a spore ▪ explain the importance of the evolution of seeded plants ▪ differentiate between the sexual structures of gymnosperms and angiosperms ▪ collect and press plant samples that represent plant divisions ▪ identify monocots and dicots ▪ explain how weed killers work differently for monocots and dicots

Somers Public Schools
Somers, Connecticut 06071
Science Curriculum

Botany Grades 11 and 12 Content Standards	Expected Performances
<p>Core Theme: Photosynthesis and Carbohydrate Production</p> <p>Guiding Question: How do plants use light energy to produce simple sugars?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Photosynthesis takes place in chloroplasts. ▪ During photosynthesis, carbon dioxide and water go through a complex series of chemical reactions that produce oxygen and simple sugars. ▪ The rate of photosynthesis in plants often depends on the availability of resources in the ecosystem. 	<p>a. Essential Question: What is the role of the chloroplast in the production of simple sugars as a food source for plants?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ describe the role of the chloroplast in photosynthesis ▪ draw and label the parts of a chloroplast ▪ recognize chlorophyll as the main light-absorbing pigment in the process ▪ analyze the overall chemical reaction for photosynthesis ▪ describe, in a broad sense, what happens in the light-dependent reactions and the light-independent reactions ▪ explain the effect of light intensity, wavelength, water availability, and carbon dioxide availability on a plant's photosynthesizing capability

Instructional Resource Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: January 8, 2009

Person(s) submitting: Dr. Judith C. Houle

Content Area: Science **Grade(s)** 11 and 12 **Course:** Botany

Recommended Purchase:

Title or Name of Resource: Introduction to Botany

Type of Resource: Textbook ISBN #978-0805344165

Copyright:2004 Vendor: Amazon.com

Address: http://www.amazon.com/gp/product/0805344160/sr=8-1/qid=1231427464/ref=olp_product_details?ie=UTF8&me=&qid=1231427464&sr=8-1&seller=

Background: (Why this purchase is being proposed?)

The Botany elective course has been formalized for inclusion into the approved Somers Science Curriculum. This textbook is the main resource for this course.

Process used to select this curriculum resource:

Course instructor and Science Department at Somers High School reviewed texts and found this to be the most appropriate for the course.

Is this the only curriculum resource for this course? No

If not, what other resource(s) will be used?

Teacher-made materials, online resources, other support materials as appropriate

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

The course instructor and Science Department at SHS used a review process promoted by professional organizations and found this book to meet the appropriate criteria.

Attach a standard budget sheet to detail the purchase costs. (See below)

Number of texts to be purchased	Cost per textbook	Total Cost
30	\$118.62	\$3,558.60*

*Item eligible for free shipping from vendor.

Somers Public Schools

Ninth District Road
Somers, Connecticut 06071

ENROLLMENT

	<u>10/1/04</u>	<u>SPED</u>	<u>10/1/05</u>	<u>SPED</u>	<u>10/1/06</u>	<u>SPED</u>	<u>10/1/07</u>	<u>SPED</u>	<u>6/1/08</u>	<u>12/1/08</u>	<u>1/1/09</u>
Preschool	16	4	19	7	18	6	20*	10	25*	20**	22**
Kindergarten—AM	47	6	56	4	57	3	49	3	53	55	55
Kindergarten—PM	50		51		58	2	52	3	53	43	44
Grade 1	123	6	108	6	106	4	124	6	125	111	110
Grade 2	119	8	125	7	114	3	109	7	111	128	128
Grade 3	129	7	122	10	133	11	112	7	113	115	115
Grade 4	133	9	131	13	128	12	135	17	133	112	113
Grade 5	129	9	134	13	131	13	129	15	132	136	136
Grade 6	135	11	135	9	141	14	140	16	140	131	131
Grade 7	141	16	138	11	136	8	148	15	146	142	141
Grade 8	151	10	139	15	138	12	140	13	140	151	151
Grade 9	156	17	162	11	154	16	148	17	147	142	143
Grade 10	144	20	143	14	148	9	141	14	141	144	144
Grade 11	142	10	134	18	137	15	149	8	153	139	139
Grade 12	124	5	143	7	133	15	130	10	127	152	152
TOTAL	1739	138	1740	145	1732	143	1726	161	1739	1721	1724
SES	746	49	746	60	745	54	730	68	745*	720**	723**
MBA	427	37	412	35	415	34	428	44	426	424	423
SHS	566	52	582	50	572	55	568	49	568	577	578
Vo-Ag	3		2		2		1		0	1	1
Cheney Tech	8		8		4		2		2	5	5
SPED Outside Pl.	11		12		14		14		20	16	16

