

BOE Meeting Template
Monday, May 11, 2009 7:30 PM

Mabelle Avery Middle School District Offices Board Room (This meeting will begin at approximately 7, 4
Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
 1. 4/27/09 Minutes 3
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Approval of Bills 8
8. NEW BUSINESS
 1. Approval of Technology Plan 2009-2012 19
Mr. Morrow will present the district's new three-year technology plan which will be submitted to the CSDE upon favorable vote by the board. He will also give an explanation about the plan and respond to any questions you may have.
 2. Second Warning/Adoption of K-2 Math Textbooks 77
The board will review for the second warning the adoption of the new K-2 math textbooks. For the past year and a half we have worked on realigning our elementary math curriculum in order to establish a unified math program. The adoption of this new math series will allow us to complete this process. Dr. Houle and I will be available to respond to any questions regarding the new math program.
 3. First Warning of DBS Code: 5123.2-Summer School Work for Credit 85
The Policy Committee continues to review all policies within the district's policy manual. At this time, the committee is recommending a first warning for a new summer school policy for the district. Members of the committee, as well as myself, will be available to respond to any questions that you may have. Second warning of this policy will be on the next board meeting agenda.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS
 1. Technology Program/Parent Portal Demonstration 86
Mr. Morrow will give a recap of the technology program for the Somers Public Schools and the work that was done throughout this current year. He will address any questions that you may have. Also, as a new feature with our student informational software package, Mr. Morrow will give a demonstration on the Parent Portal module which provides parents with the opportunity to access pertinent student data information.
 2. Enrollment 5/1/09 95
The total number of students for the Somers Public Schools has remained the same; however, a few changes have occurred due to families either moving in or out of district during this past month. We have experienced a reduction of 1 student in the A.M. Kindergarten and 2 students in grade 1. We have also experienced an increase of 1 student in grade 6 and 2 students in grade 7. All other grade levels have remained the same.
11. COMMITTEE REPORTS
 1. Budget
 2. Curriculum
 3. Policy
 4. Salary & Negotiations

5. Planning
6. Other Committees
12. OTHER
13. ADJOURNMENT
14. Approved 5/11/09 Minutes

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – April 27, 2009

Members Present: T.Henderson, M.Marquardt, D.Atkinson, A.Kirkpatrick, J.Formeister, D.Palmer, T.Potrikus
Members Absent: E.Boucher, R.Lees
Administrators Present: M.Suffredini, J.Houle, P.Collin, B.Boutwell, R.Riola, J.Oliver, N.Barry, S.Muirhead
Staff Present: None in attendance
Citizens Present: C.Gay, E.Beebe, L.Horan
Students Present: None in attendance
Student Representatives: None in attendance
Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 8:43 p.m. by Chairman Henderson in the Somers Elementary School Media Center following the Town Public Hearing.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

3.1 April 6, 2009 Regular Meeting – It was MOVED (D.Atkinson) SECONDED (D.Palmer) to approve the April 6, 2009 Board of Education regular meeting minutes as presented. PASSED 7-0

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

5.0 CORRESPONDENCE

5.1 Chairman Henderson reported receipt of the following:
▪ A letter from the McIntyre's. Dr. Suffredini has responded to the letter and spoken with administration.
▪ The town budget flyer.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7.0 CONSENT AGENDA

7.1 Approval of 4/27/09 Bills – \$113,424.25
It was MOVED (T.Potrikus) SECONDED (D.Atkinson) to approve the 4/27/09 bills in the amount of \$113,424.25. PASSED 7-0

8.0 NEW BUSINESS

8.1 Second Warning/Adoption of DBS Code: 4111/4211-Recruitment & Selection
The Board has reviewed DBS Code: 4111/4211-Recruitment & Selection through its first warning on 4/6/09. The Policy Committee has reviewed this policy along with

the Administrative Council. The Board has recommended reinstating paragraph one, which was crossed out in the first warning draft as part of the policy for second warning.

It was MOVED (A.Kirkpatrick) SECONDED (D.Atkinson) to adopt DBS Code: 4111/4211- Recruitment & Selection as modified. PASSED 7-0

8.2 Reappointments

Due to the needs of the school department in providing for special education services, and as a result of recent updates on class schedules at the high school, the Superintendent recommends that the Board vote to reinstate the following positions and staff:

Susan Atwood – SHS Math
Michael Mayo – SHS Business Ed
Kristina Carnevale – MBA Special Ed
Thoma Miller – MBA Math
Carla Castro – SHS Math
Melissa Mucci – SES Special Ed
Melissa Cianci – SES Special Ed
Susan Muirhead – MBA Asst. Principal
Linda Dewey – SW Social Worker (.5 FTE)
Theresa Muska – SHS Special Ed
Marc Dzicek – SHS Social Studies transfer to MBA
Jaclynn Ouellette – SES Special Ed (.5 FTE)
Caitlin Heintz – SES Special Ed
Stephanie Poole – SES Speech/Language Pathologist
Robert Kapner – SHS Asst. Principal
Karen Regan – SHS Guidance
Nicholas Kosloski – Tech Ed (MBA .2/HS .8)
Stanley Targonski – SHS Math
Michael Lurate – MBA Special Ed
Joseph Tarpinian – SES Physical Ed

This action will be the first round of recalls and reinstatements for personnel. Once the town budget passes, the Board may then move to reinstate other personnel or make further cuts if necessary. The positions being reinstated at this time are required regardless of the outcome on the town referendum budget vote.

It was MOVED (D.Palmer) SECONDED (M.Marquardt) to reinstate all positions listed as submitted by the Superintendent along with the appointments of the personnel as well. PASSED 7-0

The staff named in the list will be notified that the Board has approved Dr. Suffredini's recommendation to reinstate their position and appointment.

8.3 First Warning of K-2 Math Textbooks

Dr. Houle, Director of Curriculum, presented a proposal for mathematics textbook adoption for grades K-2, which will unify the textbook series at the elementary level. The Board of Education Curriculum Subcommittee has reviewed this proposal and voted to bring it forward to the full board for approval.

Dr. Houle presented a copy of the Instructional Resource Proposal Form outlining the process and projected costs for this adoption. A revision of the five-year textbook/instructional plan was presented showing that the resources have been allocated for the consumable books in mathematics through fiscal year 2014.

These textbooks will be purchased out of the 2008-2009 budget.

Second Warning/Adoption will be scheduled for the May 11, 2009 BOE Meeting.

9.0 OLD BUSINESS – None

10.0 ADMINISTRATIVE REPORTS

10.1 Superintendent's Report

Dr. Suffredini reported the following:

- Information has not yet been received regarding the stimulus IDEA (Part B) Children with Disabilities age 3-21 and IDEA (Part B) Preschool grants application process.
- The district was notified on April 20, 2009 that the grant application submitted by Peter Stone to the CT State Department of Public Utility Control was approved in the amount of \$29,862.00. This grant is called the Public Educational and Governmental Programming and Education Technology Investment Account Grant (PEGPETIA) and was devised to support efforts to provide public access programming for cable TV. The funds will be used to provide equipment and software to support a high school independent study class through the Tech Ed Department in video production for cable TV.

Dr. Suffredini commended Peter Stone, Roy Slater, Bob Hall, and former Somers High School students, Jeff Henson and Andy Yau for submitting the PEGPETIA Grant application and for their work on this project.

- The Enfield co-op swim team will be disbanding next year. Three Somers students participate in this swim co-op. Availability of other swim programs will be researched.
- Principal Cotzin is reviewing the latest report on class sizes and work continues to try to mitigate large class sizes while meeting budgetary concerns. Dr. Suffredini will keep the Board apprised. It is anticipated that everything should be in place by the end of May, if not sooner.
- The Town Emergency Management Team is responding to the swine flu health alert and is preparing for whatever may develop.

10.2 Transportation Update (B.Boutwell)

Mr. Boutwell reported that First Student conducted a ridership survey for the 12 in-town bus runs for a period of 2-3 weeks. Ridership varies on a daily basis. During the spring the high number of students participating in high school sports impacts MBA/SHS ridership. Routes with lower ridership tend to be located farther from campus in less populated areas.

CREC has been provided with a list of our current out-of-district placements and is evaluating opportunities to combine transportation of Somers students with those from other districts. A proposal has been received from CREC that addresses transportation for three current out-of-district placements with a projected cost reduction of approximately \$15,000.

Mr. Boutwell will continue to work closely with First Student as the 2009-2010 routes are developed to provide safe and cost-effective transportation and will continue to seek partnership with other organizations to manage transportation expenses.

The contract between First Student and the bus drivers has been ratified.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell reported that there have been no significant changes in the 2008-2009 Budget; however, he is still waiting to hear what the reduction in the excess cost grant will be.

Dr. Collin reported that she has submitted the IDEA entitlement grant.

11.2 Curriculum

Dr. Houle reported that several curriculum documents and proposals would be presented to the Board at the second meeting in May as First Warnings and as Second Warnings at the first meeting in June.

11.3 Policy

The next Policy Committee meeting is scheduled for May 4th.

11.4 Salary & Negotiations

There have been no negotiation sessions scheduled.

11.5 Planning – No Report

11.6 Other Committees – No Report

12.0 OTHER

Chairman Henderson clarified that any federal stimulus money will go to the state and the state will decide how to distribute the money. Any funds allocated to the town will go directly into the general fund and the town will decide how to distribute the money.

T.Potrikus questioned whether the matching grants we currently receive to meet information technology needs (based on monies received in past years from CIP in the amount of \$65,000 per year) are in jeopardy. Dr. Suffredini will look into whether or not this is an issue.

13.0 ADJOURNMENT

It was MOVED (D.Palmer) and SECONDED (T.Potrikus) to adjourn the regular meeting of the Somers Board of Education at 9:30 p.m. PASSED 7-0

Respectfully submitted,

Debra Atkinson, Secretary
Joan Jaquith, Recording Secretary

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

GENERAL BUDGET FINANCIAL REPORT

2008-2009

DATE: 05/11/09

ACCOUNTS PAYABLE TOTAL: \$ 300,239.63

PAYROLL:

PAYROLL DATE: 5/1/09 \$ 497,904.50

TOTAL: \$798,144.13

APPROVED BY:

WBB

WILLIAM B. BOUTWELL

5/7/09

DATE:

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
MA - SCIENCE SUPPLIES					
204 10-100-2-3-28-242-611-2000-01 PEARSON EDUCATION	198280	Inv 401821147	4/16/2009	2001191	\$202.28
Line Account Total:					\$202.28
HS - BAND SUPPLIES					
168 10-100-2-4-20-242-611-2000-01 J.W. PEPPER & SON, INC. 2480 INDUSTRIAL BLVD	198262	Inv 01E52161	3/4/2009	2001183	\$1.75
J.W. PEPPER & SON, INC. 2480 INDUSTRIAL BLVD	198261	Inv 01E45433	2/23/2009	2001183	\$19.29
Line Account Total:					\$21.04
HS - RENAISSANCE PROGRAM					
809 10-100-2-4-99-242-611-0000-01 GARY COTZIN	198237	DD coffee card	4/27/2009	2001172	\$50.00
Line Account Total:					\$50.00
SW HEALTH SUPPLIES					
1146 10-213-3-4-48-421-323-1000-02 MOORE MEDICAL CORP. 389 JOHN DOWNEY DRI	198278	Inv 95659314	4/17/2009	2001188	\$289.96
Line Account Total:					\$289.96
SW - SCHOOL PSYCHOL. SUPPLIES					
1027 10-214-2-3-56-242-611-0000-07 MICHAEL WALD	198313	Reimburse	4/19/2009	2001208	\$237.50
Line Account Total:					\$237.50
HS - PRINCIPAL'S TRAVEL					
269 10-221-1-4-50-251-580-1000-05 ROB KAPNER	198425	Alt Ed, Scholar	5/5/2009	2001186	\$63.80
GARY COTZIN	198426	CIAC Scholars	5/5/2009	2001172	\$46.20
Line Account Total:					\$110.00
HS - TRAVEL/IN-SERVICE					
267 10-221-1-4-50-251-580-2000-05 MARGARET ZIMMER- DUFFY	198247	Clems College	4/27/2009	2001175	\$14.30
MARGARET ZIMMER- DUFFY	198244	Travelers Ins 4	4/27/2009	2001175	\$29.70
MARGARET ZIMMER- DUFFY	198246	Internship inter	4/27/2009	2001175	\$82.56
MARGARET ZIMMER- DUFFY	198245	SLAM, Glaston	4/27/2009	2001175	\$38.61
Line Account Total:					\$165.17

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
SW - COMPUTER SOFTWARE					
150 10-222-2-5-14-233-611-2000-03 FARONICS TECHNOLOGIES USA, INC. SUITE #17	198250	Inv IN87194	4/9/2009	2001177	\$685.00
Line Account Total:					\$685.00
B.O.E. - OTHER PROF. SERVICES					
45 10-231-1-5-74-134-330-1000-10 CT. INTERLOCAL RISK MANAGEMENT AGENCY	198243	Inv RDED2654	4/15/2009	2001169	\$121.50
Line Account Total:					\$121.50
B.O.E. - AUDIT					
51 10-231-1-5-74-134-330-1000-10 TOWN OF SOMERS	198300	Audit	4/28/2009	2001202	\$3,000.00
Line Account Total:					\$3,000.00
B.O.E. - SUPPLIES					
47 10-231-1-5-74-134-690-1000-10 SOMERS LUNCH PROGRAM	198297	BOE 4/27	4/27/2009	2001196	\$10.50
Line Account Total:					\$10.50
CO - TRAVEL/IN-SERVICE					
271 10-232-1-5-72-251-580-1000-05 DR. MAYNARD SUFFREDINI	198290	Enf BOE, HAS	5/1/2009	2001198	\$46.20
JIM MORROW	198277	CREC, Apple T	4/29/2009	2001189	\$99.00
Line Account Total:					\$145.20
CO - OFFICE SUPPLIES					
42 10-232-1-5-72-258-690-1000-04 SOMERS LUNCH PROGRAM	198296	Paper plates	4/24/2009	2001196	\$23.29
Line Account Total:					\$23.29
CO - COPIER RENTAL					
525 10-232-6-5-66-830-440-1000-04 OFFICE EQUIPMENT FINANCE SERVICES	198321	Inv 122575160	4/19/2009	2001155	\$415.67
Line Account Total:					\$415.67
K-5 - COPIER RENTAL					
523 10-240-6-2-66-830-440-2000-04 OFFICE EQUIPMENT FINANCE SERVICES	198322	Inv 122575160	4/19/2009	2001155	\$415.67
CIT TECH FINANCE SERVICE #910-0016338-000	198317	Inv 14149095	4/23/2009	2001154	\$136.00
Line Account Total:					\$551.67

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
MA - COPIER RENTAL					
527 10-240-6-3-66-830-440-2000-03					
CIT TECH FINANCE SERVICE #910-0016338-000	198316	Inv 14149095	5/5/2009	2001154	\$136.00
OFFICE EQUIPMENT FINANCE SERVICES	198319	Inv 122575160	4/19/2009	2001155	\$415.66
				Line Account Total:	\$551.66
HS - COPIER RENTAL					
763 10-240-6-4-66-830-440-2000-04					
CIT TECH FINANCE SERVICE #910-0016338-000	198318	Inv 14149095	4/23/2009	2001154	\$136.00
OFFICE EQUIPMENT FINANCE SERVICES	198320	Inv 122575160	4/19/2009	2001155	\$415.67
				Line Account Total:	\$551.67
K-5 - TELEPHONE					
363 10-260-5-2-64-642-530-1000-04					
VERIZON WIRELESS	198311	Inv 200419751	4/22/2009	2001207	\$58.31
				Line Account Total:	\$58.31
MA - MUSIC MAINTENANCE					
382 10-260-5-3-20-722-430-2000-01					
WENDELL G. HAIRE PIANO SERVICES	198314	Inv 42009-1	4/20/2009	2001209	\$100.00
				Line Account Total:	\$100.00
MA - TELEPHONE					
365 10-260-5-3-64-642-530-1000-04					
VERIZON WIRELESS	198312	Inv 200419751	4/22/2009	2001207	\$58.06
				Line Account Total:	\$58.06
HS - TECHNOLOGY ED MAINTENANCE					
395 10-260-5-4-12-722-430-2000-01					
AMERICAN NATIONAL KNIFE	198232	Inv 46970	4/21/2009	2001159	\$444.79
				Line Account Total:	\$444.79
HS - QUANTITY FOODS MAINT.					
393 10-260-5-4-38-722-430-2000-01					
CASH REGISTER SOLUTIONS	198236	Inv 9257	4/10/2009	2001168	\$195.00
AMERIPRIDE	198225	Inv H414941	4/23/2009	2001160	\$56.51
AMERIPRIDE	198224	Inv H411373	4/9/2009	2001160	\$56.51
AMERIPRIDE	198223	Inv H002306	4/2/2009	2001160	\$79.46
AMERIPRIDE	198222	Inv H407779	3/26/2009	2001160	\$56.51
				Line Account Total:	\$443.99

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
HS - TELEPHONE					
366 10-260-5-4-64-642-530-1000-04 VERIZON WIRELESS	198309	Inv 200419755	4/22/2009	2001207	\$88.37
Line Account Total:					\$88.37
CO - TELEPHONE					
367 10-260-5-5-64-642-530-1000-04 AT&T	198220	860 763-0222	4/1/2009	2001163	\$47.45
VERIZON WIRELESS	198310	Inv 200419751	4/22/2009	2001207	\$145.27
Line Account Total:					\$192.72
SW - CUSTODIAL SUPPLIES					
377 10-260-5-6-62-650-613-1000-05 K & S DISTRIBUTORS, INC.	198268	Inv 206546	4/29/2009	2001185	\$320.40
GRAINGER	198254	Inv 803980234	4/17/2009	2001180	\$74.35
MAGNAKLEEN	198272	Inv 876081	4/14/2009	2001187	\$50.65
MAGNAKLEEN	198273	Inv 876082	4/14/2009	2001187	\$67.10
MAGNAKLEEN	198271	Inv 876080	4/14/2009	2001187	\$45.00
K & S DISTRIBUTORS, INC.	198270	Inv 203659/C2	2/26/2009	2001185	\$112.96
K & S DISTRIBUTORS, INC.	198269	Inv 206615	4/30/2009	2001185	\$60.00
MAGNAKLEEN	198276	Inv 886736	4/28/2009	2001187	\$67.10
K & S DISTRIBUTORS, INC.	198267	Inv 206592	4/30/2009	2001185	\$275.65
MAGNAKLEEN	198275	Inv 886735	4/28/2009	2001187	\$50.65
MAGNAKLEEN	198274	Inv 886734	4/28/2009	2001187	\$45.00
Line Account Total:					\$1,168.86
SW - COMPUTER MAINTENANCE					
1077 10-260-5-6-62-722-430-0000-01 THE TREE HOUSE	198304	Inv 11905	4/21/2009	2001205	\$177.34
NPV, INC.	198279	Inv 4706	4/23/2009	2001190	\$405.00
T.D. CURRAN INC.	198299	Inv 163871	4/21/2009	2001200	\$180.00
Line Account Total:					\$762.34
K-5 BUILDING REPAIRS					
1141 10-260-5-6-62-722-430-1000-08 T. J. CONWAY COMPANY	198303	Inv 9886	4/27/2009	2001201	\$1,181.55
JOHN'S LOCK SHOP	198259	Inv 7812	4/27/2009	2001184	\$102.50
JOHN'S LOCK SHOP	198257	Inv 07807	4/17/2009	2001184	\$493.20

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
Line Account Total:					\$1,777.25
MA - BUILDING MAINTENANCE					
430 10-260-5-6-62-722-430-1000-08					
JOHN'S LOCK SHOP	198260	Inv 7812	4/27/2009	2001184	\$345.50
JOHN'S LOCK SHOP	198258	Inv 7806	4/15/2009	2001184	\$443.20
Line Account Total:					\$788.70
HS - BUILDING MAINTENANCE					
439 10-260-5-6-62-722-430-1000-08					
ANYTIME SEWER & DRAIN SERVICE	198214	Inv 42621	3/31/2009	2001162	\$155.00
HAMPDEN ENGINEERING P.O. BOX 563	198256	Inv 709777	4/22/2009	2001182	\$95.00
Line Account Total:					\$250.00
SW - EQUIPMENT REPAIR					
440 10-260-5-6-62-722-430-1000-08					
RICHCO PRODUCTS INC. 237 MEMORIAL DRIVE	198281	Inv 104357	4/20/2009	2001192	\$114.70
BART TRUCK EQUIPMENT CO, INC	198231	Inv M531696-I	3/19/2009	2001166	\$143.36
AUTOTEK	198218	Inv 8615	4/20/2009	2001164	\$164.43
Line Account Total:					\$422.49
SW - GROUNDS KEEP					
442 10-260-5-6-62-722-430-1000-08					
SUNBELT RENTALS	198293	Inv 20042877-	4/24/2009	2001199	\$585.00
RIVER VALLEY LAWN CARE	198282	Inv 1021	4/16/2009	2001193	\$817.93
Line Account Total:					\$1,402.93
SW - RUBBISH REMOVAL					
444 10-260-5-6-62-722-430-1000-08					
SOMERS SANITATION SERV.	198295	Inv 070002504	5/1/2009	2001197	\$1,189.70
Line Account Total:					\$1,189.70
SW - GENERAL REPAIR					
447 10-260-5-6-62-722-430-1000-08					
SOMERS ACE HARDWARE	198432	Inv 80241	4/16/2009	2001156	\$68.81
SOMERS ACE HARDWARE	198433	Inv 80351	4/24/2009	2001156	\$57.52
SOMERS ACE HARDWARE	198431	Inv 80308	4/21/2009	2001156	\$66.96
SOMERS ACE HARDWARE	198434	Inv 80392	4/27/2009	2001156	\$28.84
SOMERS ACE HARDWARE	198430	Inv 80081	4/3/2009	2001156	\$46.96
SOMERS ACE HARDWARE	198429	Inv 80026	4/9/2009	2001156	\$41.28