* 2 community-based not enrolled in our PK program

**1 community-based not enrolled in our PK program

SOMERS PUBLIC SCHOOLS CRISIS EXERCISE

Fall 2008

Scenario:

It's a typical Friday early in December. The weather conditions are cold and overcast with high probability of some precipitation throughout the day. The time of day is 10:15am. Most activity is routine throughout each building. At the SES students and staff have a variety of activities going on. The pre K and kindergarten students are in the library for a special story time session. The 5th graders are in the auditorium for a class assembly activity. All other grades are in their regular classes. Several parent volunteers are assisting in the school this day.

The MBA has a 6th grade field trip to the new Science Center in Hartford scheduled for the entire day. All other grades are following their regular schedule. Due to an unusually high number of students who are ill and will be dismissed from school, there are 10 parents in the office to bring their children home.

SHS is holding a senior class assembly in the auditorium. There are 3 visitors to the school to speak in various classes: an author of history novels, the state senator from the area and a physically disabled individual to speak on disability discrimination to various classes.

10:15 am

A parent calls in to the SES and asks if anyone heard a report of an escape from the prison. She says she thought she heard something on the radio about 2-3 prisoners from the Enfield facility escaping while she was driving to Hartford. It wasn't clear since she had been changing radio stations quickly.

10:16am

A parent who just came into the SES to pick up his child says that he noticed a significant amount of state trooper activity on Rte 190.

10:18am

Sgt Claudio, resident trooper, calls into the superintendent's office to report that 2-3 prisoners have in fact escaped from the Somers Maximum Security Facility and may be armed and dangerous. They were last seen heading in the direction of Ninth District Road in Somers.

10:20am

The superintendent calls each building principal and reports the fact just shared by Sgt Claudio.

10:30am

Parents begin to call the building offices to inquire about what is happening and what the schools are going to do.

10:40am

Parents begin to show up at schools to dismiss their children.

10:45am

Radio stations begin to call into schools for update of situation.

10:50am

Radio stations begin to show up at a school building with cameras seeking interviews.

10:50am

Staff members tell principals that they have received calls on their cell phones from friends who have heard on the radio that escapees may have been seen in the woods on the school campus. **Weather conditions change to sleet and ice.**

11:00am

Custodian tells principal that he saw suspicious persons near rear of building.

11:05am

Power failure at high school. Electricity, heat and PA are not operating. All phone lines at each school are jammed by incoming calls.

11:10am

MBA principal receives call on her cell phone and is told that the field trip scheduled for the day is returning early due to problems at the Science Center in Hartford. They should be back by 11:45am.

11:15am

At SES, an autistic child suffers an emotional breakdown and needs to be retrained.

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – January 12, 2009

Members Present:	T.Henderson, T.Potrikus, R.Lees, M.Marquardt, D.Palmer, D.Atkinson, J.Formeister, E.Boucher
Members Absent:	A.Kirkpatrick
Administrators Present:	M.Suffredini, J.Houle, P.Collin, B.Boutwell
Staff Present:	L.Tracy
Citizens Present:	P.Sibilia, M.Rudolf
Students Present:	A.Grady, J.Cheney, S.Bailey, M.Arnold, B.Langlois, R.Moustafa, A.Foster, G.Sibilia, M.Krupauerova, J.Blauvelt, L.Dumas
Student Representatives:	None in attendance
Others:	