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
Line Account Total:					\$310.37
SW - MOWER MAINTENANCE					
451 10-260-5-6-62-722-430-1000-08 BACHER CORP. OF CONN. 7 THOMPSON ROAD	198233	Inv 10057	4/15/2009	2001165	\$942.53
Line Account Total:					\$942.53
SW - GENERAL PAINT					
467 10-260-5-6-62-722-430-1000-08 SIPERSTEIN'S PAINT	198298	ne 94675	4/3/2009	2001195	\$62.40
ALLIED FLOORING & PAINT	198219	Inv 100583	4/27/2009	2001158	\$189.00
SHERWIN WILLIAMS	198294	Inv 9173-1	4/13/2009	2001194	\$110.00
SOMERS ACE HARDWARE	198435	Inv 80160	4/9/2009	2001156	\$40.92
Line Account Total:					\$402.32
SW - FIRE ALARMS & BELLS					
471 10-260-5-6-62-722-430-1000-08 FIRE SYSTEMS, INC	198249	Inv 35934	4/16/2009	2001178	\$417.00
Line Account Total:					\$417.00
K-5 - FUEL #2					
354 10-260-5-6-64-630-620-1000-05 EAST RIVER ENERGY	198248	Acct 51720, 27	4/21/2009	2001176	\$25,613.55
Line Account Total:					\$25,613.55
K-5 - ELECTRICITY					
358 10-260-5-6-64-641-620-1000-05 TRANSCANADA POWER MARKETING LTD.	198301	Inv 227839	4/30/2009	2001204	\$6,687.28
CL & P	198240	51681404059	4/23/2009	2001170	\$3,511.33
Line Account Total:					\$10,198.61
MA - ELECTRICITY					
360 10-260-5-6-64-641-620-1000-05 CL & P	198241	51456004092	4/17/2009	2001170	\$4,394.68
TRANSCANADA POWER MARKETING LTD.	198436	Inv 226702	4/24/2009	2001204	\$7,199.10
CL & P	198238	51725324073	4/24/2009	2001170	\$47.48
Line Account Total:					\$11,641.26
HS - ELECTRICITY					
361 10-260-5-6-64-641-620-1000-05 CL & P	198235	51713624062	5/4/2009	2001170	\$5,041.00
Line Account Total:					\$5,041.00

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
MAINTENANCE - ELECTRICITY					
362 10-260-5-6-64-641-620-1000-05 CL & P	198239	51564724045	4/20/2009	2001170	\$199.61
Line Account Total:					\$199.61
SW - WATER					
373 10-260-5-6-64-722-690-1000-05 THE CONNECTICUT WATER CO	198242	68663	4/21/2009	2001174	\$4.52
Line Account Total:					\$4.52
BUS FUEL					
327 10-270-4-5-84-521-627-1000-12 TOWN OF SOMERS	198291	April 09 fuel	5/1/2009	2001202	\$13,414.92
Line Account Total:					\$13,414.92
SP ED - TRANSPORTATION AIDE					
333 10-270-9-9-84-522-112-1000-12 FIRST STUDENT AMERICA	198253	10207298, Pre-	4/10/2009	2001179	\$2,004.00
FIRST STUDENT AMERICA	198251	10207299, Gen	4/10/2009	2001179	\$2,104.20
FIRST STUDENT AMERICA	198252	10207299, Riv	4/10/2009	2001179	\$1,841.17
Line Account Total:					\$5,949.37
SP ED - ADDITIONAL MILEAGE					
332 10-270-9-9-84-522-510-1000-12 COORDINATED TRANSPORT SOLUTIONS	198266	Inv 38352, RM	4/30/2009	2001171	\$2,753.00
COORDINATED TRANSPORT SOLUTIONS	198265	Inv 38352, DK	4/30/2009	2001171	\$1,840.00
COORDINATED TRANSPORT SOLUTIONS	198264	Inv 38352, HL	4/30/2009	2001171	\$2,640.00
COORDINATED TRANSPORT SOLUTIONS	198263	Inv 38352, KM	4/30/2009	2001171	\$2,640.00
Line Account Total:					\$9,873.00
SW - GASOLINE SCHOOL VEHICLES					
341 10-279-4-5-84-722-627-1000-12 TOWN OF SOMERS	198292	Apr 09 Fuel	5/1/2009	2001202	\$286.15
Line Account Total:					\$286.15
SW - HEALTH MAINTENANCE ORG.					
1185 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	198227	POS May 09	4/23/2009	2001161	\$45,308.51
Line Account Total:					\$45,308.51

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
SW - PREFERRED PROVIDER ORG.					
1186 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	198226	PPO May 09	4/23/2009	2001161	\$97,173.32
Line Account Total:					\$97,173.32
SW - HEALTH SAVINGS ACCOUNT					
1228 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	198228	HSA May 09	4/23/2009	2001161	\$3,550.25
Line Account Total:					\$3,550.25
ANNUITIES					
508 10-280-6-5-82-820-200-1000-13 SCHOOL PAYROLL	198428	Board TSA	5/1/2009	92050109	\$110.79
Line Account Total:					\$110.79
SW - FLEXIBLE SPENDING ACCT					
509 10-280-6-5-82-820-200-1000-13 GROUP DYNAMIC att: MARISA	198255	200905-06600	4/11/2009	2001181	\$111.00
Line Account Total:					\$111.00
DENTAL					
510 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	198229	Dental May 09	4/23/2009	2001161	\$13,851.02
Line Account Total:					\$13,851.02
LIFE AND AD&D INSURANCE					
512 10-280-6-5-82-820-200-1000-13 UNUM LIFE INS. OF AMERIC	198307	Unum Life May	4/1/2009	2001206	\$3,579.90
Line Account Total:					\$3,579.90
L.T.D.					
513 10-280-6-5-82-820-200-1000-13 UNUM LIFE INS. OF AMERIC	198308	Unum LTD Ma	4/1/2009	2001206	\$3,829.57
Line Account Total:					\$3,829.57
SOCIAL SECURITY					
506 10-280-6-5-96-820-200-1000-13 SCHOOL PAYROLL	198427	Board FICA	5/1/2009	91050109	\$12,467.44
Line Account Total:					\$12,467.44
HS - ATHLETIC SUPPLIES					
595 10-320-7-4-42-880-690-2000-06 BILLINGS SPORTS	198234	Inv 17232-00	4/7/2009	2001167	\$385.00

Treasury Warrant: 01-25

FY: 2009 for Warrant Dated 5/11/2009

with Checks Dated: 5/11/2009

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Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
ELMCREST GOLF SHOP, LLC	198315	Golf balls, rang	5/5/2009	2001153	\$500.00
Line Account Total:					\$885.00
<hr/>					
VO-AG -TUITION					
621 10-611-6-5-88-950-560-2000-14 TOWN OF VERNON BUSINESS OFFICE	198306	Inv 2AG08SO	4/15/2009	2001203	\$3,996.00
Line Account Total:					\$3,996.00
<hr/>					
SPED-OUT-OF-STATE PLACEMENTS					
1144 10-613-9-9-88-955-561-2000-14 AMERICAN INTERNATIONAL COLLEGE	198221	1049000126, K	4/29/2009	2001157	\$3,178.00
Line Account Total:					\$3,178.00
<hr/>					
SP ED - TUITION					
673 10-613-9-9-88-955-561-2000-14 CREC @ VPS Next STEP Vernon Public Schools	198305	Danielle Kalk, f	5/5/2009	2001173	\$11,624.00
Line Account Total:					\$11,624.00
					Grand Total: \$300,239.63

Treasury Warrant: 01-25

FY: 2009 for Warrant Dated 5/11/2009

with Checks Dated: 5/11/2009

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Charge Account/Vendor Name

Ref #

Invoice #

Invoice Date

Check Number

Amount

Grand Totals by Fund

<u>Fiscal Year</u>	<u>Fund</u>	<u>Fund Total</u>
	GENERAL FUND	\$300,239.63
	Fund Grand Total	\$300,239.63

CONNECTICUT STATE DEPARTMENT OF EDUCATION

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2009 – June 30, 2012



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573

Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: August 2008

Submissions to RESCs for review due before March 9, 2009

Submission to SDE due June 15, 2009



Approved By Florida State Board of Education
ED616-072308
EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan

Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

What skills, attitudes and attributes do our students need to succeed in our 21st century, information intense society?

Literacy in the 21st century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world. Connecticut schools must ensure that technology resources are integrated across the curriculum in PK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy, and be able to present that information in

a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do. ¹

In order to help students be successful in a technologically rich economy:

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in Connecticut must be connected to the statewide network with access to digital resources and curricula;

- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.²

¹ Connecticut State Board of Education Position Statement on Educational Technology and Information Literacy, 12/4/04

² CAPSS Technology Position Statement, 12/14/01

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

High-quality comprehensive, educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff,

parents, students, and others. The planning process must be a shared activity that not only involves schools and school districts, but also the community-at-large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit ***two hard copies*** of your plan by March 9, 2009, to the following RESC staff for an initial review.

<i>RESC Region</i>	Staff	Phone	Fax	Email
ACES	Barbara Haeffner	203-407-4418	203-407-4590	bhaeffner@aces.org
CES	Esther Bobowick	203-365-8883	203-365-8878	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	860- 246-3304	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	860-455-0691	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	860-567-3381	jcosta@educationconnection.org
LEARN	Karen Urgitis	860-434-4800	860-434-4837	kurgitis@learn.k12.ct.us

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your Superintendent or director and by the RESC reviewer*, submit the plan to your local board for approval.
4. Once the plan has received local board approval, submit a hard copy and a CD-ROM version of your plan by June 15, 2009, for final review/state certification.

Send to:

Arthur Skerker

Connecticut State Department of Education

165 Capitol Avenue – Room 215

Hartford, CT 06106

5. Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the superintendent.

** The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

a)Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Somers School District	
LEA Code:	129	
Technology Plan Contact:	James Morrow	
Phone:	860.749.2270 x2020	
Fax:	860.749.9264	
Email:	jim.morrow@somers.k12.ct.us	
Address:	59 Ninth District Road, Somers, CT 06071	
Name of Superintendent or Director:	Dr. Maynard Suffredini	
Email:	m.suffredini@somers.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
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RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting

Signature of Authorized LEA Agent Date

LEA Federal Grant Program Compliance Form

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777]

The Somers Public Schools are compliant with CIPA.

will be CIPA compliant by this date.

has applied for E-Rate Funding for FY 2008.

The Somers Public Schools has applied for E-Rate Funding for FY 2008

The LEA's comprehensive technology plan must be approved by the local board of education.

Date the plan was approved:

OR

Date the plan is to be submitted for board approval:

Certified by:

Signature of Superintendent or Director Date

Printed Name of Superintendent or Director

James M. Morrow

Director of Technology and Information Services

LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

LEA NAME: Somers School District

How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?

140

Based on that evaluation, how many of those students were considered technologically literate?

140

How many hours of technology related professional development were offered to certified educators in 2007-08? *(Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)*

42

How many hours of technology related professional development were offered to administrators in 2007-08? *(Count only those pd hours offered specifically for administrators.)*

none specifically for administrators.

What fraction of your certified staff in Grades K-8 does your district consider technologically literate? *(Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)*

88/88

What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? *(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)*

When filling out the table below, please consider the following conditions:

- the number and percentage of each grade level of students that can have high-speed internet access at the same time;
- that students are grouped in clusters of no more than thirty and no less than ten; and
- that students remain in their own school.

Maximum number of Grade 4 students who could be accommodated under the above conditions.

70

Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).

63%

Maximum number of Grade 6 students who could be accommodated under the above conditions.

75

Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).

57%

Maximum number of Grade 8 students who could be accommodated under these conditions.

75

Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).

50%

Maximum number of Grade 10 students who could be accommodated under the above conditions.

Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).