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:06 p.m. by Chairman Henderson in the Mabelle B. Avery Middle School-BOE Board Room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

- 3.1 November 24, 2008 Special Meeting – It was MOVED (T.Potrikus) SECONDED (M.Marquardt) to approve the November 24, 2008 Board of Education special meeting minutes as presented. PASSED 7-0-1 abstention (E.Boucher)
- 3.2 November 28, 2008 Special Meeting - It was MOVED (D.Atkinson) SECONDED (T.Potrikus) to approve the November 28, 2008 Board of Education special meeting minutes as presented. PASSED 7-0-1 abstention (E.Boucher)
- 3.3 December 8, 2008 – Regular Meeting - It was MOVED (T.Potrikus) SECONDED (D.Atkinson) to approve the December 8, 2008 Board of Education regular meeting minutes as corrected. PASSED 8-0

The December 8, 2008 minutes were corrected as follows:

11.1 last paragraph corrected to read as follows: Dr. Suffredini will, at his discretion, forward appropriate emails to the Board of Education.

AUDIENCE TO CITIZENS/STAFF/STUDENTS

4.1 Curriculum Presentations: Science and Food Service

4.1.1 Food Service

L.Tracy, Food Service Teacher at Somers High School, presented an overview of the two courses offered: Food Service & Management 1 and Food Service & Management 2. These courses are full year two credit courses. Students in Food Service & Management 1 earn credits from Manchester Community College through the College Career Pathways. Students completing both Food

Service & Management 1 and 2 with a “C” average or better receive seven college credits through the College Career Pathways program.

There are currently 16 students enrolled in each class.

Ms. Tracy reported that these occupational food service programs are offered to juniors and seniors and are designed for students who are interested in the preparation of food and the exploration of the hospitality industry.

Ms. Tracy reported that students are exposed to basic food preparation with emphasis on hot food preparation and baking techniques. Students learn employable skills and restaurant management through various activities that involve preparing and serving food in a restaurant and banquet setting.

All students become members of Family, Community, Career Leaders of America (FCCLA) that offers many competitive events and grant opportunities for students who wish to pursue this career field.

Ms. Tracy reported that the Food Service & Management curriculum will be reevaluated in the spring.

When asked what she felt the program needed, Ms. Tracy stated that the wood storage cabinets should be replaced with stainless steel because the wood cabinets are difficult to keep sanitary.

4.1.2 Science

Dr. Houle updated the Board regarding the progress on implementing the science curriculum that was adopted in June 2008.

Dr. Houle reported that instructional units are currently being written for each of the courses using UbD and CMT/CAPT data analysis. Science teachers will be working on these units during the January 20th Professional Development Day. Common Formative Assessments will be incorporated into the units. The teachers will begin teaching these units in the spring.

Dr. Houle reported that the high school science department is currently writing curriculum for the science electives.

Dr. Houle presented an overview of the grant programs we are currently involved in and for which we have applied. We are in the process of applying for continued grant funding from the Department of Environmental Protection to be used toward awareness and stewardship of the shore ecosystem and have already received funding through the Teacher Quality Partnership to be used to explore meshing science and language arts instruction and to further enhance science instruction overall through various means (assessments, differentiation).

T.Potrikus asked if there was any feedback from former students who have gone into the science field regarding their preparation for this field during high school. Dr. Houle will request any feedback from Ms. Porter to report back to the Board.

Chairman Henderson explained Audience To Citizens/Staff/Students to the students who were in attendance.

5.0 CORRESPONDENCE

5.1 Chairman Henderson reported receipt of the following:

- *MBA Advocate*
- Intent to retire letter from Judy Gonyea
- A letter from SEA President, A.Phillips
- Several Christmas Cards
- Thank you notes from S.Selley and J.Jaquith

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7.0 CONSENT AGENDA

7.1 Approval of 1/12/09 Bills – \$276,767.47

It was MOVED (M.Marquardt) SECONDED (R.Lees) to approve the 1/12/09 bills in the amount of \$276,767.47. PASSED 8-0

7.2 Retirement (J.Gonyea) Resignation (M.Clay)

It was MOVED (M.Marquardt) SECONDED (R.Lees) to accept the retirement notification from J.Gonyea effective at the end of the 2008-2009 school year. PASSED 8-0

It was MOVED (M.Marquardt) SECONDED (R.Lees) to accept the resignation submitted by M. Clay effective January 13, 2009. PASSED 8-0

7.3 Request for Child-Rearing Leave (K.Chung/S.Burda)

It was MOVED (M.Marquardt) SECONDED (R.Lees) to approve the maternity and child-rearing leave requested by K.Chung beginning approximately the second week of April 2009 through the end of the 2008-2009 school year. PASSED 8-0

It was MOVED (M.Marquardt) SECONDED (R.Lees) to approve the maternity and child-rearing leave requested by S.Burda starting April 27, 2009 and extending through the end of the 2008-2009 school year. PASSED 8-0

8.0 NEW BUSINESS

8.1 Second Warning/Adoption of DBS Code: 2120: Organizational Chart

8.2 Second Warning/Adoption of DBS Code: 3511 – Compliance with 504 Regulations

8.3 Second Warning/Adoption of DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting

8.4 Second Warning/Adoption of DBS Code: 5125.11 – Health/Medical Records

8.5 Second Warning/Adoption of DBS Code: 5131.21 – Threats or Acts of Violence

8.6 Second Warning/Adoption of DBS Code: 5141.6 – Crisis Prevention/Response

8.7 Second Warning/Adoption of DBS Code: 5144.1 – Use of Physical Force and Seclusion Policy

It was MOVED (T.Potrikus) SECONDED (D.Palmer) to adopt policies listed as 8.1 through 8.7 as presented. PASSED 8-0

8.8 First Warning of DBS Code: 51443 – Discipline of Students with Disabilities

8.9 First Warning of DBS Code: 6145.3 – Publications

8.10 First Warning of DBS Code: 6161.2 – Care of Instructional Materials

8.11 First Warning of DBS Code: 4117.1 – Retirement

Second Warning and Adoption of policies listed as 8.8 through 8.10 will be scheduled for the January 26, 2009 BOE meeting. Policies DBS Code: 51443, 6145.3 and 6161.2 are new CABE recommended policies.

Action will be taken to remove DBS Code: 4117.1 – Retirement from the BOE Policy Manual at the January 26, 2009 BOE meeting.

8.12 Approval of Co-op Tennis Agreement

It was MOVED (R.Lees) SECONDED (D.Palmer) to approve the Co-op Tennis Agreement with Ellington High School with no cost or expenses to be provided by the Somers Board of Education. PASSED 8-0

Dr. Suffredini stated that the NCCC has approved this co-op merger and the program will run the same as it did last year. Ellington will schedule a meeting to explain the program to students and parents.

8.13 Adoption of Botany Elective for Science Curriculum

It was MOVED (R.Lees) SECONDED (D.Atkinson) to approve the Botany elective, as written, for inclusion into the approved Science Curriculum. PASSED 8-0

Dr. Houle reported that the Botany elective was reviewed by both the district Instructional Leadership Team (ILT) and the BOE Curriculum Committee and both groups recommended presentation to the Board of Education.

Dr. Houle reported that the Botany curriculum was developed by the high school science department. The existing curriculum was revised to link to the state framework.

8.14 First Warning of Botany Elective Textbook

Dr. Houle stated that the Somers High School science department is requesting that textbook *Introduction to Botany* be purchased to accompany the Botany elective. This textbook was reviewed, along with other textbooks, and it was determined by the science department as the most appropriate text for the course. This textbook is a college level text; however, it is very comprehensive and grade appropriate. It also has an online component. Currently there are 25-26 students per semester taking this course. It is recommended that 30 copies of this textbook be purchased.