68%

TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
James Morrow	Director of Technology and Information Services	K-12 students and staff
Dr. Judith Houle	Curriculum Director	K-12 students and staff
Nancy Barry	Middle School Principal	6-8 students and staff
Susan Muirhead	Middle School Asst. Principal	6-8 students and staff
Gary Cotzin	High School Principal	9-12 students and staff
Robert Kapner	High School Asst. Principal	9-12 students and staff
Jennifer Oliver	Elem. School Co-Principal	PK-5 students and staff
Ralph Riola	Elem. School Co-Principal	PK-5 students and staff
Lisa Reilly	K-5 LA CST	K-5 students and staff
Karen Jones	K-5 Math CST, Parent	K-5 students and staff

Pat Collin	Pupil Services Director, Parent	PK-12 students and staff: special populations
Terry McCarthy	9-12 World Lang. CST	9-12 students and staff
Gary Romano	6-12 Math CST	6-12 students and staff
Kristen Angelica	9-12 Social Studies CST	9-12 students and staff
Rae Teed	6-12 Lang Arts CST	6-12 students and staff
Marge Porter	K-12 Science CST	K-12 students and staff

The Committee must:

- *write a description of the technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included;*
- *describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions;*
- *create the LEA's technology vision statement; and*
- *develop a technology needs assessment.*

VISION STATEMENT

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the technology plan.

Technology use is embedded throughout an inquiry-based curriculum and in assessment so that all students and staff skillfully, confidently, and responsibly use the internet and an array of technological tools to access knowledge, think critically, express their creativity, work collaboratively, represent knowledge, and present their work to various audiences.

.We support teachers' experimentation with emerging technologies that hold promise for engaging students in higher levels of learning and increasing work efficiency.

.We use technology to address students' learning styles and intelligences and help them take responsibility of their learning, both in school and throughout life.

NEEDS ASSESSMENT

In this section you are to assess and describe your LEA's **current technology status** in five categories: curriculum integration, professional development, equitable use of technology, infrastructure and telecommunications services, and administrative needs.

Curriculum Integration

- *When evaluating your needs, consider:*
 - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
 - *how curriculum strategies are aligned to state standards;*
 - *the current procedures for using technology to address any perceived curriculum weaknesses;*
 - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
 - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*

The Instructional Leadership Team is examining the CSDE Information and Technology Framework and prioritizing the standards by major content areas to insure that every child meets the standards in the course of their K-12 education in Somers. The Directors of Technology and Curriculum will work with elective curricula areas to insure that appropriate standards are incorporated into their areas.

Our annual technology survey asks teachers how they use (and require students to use) the following hardware and software in their classroom:

LCD projector

laptop computer

laptop mobile lab

DVD or CD player

VCR

Palms and keyboard

iPod

Smartboard

graphing calculator

Mimeo (for whiteboards)

Scanner

digital camera

digital camcorder

iSight camera

NeoOffice

Microsoft Word

Microsoft Excel

Microsoft Powerpoint

FileMaker Pro

ParTest/ParScore

iMovie

iPhoto

Photoshop

Contribute

Dreamweaver

Garageband

iTunes

Browser (Explorer, Safari, Firefox, etc.)

Professional Development

- *When evaluating your needs, consider:*
 - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*
 - *the technology professional development activities that have been offered to teachers; and*
 - *how the effectiveness of the professional development activities will be assessed.*

The annual technology survey assessed professional development needs of all our staff to aid in the professional development planning. This information has already been used to offer administrative and teacher workshops on using CTReports.com, Excel, and teacher workshops on MS Word, PowerPoint, NeoOffice, online course development (Moodle), wikis, blogs and podcasts. The effectiveness of professional development activities is assessed by a participant reaction survey.

Equitable Use of Technology

- *When evaluating your needs, consider:*

- *the availability of technology to students and staff in the district – all students should have equal access to the technology;*
- *the amount of time available for the use of technology by students and staff; and*
- *a description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.*

Dr. Donald Leu's study showed that our students have equal access in school and 97% have access outside of school. We are currently discussing ways to address the 3% of our students that do not have technology access at home. We make computers available to students before and after school hours and also at our public library that is on our campus and WAN. Assistive technologies such as netbooks, AlphaSmarts and modified input devices are available as needed and directed by individual IEPs.

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All administrators have laptops with wireless access to the campus network. All areas of all buildings have network access via wire and wireless.
Teachers (preschool)	All teachers (preschool) have laptops with wireless access to the campus network. All areas of all buildings have network access via wire and wireless.
Teachers	All Teachers have laptops with wireless access to the campus network. All areas of all buildings have network access via wire and wireless.
Noncertified staff	All noncertified staff have a computer that they can access throughout the day for file access, email, and internet.

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Preschool students have networked computers in their room. No before school or after school access in their room. Access is available at the public library on our campus.
Students (elementary)	Students have networked computers in their room. 2 stationary and 1 mobile lab of 25 networked computers each. Media center has networked computers. No before school or after school access in their room or labs. Access is available at the public library on our campus.
Students (middle school)	Students have networked computers in their room. 1 stationary and 2 mobile labs of 25 networked computers each. Media center has networked computers. No before school or after school access in their room or labs. Access is available at the public library on our campus.
Students (high school)	Students have networked computers in their room. 1 stationary and 2 mobile lab of 25 networked computers each. Media center has networked computers. 7AM school access, and the media center is open and supervised until 3 PM. Access is

	available at the public library on our campus.
Students (with disabilities)	Students with disabilities have the same access as other students in their buildings.

Infrastructure and Telecommunication

- *When evaluating your needs, consider:*
 - *the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;*
 - *the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and*
 - *how E-Rate has allowed the district to improve or increase its technology infrastructure.*

In all of our buildings each room is connected with voice, data and video. All rooms are connected to our LAN and all buildings are on our WAN. The WAN is connected to the internet via CEN and all drops are 100MPS. E-Rate returns only about \$7,000 which is used to purchase additional technology equipment, such as wireless access points, iPods and printers.

Administrative Needs

- *When evaluating your needs, consider:*
 - *how do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and*
 - *the professional development opportunities that are available to administrative staff.*

All buildings use PowerSchool for student management needs and we have test data warehoused, which includes CMT and CAPT scores as well as local assessment data. Teachers and administrators provide information via personal web pages, email and traditional methods of communication.

The administrative staff has agreed that additional in-service is needed on using Excel to analyze and present student

learning data.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Your plan must:

- describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;
- describe how the LEA will address the [National Educational Technology Standards for Students](#);
- describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and
- describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Technology will be integrated into all curricular areas and new literacies will be imbedded into instruction.	As new content curriculum is written we will include standards for new literacies Teachers will be offered professional development on integrating new literacies into their instruction.	At the conclusion of curriculum writing cycle, all curriculums will include new literacies. Administrative observations will ensure that all teachers are integrating the new literacies into their instruction.	All curricula should be updated by the 2011-12 school year.
Students will meet the Student Technology Competencies by the end of grade 8.	Continue with our essential skills curriculum in grades 3-5 and our Life Skills curriculum in grades 6-8.	The assessment data will be warehoused in PowerSchool.	Completed in the 2009-2010 school year.
Staff will keep abreast of emerging technologies that have the potential to improve student learning.	Provide the Instructional Leadership Team (ILT) with continuous access to conferences, workshops and other information in order to make recommendations for budget and professional development for pilot technologies that seem to have the potential to increase student learning.	The ILT will make recommendations that have been vetted through pilots and gone onto district acceptance and budgeting	Ongoing.

	Use the pilots to make budget and professional development recommendations.		
Students and staff will extend their learning beyond the school walls and time limitations.	<p>Explore technologies such as distance learning, podcasting and other web 2.0 tools.</p> <p>Choose for implementation those that have the most promise.</p>	<p>The ILT will make recommendations that have been vetted through pilots and gone onto district acceptance and budgeting.</p> <p>Teachers will earn tech CEU by participating in district level professional development.</p>	Ongoing

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Your plan must:

- describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;
- describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development;
- describe how the LEA will provide specific research-based professional development opportunities to all staff; and
- describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Give all staff incentives to become technologically proficient.	Release time for tech tools (web 2.0) training.	Staff using tech tools for instruction, communication, and collaboration where appropriate.	Ongoing
Monitor staff technology literacy.	Provide staff with a self monitoring assessment tool so they can determine their proficiency and self select appropriate professional development.	Staff have used the self monitoring tool and participated in appropriate professional development.	Ongoing.

Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

Your plan must:

- describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);
- describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and
- describe the specific provisions the LEA intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Assure that we continue to meet minimum standard through our continued maintenance and support of existing end user technology.	Continue to apply for state infrastructure grants to maintain our infrastructure. Continue to upgrade our end user technology through the town Capital Improvement Projects.	The infrastructure continues to meet CEN minimum requirements. The end user technology is kept current through a yearly planned upgrade of equipment	Ongoing.
Provide continued interoperability of our technologies with existing technologies and technologies that will be acquired in the future.	Continue to monitor CEN requirements to insure interoperability. The Director of Technology and Information Services will stay current with hardware and software requirements maintain technology interoperability wherever needed	Our infrastructure and end user technologies continue to be current and to allow us to meet our instruction, communication, and collaboration needs.	Ongoing.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Your plan must:

- describe how the LEA will ensure that students with special needs will have those needs addressed through technology;
- describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;
- describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and
- describe how the LEA will ensure equal access to all students, teachers, staff and administrators.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Assure that special needs students have access to the curriculum through the use of technology.	Provide assistive technologies, such as netbooks, AlphaSmarts and modified input devices, to special needs students as determined by their PPTs.	Assistive technologies are in use by students where appropriate.	Ongoing.
We will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability.	Assure that all students in all schools have equal access to all available technologies. Determine how to assist the 3% of our students who do not have computers at home. Develop student and staff appreciation of equity and diversity issues through the use of distance learning technologies.	Through an audit process we will determine that all students have equal access to available technologies. Survey students and staff about how distance learning technologies have been used and what the outcomes have been.	Ongoing.
Students will meet the Student Technology Competencies by the end of grade 8.	Continue with our essential skills curriculum in grades 3-5 and our Life Skills curriculum in grades 6-8.	The assessment data will be warehoused in PowerSchool.	Ongoing

Ensure equal access to all students, staff and administrators.	Monitor equal access on a continuous basis	All students, staff and administrators have equal access to available technologies	Ongoing.
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Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Your plan must:

- describe how the LEA will evaluate and make changes to this plan on a yearly basis;
- describe how the LEA will provide access for students to take on-line tests, when available;
- describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;
- describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and
- describe how the LEA will implement technology initiatives to improve student achievement.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Maintain technology plan currency.	The ILT will monitor and upgrade the technology plan yearly.	The technology plan is kept current.	Ongoing.
To assure that teachers and administrators are proficient in the use of assessment data.	Offer a full menu of synchronous and asynchronous professional development opportunities in the use of data for formative and summative purposes. Develop common procedures so that teachers and administrators will use data for decision making.	We have offered the professional development. Common procedures for data use are in the process of being implemented.	Ongoing.
Maintain the most current electronic resources for administrative needs.	Data warehousing will be done within PowerSchool.	The data warehouse is in continuous use by administrators and curriculum support specialists.	Ongoing.

Implement technology to improve student achievement.	Incorporate into our curriculum technologies that provide authentic purpose and audience (i.e., podcasting and other emerging technologies that may appear)	New technologies are in use	Ongoing.
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Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Your plan must:

- *describe how the LEA will meet current and future funding requirements to support plan implementation;*
- *describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and*
- *describe how the LEA will meet current and future funding requirements to keep the technology updated.*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To meet current and future technology funding requirements to support plan implementation.	<p>Create a new ongoing budget line to acquire new and emerging technologies.</p> <p>Respond to RFPs for the acquisition of new and emerging technologies and professional development.</p>	<p>There is budget money allocated and purchases are made.</p> <p>Proposals have been written for appropriate RFPs to acquire new and emerging technologies and to provide professional development.</p>	2009-2010.
Develop policies and procedures related to maintenance of hardware, software, infrastructure and security.	The ILT will develop recommendations for policies to be brought to the Board of Education.	Policies for maintenance of hardware, software, infrastructure and security have been adopted by the Board of Education.	Ongoing.
To meet current and future funding requirements to keep the technology updated.	Continue the support for the current CIP allocation to keep technology equipment current	The CIP allocation for the replacement and upgrading of technology equipment remains steady or increases.	Ongoing.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.

To qualify for participation in the E-Rate Program the plan must include:

- 1. an assessment of the telecommunications services that will be needed to improve education;*
- 2. clear goals and a realistic strategy for using telecommunications and information technology to improve education;*
- 3. a sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy);*
- 4. an evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise;*

*a professional development strategy to ensure that staff know how to use these new technologies to improve education;
and*

an assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.

The pages that follow were jointly adopted by the Somers Board of Education and the Somers Administrators in the fall of 2005. We affectionately refer to this as our technology pocket guide and it represents where we are headed with the use of technology to improve student learning.

CHANGING EDUCATION: IMPROVING STUDENT LEARNING & TECHNOLOGY IN SOMERS

James Morrow

Director of Technology & Information Services

The world of work, communication, and leisure is changing more rapidly than many of us realize and becoming increasingly global. (See, for instance, *The World is Flat* by Thomas Friedman) The world is increasingly reliant on technology for communication, work, and leisure, and the pace of change in these technologies and the ways in which they are used is accelerating. Education systems, such as the Somers Public Schools must respond to these changing conditions to insure that every graduate can compete in a world that requires changing sets of skills and competencies, including mastery of a variety of technologies. Responding to the rapid pace of change is not a choice we make, but an obligation we must fulfill to assure our students are prepared for a different world.

The Somers Public School district is committed to continuous improvement and is constantly researching best practices for technology use in schools. To this end, the staff and Board of Education prepared a plan to guide our technology change efforts.

Our core beliefs and values align with those of the Center for Education Leadership and Technology Corporation (www.celt.org):

- Technology and/or education reform alone will not improve student learning.
- Piecemeal, non-systemic technology solutions are ineffective.
- Technology must be applied to the core mission of education.
- Learning improvements and technology initiatives need to be aligned and approached simultaneously.
- Districts need ongoing (cyclic) technical assistance and support services -- research, needs analysis, planning, implementation, integration, and evaluation.
- Organizational change and/or school improvement will not occur until a critical mass of technology resources (including training, support, maintenance, etc.) are provided and effectively integrated.

The Somers Public Schools recognizes that emerging technologies, particularly those that are web based, require new literacies that must be mastered so that students are skillful users. (Learn more about the new literacies at http://ctell.uconn.edu/canter/canter_video.cfm). Part of our planning includes the inclusion of these new literacies in our curriculum.

Somers was very fortunate to be involved with a NCREL Grant project during the winter and spring of 2005. This project brought members of the New Literacies Research Team (based at UCONN, <http://www.newliteracies.uconn.edu/team.html>) in collaboration with Stacy Lyver, a Somers seventh grade science teacher. The research suggests that intensive integration of the Internet develops both the new literacies necessary for online comprehension as well as content knowledge. In other words, when we purposefully teach students to be competent users of web content, and we use appropriate web content to support learning, students reach higher levels of mastery. Learn more about this study at <http://www.newliteracies.uconn.edu/ncrel.html>.

As we move forward in our planning to provide students and teachers with necessary hardware, software, and skills, the Somers team realizes the importance of considering what the world of work is requiring and what we require or use now, in order to determine what we need to work toward. The following lists capsulize our thinking in these areas.

Somers Technology Planning

WHERE ARE WE NOW?

- Most instruction is provided via books, presentation (lecture), and some hands-on experiences.
- Some technology is used for traditional work (research paper word processed, Powerpoint instead of charts, etc.), but the thinking that is required of students is essentially the same as without the use of technology.
- Internet is used sparingly and not generally integrated into instruction.
- Computers are used sporadically, based on the availability of a lab.
- Most teachers use various forms of technology often, but some hardly at all.
- Students work with students in their classroom and not necessarily anywhere else.
- Available: two labs SES, two labs MBA, four labs SHS, a mobile lab in SES, 2 in MBA and SHS, and one stationary computer in each classroom with Internet connection.
- Wireless computer connectivity is possible in all three schools.
- Students work primarily as individuals to memorize and comprehend. We are at an emerging stage with the use of collaboration as an instructional/learning tool in the classroom.
- Students do not have real time access to current information within the class structure to incorporate into their work on a regular basis.
- Most work requires the development of knowledge, understanding and some application.
- Hierarchy is traditionally the teacher in charge/expert and student the receiver of expert knowledge. Facilitated learning with Differentiated Instruction is an emerging practice in the district.

WHERE IS THE WORLD OF WORK?

- Business and industry workers don't share computers; they don't have to wait to use the technology. They are expected to use it for daily work.
- Virtual group collaborations are commonplace, using email, web, and conference calling. ("...acting inside a digital dimension that...co-exists with our physical" – from the Future of Work weblog). Individual work is less common.
- Workgroups are often global or transcontinental.
- Work is organized and managed technologically.
- Continuous revision is the norm.
- Communication, buying, selling, viewing, creating, marketing, re-supplying, etc. are all accomplished through integrated technologies.

- Workers are changing from repetitive, tangible task workers to knowledge workers.
- Work requires analysis and synthesis of new ideas; it is highly creative.
- Real time access to knowledge is expected. Workers are not expected to know everything, but rather know how to find and use knowledge.
- Corporate hierarchies are flattening so that companies have a higher degree of participation in and responsibility for the outcome (i.e., Saturn). The company president and other workers may see a report at the same time—information is not reserved for the elite.
- “Touch labor” is declining and knowledge work increasing worldwide.

WHAT DO WE WANT TO WORK TOWARD?

To prepare all students to enter higher education and work in the new global economy/flat world, we need:

- One to one computing ratio
- 24/7 resource availability of knowledge resources.
- Regular integration of technology into instruction.
- Continuous connection to the world via the Internet (wireless) throughout all school buildings.
- Learning accomplished through “real world” work.
- Ample availability of digital content (for access of information, production, and sharing).
- Virtual connections outside the school with other learners or with content experts.
- Ample opportunities for communication in various modes (email, blog, presentation, video, etc.).
- Use technological tools to enhance high-level content and higher order thinking skills.
- Collaboration in groups using technological tools (hardware and software).
- Automatic and skilled use of “new literacies” when using the web to ask questions, find information, evaluate the information, synthesize it, and finally communicate to others.
- Ability to take the state (CMT and CAPT) and local assessments online, and to make assessment data quickly available for instruction decision-making (Note: The state is moving towards online assessments).

WHAT DOES THIS MEAN FOR SOMERS?

- Provide a wireless work environment for staff and students with continuous access to technology tools to work in the 21st century.
- Provide laptops for a one to one computing ratio.
- Change the way teachers and administrators do many tasks (lesson creation, instruction, grading, record keeping, data warehousing, communication, administration, access to information).
 - Lesson creation: online and shared with colleagues
 - Instruction: thorough integration of technology to increase understanding and make application to the real world
 - Grading: online and shared with parents via the Internet
 - Record keeping: virtual, with shared components accessed easily
 - Data warehousing: ability to access data, monitor progress, and use data for decision-making.
 - Communication: increased use of email, blogs, instant messaging, online forums
 - Administration: handhelds and laptops for on-the-spot data availability and communication
 - Access to information: 24/7 and everywhere
- Additional support positions for troubleshooting, maintenance, professional development.
- Professional development time, both as dedicated time and embedded within the work
- Continuous study about emerging technologies and the changing nature of the workplace so that our schools can respond with appropriate curriculum and instructional adaptations.

FUNDING?

Over the past eight years \$450,000+ in grant funds have been awarded to Somers to fund technology in our schools. As we always have we will continue to investigate and apply for technology grants, but the plan outlined here will require additional funds. The investment will be a major portion of the district's CIP requests and operational budgets.

Additionally, in broad terms, using the table below, describe where you are now, where you want to be in three years and how you expect to arrive at that point.

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
2009-10	The ILT will make recommendations that have been vetted through pilots and gone onto district

<ul style="list-style-type: none"> • 24/7 resource availability of knowledge resources. • Continuous connection to the world via the Internet (wireless) throughout all school buildings. • Ample opportunities for communication in various modes (email, blog, presentation, video, etc.). • Collaboration in groups using technological tools (hardware and software). 	<p>acceptance and budgeting.</p>
<p>2010-11</p> <ul style="list-style-type: none"> • Ample availability of digital content (for access of information, production, and sharing). • Virtual connections outside the school with other learners or with content experts. 	<p>The ILT will make recommendations that have been vetted through pilots and gone onto district acceptance and budgeting.</p>
<p>2011-12</p> <ul style="list-style-type: none"> • One to one computing ratio • Regular integration of technology into instruction. • Learning accomplished through “real world” work. • High-level content and requirement for thinking with the use of technological tools. • Automatic and skilled use of “new literacies” when using the web to ask questions, find information, evaluate the information, synthesize it, and finally communicate to others. • Ability to take the state (CMT and CAPT) and local assessments online, and to make assessment data quickly available for instruction decision-making (Note: The state is moving towards online assessments). 	<p>The ILT will make recommendations that have been vetted through pilots and gone onto district acceptance and budgeting.</p>

Goal 8 : Additional LEA Goals (Optional)

TOTAL		\$281		\$65,000	\$7,040	

CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf

I, _____, certify that one of the following conditions (as indicated below) exists in

Name of Superintendent/Director

LEA

X	<p>My LEA/agency is E-Rate compliant; or</p> <p>My LEA/agency is not E-Rate compliant. (Check one additional box below):</p>
X	<p>Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.</p>
	<p>Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.</p>
	<p>The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.</p>

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the

direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also, <http://www.ed.gov/legislation/ESEA02/pg37.html>

Signature of Superintendent/Director

Date

APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaledtechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTct.pdf
National Educational Technology Standards for Students	http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=

	<u>#30930</u>
<i>SETDA Toolkits</i>	<u>http://www.setda.org/web/guest/toolkits</u>
CAPSS Position Statements on E-Learning and Educational Technology	<u>http://www.capss.org/statements</u>
Partnership for 21 st . Century Skills	<u>http://www.21stcenturyskills.org/</u>
A Guide For Assessing Technology <i>(published in 2002 but still relevant)</i>	<u>http://nces.ed.gov/pubs2003/2003313.pdf</u>
ICT Literacy Skill maps	<u>http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33</u>
Interactive School Technology and Readiness Assessment	<u>http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516</u>
ISTE's Center for Applied Research in Educational Technology	<u>http://caret.iste.org/</u>

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide

Reviewer _____ LEA _____

*Complete?
(Y/N)*

additional information required/comments

LEA Profile

Technology
Committee

Needs
Assessment

Goal 1

Goal 2

Goal 3

Goal 4

Goal 5

Goal 6

Goal 7

Goal 8

Technology
Funding
Sources

I _____ verify that _____ has successfully completed all of the requirements as stated in the

Signature of Reviewer Name of LEA

technology plan template. 23

APPENDIX C: This section is optional.