The recommended textbook has been reviewed by both the district Instructional Leadership Team (ILT) and the BOE Curriculum Committee. Both groups support approval of this textbook for this elective.

Second Warning/Adoption scheduled for the January 26, 2009 BOE meeting.

9.0 OLD BUSINESS - None

10.0 ADMINISTRATIVE REPORTS

10.1 Strategic Plan Update

Dr. Suffredini updated the Board on the work that has been done or is in progress on the three Strategic Goals.

Development of assessments and instructional strategies will be the focus of the January 20th Professional Development Day.

The Curriculum Specialist Teachers (CST) are working on integrating technology into their curriculum. Teachers are reviewing pre-CAPT test results.

J.Morrow is investigating a leasing program to improve the student/computer ratio.

Work is being done to coordinate the internal and external components of PowerSchool. The public parent module will be available in February for scheduling purposes.

Mr. Morrow applied for a grant to offer staff training in wikis, podcasting and blogs as instructional tools. The grant was approved and training is currently taking place.

Mr. MacFeat is assessing the condition of all the buildings and a status report will be presented at the second meeting in February.

Dr. Suffredini requested that “Strategic Plan Update” be moved to the second BOE meeting of each month. The next report will be scheduled for the February 23rd BOE meeting.

10.2 Enrollment 1/1/2009

Dr. Suffredini reported that there has been an overall increase of 3 students since December 1, 2008. The 1724 enrollment figure reflects a drop of 1 student each in grades 1 and 7 due to students moving out of district and an increase of 1 student each in kindergarten, grade 4 and grade 9. Grade 12 reflects a change of 1 student who moved out of district and 1 student returning.

The Board requested that the October 1, 2008 enrollment figures be added to the monthly enrollment report.

10.3 Budget Schedule/Planning Discussion

Dr. Suffredini reported that the budget process is on hold until more definitive information is received regarding what revenue will be available and what the overall impact will be on the town budget.

Dr. Suffredini reported that he; the Business Manager, the Board of Finance and the Board of Selectmen have been meeting and discussing different budget scenarios. Dr. Suffredini anticipates that he will know what steps will need to be taken by the next Board meeting. He will keep the Board informed.

10.4 Update on Emergency Tabletop Exercise

Dr. Suffredini reported that an Emergency Tabletop Exercise was held in December within the district. This exercise was used to test the preparedness of the administrators and the town’s emergency personnel to deal with a crisis on campus. Dr. Suffredinin reported that it was a very effective exercise.

11.0 COMMITTEE REPORTS

11.1 Budget

B.Boutwell reported that the payroll was done last week for the first time using the new financial software. Mr. Boutwell commended Paul Noury for all the work he did in getting this system up and running.

Mr. Boutwell stated that they are not totally converted over to the new financial system yet and that there is still a lot of work to do.

Mr. Boutwell reported that there is now a budget freeze in place and all administrators have been notified. Critical needs will be reviewed. Mr. Boutwell stated that there is a need to conserve resources.

Out of district placements, substitute teacher needs, and snow storms resulting in overtime costs have all had a negative impact on the budget.

Mr. Boutwell reported that funds have been received from the heating assistance grant.

There are currently 16 out of district placements; however, there are changes anticipated. Mr. Boutwell will present a report in February.

11.2 Curriculum

No report

11.3 Policy

The next Policy Committee meeting is scheduled for February 2, 2009.

11.4 Salary & Negotiations

Negotiations with the custodial union are in progress.

11.5 Planning

A CIP meeting is scheduled for January 14, 2009.

11.6 Other Committees

12.0 OTHER

12.1 Chairman Henderson will write a memo to the Board of Finance informing them of the recent donation of a scoreboard for Somers Elementary School from the Somers Basketball Association. The Board will keep the Board of Finance informed of all future donations received.

13.0 ADJOURNMENT

It was MOVED (D.Atkinson) and SECONDED (J.Formeister) to adjourn the regular meeting of the Somers Board of Education at 8:18 p.m. PASSED 8-0

Respectfully submitted,

Debra Atkinson, Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.