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.

4/14/2009

To: Somers BOE

From : Jim Morrow
Director of Technology & Information Services

Re: SDE Technology Plan 2009-2012

“Literacy in the 21st century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world.” This quote is from the opening paragraph of the CT State Department of Education Educational Technology Plan Template. To this end every three years the CT SDE requires each school district to submit their technology plan to the SDE to be eligible for any state grants and for Federal erate reimbursement. The local plan must respond to seven goals set forth in the technology plan template. The seven goals are as follows:

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

During the 2008-09 school the Integrated Learning Team (ILT) met to review the 2006-09 Technology Plan and to update the plan to the 2009-12 template. Once the update was completed the plan was sent to CREC for its official review. The results of the review are attached. The CREC reviewer is very familiar with the technology program in Somers as she has been here several time over the past couple of years performing in-service programs through the Enhancing Educational Through Technology (E²T²) Grants that we have won through the CT SDE.

The final step for the 2009-12 Technology Plan is to receive your review and approval, after which we will send the plan to the SDE. The SDE must receive the plan with your approval by June 15, 2009.



Director of Technology
111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 524-4092
Fax (860) 548-0236
dcasey@crec.org
<http://www.crec.org>

April 3, 2009

James Morrow
Somers Public Schools
Ninth District Road
Somers, CT 06071

Dear Mr. Morrow,

Congratulations!

We have reviewed and confirmed as complete your district's 2009 – 2012 technology plan. The enclosed review form provides comments, if any, by section: LEA Profile, Technology Committee, Needs Assessment, Goals 1 – 8, and Funding Sources.

Please note that you will need to have your local board of education review and approve the plan, if you have not done so already, prior to final submission to Karen Kaplan of the Connecticut State Department of Education (SDE) at the address below:

Karen Kaplan
Connecticut State Department of Education
165 Capitol Avenue – Room 215
Hartford, CT 06106

That submission must include the completed plan, the signature of your district's superintendent, the enclosed review form, and the approval of your board. **The SDE must receive your plan in hard copy and electronically on CD no later than Monday, June 15, for final review and state certification.** We strongly encourage you to make your submission well in advance of that date, as soon as you have your approvals.

If you have any questions about your plan or the overall review and submission process, feel free to contact me at (860) 524-4092 or dcasey@crec.org.

Sincerely,

A handwritten signature in black ink that reads "Douglas Casey". The signature is fluid and cursive.

Douglas Casey
Division Director – Technology Services

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide

Reviewer Emily Rosen LEA Somers

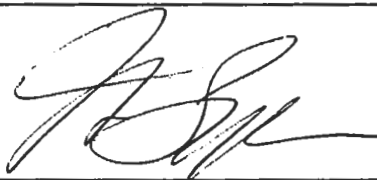
	Complete? (Y/N)	<i>additional information required/comments</i>
LEA Profile	Y	
Technology Committee	Y	Might benefit from adding a student representative to the committee
Needs Assessment	Y	
Goal 1	Y	Listing hardware and software doesn't highlight all the wonderful tech integration that is happening in Somers!
Goal 2	Y	
Goal 3	Y	
Goal 4	Y	
Goal 5	Y	
Goal 6	Y	
Goal 7	Y	
Goal 8		Missing the date that the plan will be submitted for board approval
Technology Funding Sources	Y	

I Emily Rosen verify that Somers has successfully completed all of the requirements as stated in the Signature of Reviewer Name of LEA

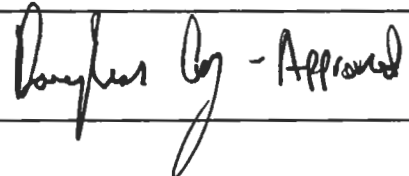
technology plan template.

a) Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Somers School District	
LEA Code:	129	
Technology Plan Contact:	James Morrow	
Phone:	860.749.2270 x2020	
Fax:	860.749.9264	
Email:	jim.morrow@somers.k12.ct.us	
Address:	59 Ninth District Road, Somers, CT 06071	
Name of Superintendent or Director:	Dr. Maynard Suffredini	
Email:	m.suffredini@somers.k12.ct.us	
Signature of Superintendent or Director:		Date: 2/24/09
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date: 4-8-09
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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: April 6, 2009

Person(s) submitting: Ms. Karen Jones/Dr. Judith Houle

Content Area: Mathematics **Grade(s)** K-2 **Course:** N/A

Recommended Purchase:

Title or Name of Resource: Scott Foresman Addison-Wesley Mathematics

Type of Resource: Core Mathematics Program ISBN# Varies

Copyright: 2008 Vendor: Pearson

Address: P.O. Box 2500, Lebanon, IN 46052

Background: (Why this purchase is being proposed?)

This mathematics series is currently being used in grades 3-5. By adopting the K-2 component of the program, we will have a consistent set of instructional materials to use in all grades at Somers Elementary School.

Process used to select this curriculum resource:

Teacher pilot and examination of materials in order to unify the core instructional materials used in grades K-5.

Is this the only curriculum resource for this course? no If not, what other resource(s) will be used?

Teacher-made materials, other additional mathematics resources as necessary to implement the state standards and grade level expectations.

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

The K-5 Vertical Mathematics Curriculum Team has reviewed these materials for their appropriateness, consistency with the 3-5 mathematics instructional resources, and alignment to the state mathematics curriculum framework and has found these materials to be a good fit.

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

Kindergarten						
Description	ISBN	Price	Qty Chg	Qty Free	Total Chg	Total Free
Student Edition	0328075868	\$22.35	105	0	\$2,346.75	
Teacher's Edition	0328263990	\$200.00	0	3		\$600.00
Teacher's Resource Pkg.	0328080187	\$280.00	0	3		\$840.00
Workbook Answer Key	0328049387	\$5.00	0	3		\$15.00
Diagnosis/Intervention, Pt. 1	0328076570	\$99.00	3	0	\$297.00	
Problem of the Day	032804945X	\$150.00	3	0	\$450.00	
Read Tog. Big Books: Vol 1	032807666X	\$50.00	0	3		\$150.00
Read Tog. Big Books: Vol 2	0328076678	\$50.00	0	3		\$150.00
Math Vocabulary Kit	0328076597	\$64.90	0	3		\$194.70
Chapter Facilitator Guide	0328085405	\$75.00	0	1		\$75.00
Online Student/Teacher	0328086029	\$180.00	0	3		\$540.00
Software CDs	0328085901	\$39.95	0	3		\$119.85
Student Edition Big Bk. Vol 1	0328063207	\$157.50	3	0	\$472.50	
Student Edition Big Bk. Vol 2	0328063215	\$157.50	3	0	\$472.50	
Student Edition Big Bk. Vol 3	0328063223	\$157.50	3	0	\$472.50	
Student Edition Big Bk. Vol 4	0328063231	\$157.50	3	0	\$472.50	
Math Games Pkg. (K-2)	0328081116	\$36.00	3	0	\$108.00	
	Totals		126		\$5,091.75	\$2,684.55
Grade 1						
Description	ISBN	Price	Qty Chg	Qty Free	Total Chg	Total Free
Student Edition	032826348	\$32.10	105	0	\$3,370.50	
Teacher's Edition	0328122742	\$200.00	0	5		\$1,000.00
Teacher's Resource Pkg.	032811829X	\$325.00	0	5		\$1,625.00
Answer Key	0328116585	\$5.00	0	5		\$25.00
Review from Last Yr. Masters	0328113786	\$16.00	0	5		\$80.00
Homework Workbook	0328075574	\$6.50	0	5		\$32.50
Workbook Answer Key	0328116882	\$4.50	0	5		\$22.50
Spiral Review/Test Prep	0328049786	\$7.00	0	5		\$35.00
Problem of the Day	0328049468	\$150.00	5	0	\$750.00	
Read Tog. Big Books: Vol 1	0328076686	\$59.00	0	5		\$295.00
Read Tog. Big Books: Vol 2	0328076694	\$59.00	0	5		\$295.00
Math Vocabulary Kit	0328118435	\$64.90	0	5		\$324.50
Joint Usage Plan	0328087971	\$55.00	0	5		\$275.00
Discovery Channel Masters	0328073822	\$49.95	0	5		\$249.75
Chapter Facilitator Guide	0328085405	\$75.00	0	1		\$75.00
Online Student/Teacher	0328144053	\$180.00	0	5		\$900.00
Software CDs eTools	0328085901	\$39.95	0	5		\$199.75
Software: Mindpoint Quiz	032808591X	\$39.95	0	5		\$199.75
Video: Discovery Channel	0328085472	\$35.00	0	5		\$175.00
Math Games Pkg. (K-2)	0328081116	\$36.00	5	0	\$180.00	
	Totals		115		\$4,300.50	\$5,808.75

Grade 2						
Description	ISBN	Price	Qty Chg	Qty Free	Total Chg	Total Free
Student Edition	0328263656	\$32.10	115	0	\$3,691.50	
Teacher's Edition	0328264008	\$200.00	0	5		\$1,000.00
Teacher's Resource Pkg.	0328080209	\$310.00	0	5		\$1,550.00
Answer Key	0328049409	\$5.00	0	5		\$25.00
Review from Last Yr. Masters	0328113794	\$16.00	0	5		\$80.00
Homework Workbook	0328075574	\$6.50	0	5		\$32.50
Workbook Answer Key	0328075639	\$4.50	0	5		\$22.50
Spiral Review/Test Prep	0328049786	\$7.00	0	5		\$35.00
Spiral Review/Test Prep Ans Key	0328049727	\$2.50	0	5		\$12.50
Problem of the Day	0328049476	\$150.00	5	0	\$750.00	
Read Tog. Big Books: Vol 1	0328076708	\$60.00	0	5		\$300.00
Read Tog. Big Books: Vol 2	0328076716	\$60.00	0	5		\$300.00
Math Vocabulary Kit	0328076619	\$64.90	0	5		\$324.50
Joint Usage Plan	0328087971	\$55.00	0	5		\$275.00
Chapter Facilitator Guide	0328085421	\$75.00	0	1		\$75.00
Online Student/Teacher	0328144061	\$180.00	0	5		\$900.00
Software Digital Learning	0328085804	\$59.00	0	5		\$295.00
Software CDs eTools	0328085901	\$39.95	0	5		\$199.75
Software: Mindpoint Quiz	0328085928	\$39.95	0	5		\$199.75
Video: Discovery Channel	0328085480	\$35.00	0	5		\$175.00
Math Games Pkg. (K-2)	0328081116	\$36.00	5	0	\$180.00	
	Totals		125		\$4,621.50	\$5,801.50
GRAND TOTALS					\$14,013.75	\$14,294.80
				6% Ship	\$840.83	
TOTAL CHARGE ITEMS					\$14,854.58	

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: April 6, 2009

Person(s) submitting: Ms. Karen Jones/Dr. Judith Houle

Content Area: Mathematics **Grade(s)** K-2 **Course:** N/A

Recommended Purchase:

Title or Name of Resource: Scott Foresman Addison-Wesley Mathematics

Type of Resource: Core Mathematics Program ISBN# Varies

Copyright: 2008 Vendor: Pearson

Address: P.O. Box 2500, Lebanon, IN 46052

Background: (Why this purchase is being proposed?)

This mathematics series is currently being used in grades 3-5. By adopting the K-2 component of the program, we will have a consistent set of instructional materials to use in all grades at Somers Elementary School.

Process used to select this curriculum resource:

Teacher pilot and examination of materials in order to unify the core instructional materials used in grades K-5.

Is this the only curriculum resource for this course? no If not, what other resource(s) will be used?

Teacher-made materials, other additional mathematics resources as necessary to implement the state standards and grade level expectations.

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

The K-5 Vertical Mathematics Curriculum Team has reviewed these materials for their appropriateness, consistency with the 3-5 mathematics instructional resources, and alignment to the state mathematics curriculum framework and has found these materials to be a good fit.

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

Kindergarten						
Description	ISBN	Price	Qty Chg	Qty Free	Total Chg	Total Free
Student Edition	0328075868	\$22.35	105	0	\$2,346.75	
Teacher's Edition	0328263990	\$200.00	0	3		\$600.00
Teacher's Resource Pkg.	0328080187	\$280.00	0	3		\$840.00
Workbook Answer Key	0328049387	\$5.00	0	3		\$15.00
Diagnosis/Intervention, Pt. 1	0328076570	\$99.00	3	0	\$297.00	
Problem of the Day	032804945X	\$150.00	3	0	\$450.00	
Read Tog. Big Books: Vol 1	032807666X	\$50.00	0	3		\$150.00
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Math Vocabulary Kit	0328076597	\$64.90	0	3		\$194.70
Chapter Facilitator Guide	0328085405	\$75.00	0	1		\$75.00
Online Student/Teacher	0328086029	\$180.00	0	3		\$540.00
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Student Edition Big Bk. Vol 1	0328063207	\$157.50	3	0	\$472.50	
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Workbook Answer Key	0328116882	\$4.50	0	5		\$22.50
Spiral Review/Test Prep	0328049786	\$7.00	0	5		\$35.00
Problem of the Day	0328049468	\$150.00	5	0	\$750.00	
Read Tog. Big Books: Vol 1	0328076686	\$59.00	0	5		\$295.00
Read Tog. Big Books: Vol 2	0328076694	\$59.00	0	5		\$295.00
Math Vocabulary Kit	0328118435	\$64.90	0	5		\$324.50
Joint Usage Plan	0328087971	\$55.00	0	5		\$275.00
Discovery Channel Masters	0328073822	\$49.95	0	5		\$249.75
Chapter Facilitator Guide	0328085405	\$75.00	0	1		\$75.00
Online Student/Teacher	0328144053	\$180.00	0	5		\$900.00
Software CDs eTools	0328085901	\$39.95	0	5		\$199.75
Software: Mindpoint Quiz	032808591X	\$39.95	0	5		\$199.75
Video: Discovery Channel	0328085472	\$35.00	0	5		\$175.00
Math Games Pkg. (K-2)	0328081116	\$36.00	5	0	\$180.00	
	Totals		115		\$4,300.50	\$5,808.75

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Teacher's Resource Pkg.	0328080209	\$310.00	0	5		\$1,550.00
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Problem of the Day	0328049476	\$150.00	5	0	\$750.00	
Read Tog. Big Books: Vol 1	0328076708	\$60.00	0	5		\$300.00
Read Tog. Big Books: Vol 2	0328076716	\$60.00	0	5		\$300.00
Math Vocabulary Kit	0328076619	\$64.90	0	5		\$324.50
Joint Usage Plan	0328087971	\$55.00	0	5		\$275.00
Chapter Facilitator Guide	0328085421	\$75.00	0	1		\$75.00
Online Student/Teacher	0328144061	\$180.00	0	5		\$900.00
Software Digital Learning	0328085804	\$59.00	0	5		\$295.00
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Math Games Pkg. (K-2)	0328081116	\$36.00	5	0	\$180.00	
	Totals		125		\$4,621.50	\$5,801.50
GRAND TOTALS					\$14,013.75	\$14,294.80
				6% Ship	\$840.83	
TOTAL CHARGE ITEMS					\$14,854.58	

**Proposed Five-Year Textbook/Instructional Resource Plan*
FY2010-2014**

Content Area	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014
Mathematics**	\$15,000.00	\$35,000.00	\$31,000.00	\$18,500.00	\$15,000.00
English/Language Arts	\$9,000.00	\$5,000.00		\$32,750.00	\$60,000.00
Science	\$12,000.00				
TIDE	\$17,000.00	\$3,000.00	\$12,500.00		
World Language	\$5,000.00				
Social Studies	\$5,000.00	\$13,000.00	\$3,500.00		
Physical Education	\$12,000.00				
Art		\$7,500.00	\$7,500.00	\$2,500.00	
Music		\$7,500.00	\$7,500.00	\$2,500.00	
Business			\$5,000.00	\$6,250.00	
Food Service		\$4,000.00	\$2,000.00		
Health/Life Skills			\$3,000.00	\$6,500.00	
Guidance			\$3,000.00	\$6,000.00	
Replacement	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
TOTAL	\$80,000.00	\$80,000.00	\$80,000.00	\$80,000.00	\$80,000.00

*The total of \$80,000.00 per year for the next five years reflects a Board of Education vote regarding long-range plans submitted. The redistribution of the funds within the lines reflects a proposed change to the Curriculum Development Plan, which is being proposed to the district Instructional Leadership Team and will be forwarded to the Board of Education once it is finalized. Individual lines may need to be readjusted within the voted total if the proposed plan is revised further.

**Totals in Mathematics include resources necessary to purchase consumable mathematics textbooks for the proposed K-2 mathematics textbook adoption.

Proposed Five-Year Textbook/Instructional Resource Plan*
FY2010-2014

Content Area	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014
Mathematics**	\$15,000.00	\$35,000.00	\$31,000.00	\$18,500.00	\$15,000.00
English/Language Arts	\$9,000.00	\$5,000.00		\$32,750.00	\$60,000.00
Science	\$12,000.00				
TIDE	\$17,000.00	\$3,000.00	\$12,500.00		
World Language	\$5,000.00				
Social Studies	\$5,000.00	\$13,000.00	\$3,500.00		
Physical Education	\$12,000.00				
Art		\$7,500.00	\$7,500.00	\$2,500.00	
Music		\$7,500.00	\$7,500.00	\$2,500.00	
Business			\$5,000.00	\$6,250.00	
Food Service		\$4,000.00	\$2,000.00		
Health/Life Skills			\$3,000.00	\$6,500.00	
Guidance			\$3,000.00	\$6,000.00	
Replacement	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
TOTAL	\$80,000.00	\$80,000.00	\$80,000.00	\$80,000.00	\$80,000.00

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**Totals in Mathematics include resources necessary to purchase consumable mathematics textbooks for the proposed K-2 mathematics textbook adoption.

STUDENTS

Summer School Work for Credit

The Somers Board of Education encourages students who have failed one or more courses (a grade of F) to attend summer school or enroll in an approved online course in order to complete graduation requirements.

1. Permission by the principal or designee must be obtained in order to sign up for summer school.
2. Students must have a minimum grade average of 50 in the course to be taken in order to attend summer school or re-take the course online unless otherwise approved by the building principal.
3. A grade of C- or better will be recorded on the student's transcript as satisfactory completion of course requirements. Any summer school grade below C- will require the student to re-take the course.
4. Summer school/online course grades will not be calculated into the GPA.
5. Tuition for summer school and/or online course(s) is the responsibility of the student and his/her parent/guardian.
6. Transportation is the responsibility of the parent/guardian.
7. At the end of the third quarter parent(s)/guardian(s) of any student who may be at risk of failing a course for the year will be notified by the administration of the school and provided with information on summer school and online courses.

Adopted:

PowerSchool for Parents Somers Public Schools

Login Procedure:

1. Open your web browser.
2. Navigate to any of the school homepages
 - a. http://www.somers.k12.ct.us/shs/shs_home.html for Somers High School
 - b. http://www.somers.k12.ct.us/sms/sms_home.html for Mabelle B. Avery Middle School
 - c. http://www.somers.k12.ct.us/ses/ses_home.html for Somers Elementary School
3. Scroll down to the Parent Portal link and click the link.
4. The PowerSchool login screen appears.
5. Type in your username.
6. Type in your password.



The image shows the PowerSchool login interface. At the top, the word "PowerSchool" is written in a green, bold font. Below it is a white login box with a blue border. Inside the box, there are two input fields: "Username" and "Password". Below the password field is a link that says "Forget your member name or password?". At the bottom right of the box is a blue button labeled "Enter". Below the login box, there is a small copyright notice: "© 2007 Pearson Education, Inc. or its affiliates. All rights reserved."

If you lose your username and/or your password, or you need to change your username and/or password you will need to come to the school office in person to reset the information. This information will not be given out over the telephone.

7. Student name and grade information are displayed above the toolbar.



By default, the Grades and Attendance view is displayed upon login. Lunch Balance and My Calendar are not currently being used.

Note: If you are not actively working in Parent Portal, your session may timeout automatically. If so, you need to log in again.

Viewing Assignment Details

1. Be sure the grades and Attendance screen is displayed. To view the Grades and Attendance screen, click the Grades and Attendance icon on the toolbar.
2. Click on the letter grade or percent in the appropriate column. Column headings will vary from school to school.
3. The following information is displayed:
 - * Due date for the assignment
 - * Name of the assignment
 - * Score for assignment and points possible
 - * Percentage earned for each assignment
 - * Letter grade for each assignment
 - * Final grade to date (on the top row)



Course	Q1	Q2	Q3	Q4
LangArts 8 Kmon, Patricia	B+ 88	B 86	B+ 87	--
PhyEd 8 Messenger, Linda	C+ 78	B 85	B 85	--
U.S.History 8 Wilson, Carol	A- 92	B 85	B 84	--

Class Score Detail

Course	Teacher	Expression	Final Grade ¹
LangArts 8	Kmon, Patricia	P1(1-4) P2(1-6)	B+ 87%

Teacher Comments: Good conscientious effort
Positive attitude toward class

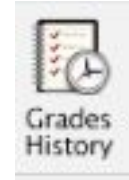
Section Description:

Due Date	Category	Assignment	Score	%	Grd
02/05/2009	QZ	revised prompt	86/100	86	B
02/05/2009	QZ	poetry #2	88/100	88	B+

4. If the name of an assignment is blue, then the teacher has added a description for the assignment. To view the description, click on the name of the assignment.
5. To return to the Grades and Attendance screen, click the Back button or click the Grades and Attendance icon on the toolbar.
6. To exit the Parent Portal, click on the logout button in the upper right corner of the screen above the toolbar.

Grade History

1. Click the Grades History icon on the toolbar. This screen displays student grades for the previous grading periods within the same school year. Until the end of the first grading period of a school year this screen will not have data to display.



Course	Grade	%	Cit	Hrs
Algebra	B	86		0
Art 8		0		0
Band 7/8	A+	100		0
EarthScience 8	B+	89		0
French 1	A-	92		0
LangArts 8	B+	88		0
PhyEd 8	C+	78		0
U.S.History 8	A-	92		0
Q2				
Course	Grade	%	Cit	Hrs
Algebra	B+	87		0
Art 8	A-	91		5
Band 7/8	A+	100		0
EarthScience 8	B+	88		0
French 1	B+	89		0
LangArts 8	B	86		0
LifeSkills 8		0		0

- Grading period names will vary from school to school.
- To exit Grades History, click on the Back button or choose another icon from the toolbar on top.
- To exit the Parent Portal, click on the logout button in the upper right corner of the screen about the toolbar.

Email Notification

1. Click on the Email Notification icon on the toolbar.
2. This option allows you to receive grade and attendance information through email. The information received varies according to the options selected.



Available options are:

- Summary of current grades and attendance.
- Detailed reports showing all assignment scores for each class.
- Detailed report of attendance.

School Announcements and Balance Alert are not currently used.

A screenshot of a web form for email notifications. The form is enclosed in a light gray border. It contains several sections: a list of checkboxes for selecting information to receive, a dropdown menu for frequency, a checkbox for "Send now?", and a text input field for email addresses. A blue "Submit" button is located at the bottom right. An arrow points from the "Send now?" checkbox to the "Once a week" dropdown menu.

What information would you like to receive?

- Summary of current grades and attendance
- Detailed reports showing all assignment scores for each class
- Detailed report of attendance
- School announcements
- Balance Alert (Note: Will only be sent when a student is low on funds.)

How often?

Once a week

Send now?

Email Address(es)

youremail@yourcarrier|

(separate multiple email addresses with commas)

Submit

3. Use the drop down menu to select how often you would like to receive this information via email.
4. If you would like information sent immediately, click the "Send now" box.
5. Enter you email address. Use a comma to separate multiple email addresses.
6. Click the blue Submit button.
7. To exit Email Notification, click on the Back button or choose another icon on the toolbar.
8. To exit the Parent Portal, click on the logout button in the upper right corner of the screen above the toolbar.

Teacher Comments

1. Click on the Teacher Comments icon on the toolbar.
2. The student's current schedule is displayed. If a teacher has a general comment in the gradebook (not a specific comment attached to an assignment), the comment is displayed in the right hand column.
3. If you click on the name of the teacher, it will open your default email and place the teacher's email address in the "To" line.



Teacher Comments*

Exp.	Course	Teacher	Comment
P1(1-4) P2(1-6)	LangArts 8	Kmon, Patricia	
P1(5-6)	PhyEd 8	Messenger, Linda	
P3(1,4) P7(2,5) P8(3,6)	U.S.History 8	Wilson, Carol	
P3(2,5) P5(3,6) P7(1,4)	EarthScience 8	Lewis, Charles	
P3(3,6) P5(1,4) P8(2,5)	Tech 8	Holmes, Alan	
s' Group	Band 7/8	Campanelli, Anthony	
P5(2,5) P7(3,6) P8(1,4)	Algebra	Witkewicz, Cindy	
P6(1-6)	French 1	Sawtelle, Holly	
HR(1-6)	MSHR	Wilson, Carol	

* Additional teacher comments may be found on the 'Grades and Attendance' and 'Grades History' pages. Find comments there by clicking on the reporting period score for the appropriate class.

Print Page 

4. The note at the bottom of the screen has directions for teacher comments appropriate to the course. Quarterly comments are usually found under the Grades and Attendance icon, just below the Class Score Detail heading and above the detail itself.
5. To exit Teacher Comments, click on the Back button or choose another icon on the toolbar.
6. To exit the Parent Portal, click on the logout button in the upper right corner of the screen above the toolbar.

Class Registration

1. Click on the Class Registration icon on the toolbar.
2. This option is used by the high school only.
3. During the course registration period (usually starting near the end of January) a screen similar to the one below will display and students will be able to select courses for the next school year. Once the registration period is over this view will be turned off as the administration goes through the scheduling process for the next school year.
4. Once the view is turned off, schedule changes can still be made through the guidance office.



Class Registration

[View future course requests](#)

Use your course selection sheet to complete this process. Make sure you carefully read the instructions. Ask the counselor(s) should you have a question or are having difficulties. *If you select a World Language as an elective, you only need to select 4 additional elective courses.

Requests for Grade 9

Grade 9 Core Requirements

All freshman must take the following courses:

1	600	Integrated Science (3) (600) 1.00
	501	P.E. 1 (1) (501) .50
	702	World History (3) (702) 1.00

Grade 9 English

Please select the appropriate course.

2

5. To view your student's entire course request list for the next school year, click on "View future course requests".

Future Course Requests

Crs Num	Course	Type	Term(s)	Cr Hrs
1. 150	A Band (2)	Required	.	0.50
2. 160	B Band (2)	Required	.	0.50
3. 322	Col. English 9 (3)	Required	.	1.00
4. 427	Honors Geometry (4)	Required	.	1.00
5. 501	P.E. 1 (1)	Required	.	0.50
6. 600	Integrated Science (3)	Required	.	1.00
7. 702	World History (3)	Required	.	1.00
8. 101	Intro/Art (1)	Elective	.	0.50
9. 105	Drawing 1 (2)	Elective	.	0.50
10. 152	Music Theory 1 (2)	Elective	.	0.50
11. 372	French 2 (2)	Elective	.	1.00
Total Credit Hours Requested				8.00

6. To exit Class Registration, click the Back button or choose another icon on the toolbar.
7. To exit the Parent Portal, click on the logout button in the upper right corner of the screen above the toolbar.

Quit PowerSchool Parent Portal

1. When finished working in Parent Portal, it is important to logout of the application. You may logout of Parent Portal from any page in the application.
2. Click the Logout button in the upper right hand corner above the toolbar. The login page will appear. You must enter your username and password again to redisplay the Parent Portal start page.

Note: If you are not actively working in Parent Portal, your session may timeout automatically. If so, you need to login again to continue working.

Technology Report
5/11/09

The Only Constant is Change

The annual Technology Report, to be delivered on 5/11/2009, will update you on the status of our technology, the status of our compliance with state and federal government mandates as they apply to technology, an update on grants, an update on emerging issues and an update on our progress towards the goals in our last Technology Plan.

1. Status of District Technology
 1. Infrastructure is current
 2. Firewall and routing updates have been completed
 3. Wireless in all buildings
 4. All classroom teachers, administrators, and CSTs have laptops
 5. Strategic School Profile Computer to Student Ratio
 6. Computer age report
 7. New Student Information System (SIS)
 8. We continue to work with the Somers Public Library
2. State and Federal Mandates As They Apply to Technology
 1. Public School Information System (PSIS)
 2. Special Education Data Application and Collections (SEDAC)
 3. Amendments to the Federal Rules of Civil Procedure (2006)
3. Grants
 1. Enhancing Education Through Technology (E²T²)
4. Emerging Issues
 1. Ubiquitous technology
 2. Continuous access (24/7/365)
 3. Changes in tools and delivery
 4. Equity (haves and have knots)
 5. Funding
6. Cloud computing
5. Strategic Plan Goal 2 – Integrate technology throughout the district and expand the use of technology in the classroom to sustain a 21st century learning environment.

Somers Public Schools

Ninth District Road
Somers, Connecticut 06071

ENROLLMENT

	<u>10/1/04</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>10/1/08</u>	<u>4/1/09</u>	<u>5/1/09</u>
Preschool	16	19	7	18	6	20*	10	25*	18**	23**	23**
Kindergarten—AM	47	56	4	57	3	49	3	53	54	56	55
Kindergarten—PM	50	51		58	2	52	3	53	42	43	43
Grade 1	123	108	6	106	4	124	6	125	114	110	108
Grade 2	119	125	7	114	3	109	7	111	125	127	127
Grade 3	129	122	10	133	11	112	7	113	114	113	113
Grade 4	133	131	13	128	12	135	17	133	115	113	113
Grade 5	129	134	13	131	13	129	15	132	134	136	136
Grade 6	135	135	9	141	14	140	16	140	132	130	131
Grade 7	141	138	11	136	8	148	15	146	144	141	143
Grade 8	151	139	15	138	12	140	13	140	149	153	153
Grade 9	156	162	11	154	16	148	17	147	142	140	140
Grade 10	144	143	14	148	9	141	14	141	143	148	148
Grade 11	142	134	18	137	15	149	8	153	139	138	138
Grade 12	124	143	7	133	15	130	10	127	153	153	153
TOTAL	1739	1740	145	1732	143	1726	161	1739	1718	1724	1724
SES	746	746	60	745	54	730	68	745*	716**	721**	718**
MBA	427	412	35	415	34	428	44	426	425	424	427
SHS	566	582	50	572	55	568	49	568	577	579	579
Vo-Ag	3	2		2		1		0	1	1	1
Cheney Tech	8	8		4		2		2	5	4	4
SPED Outside Pl.	11	12		14		14		20	16	20	20

* 2 community-based not enrolled in our PK program

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

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – May 11, 2009

Members Present: T.Henderson, M.Marquardt (arrived at 7:43 p.m.), D.Atkinson, A.Kirkpatrick, J.Formeister, D.Palmer, T.Potrikus,Boucher, R.Lees

Members Absent:

Administrators Present: M.Suffredini, B.Boutwell, J.Morrow

Staff Present: None in attendance

Citizens Present: T.Lewis, J.Shlafstein, R.Bower, C.Manning, C.Watt

Students Present: None in attendance

Student Representatives: None in attendance

Others:

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:33 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 April 27, 2009 Regular Meeting – It was MOVED (T.Potrikus) SECONDED (D.Atkinson) to approve the April 27, 2009 Board of Education regular meeting minutes as presented. PASSED 7-0-1 (E.Boucher abstained)

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

5.0 CORRESPONDENCE

5.1 Chairman Henderson reported receipt of the following:

- An email from J.Griger updating the Board on the work being done with regards to recycling at Somers Elementary School by a group of parents.
- Policy information from CABA.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7.0 CONSENT AGENDA

7.1 Approval of 5/11/09 Bills – \$300,239.63

It was MOVED (A.Kirkpatrick) SECONDED (D.Atkinson) to approve the 5/11/09 bills in the amount of \$300,239.63. PASSED 8-0

8.0 NEW BUSINESS

8.1 Approval of Technology Plan 2009-2012

Mr. Morrow presented the district’s new three-year technology plan, which will be submitted to the CSDE following Board approval as mandated for state certification.

It was MOVED (T.Potrikus) SECONDED (E.Boucher) to approve the 2009-2012 Technology Plan as presented. PASSED 8-0

8.2 Second Warning/Adoption of K-2 Math Textbooks

The adoption of this new K-2 math series will align the elementary math curriculum to establish a unified math program at the elementary level.

It was MOVED (D.Atkinson) SECONDED (R.Lees) to adopt the new elementary math textbooks as presented. PASSED 7-1 (J.Formeister opposed)

These textbooks will be purchased out of the 2008-2009 budget.

8.3 First Warning of DBS: 5123.2-Summer School Work for Credit

Dr. Suffredini stated that the district's guidance counselors and administration have reviewed this policy. Other district's summer school policies have been looked at as well.

The Board expressed concern regarding some of the wording in this policy. The Board wants to insure that the intent of the policy is clearly stated. The intent of the Summer School Work for Credit Policy is to give students an opportunity to succeed. The Policy Committee will clarify the language and present a revised Summer School Work for Credit policy as a Second Warning at the May 26, 2009 BOE meeting.

Chairman Henderson requested information regarding the number of students who would be eligible for summer school and how many students would not be eligible using the minimum numerical grade cut-off of 50, which is stated in this policy.

Following Board approval of the Summer School Work for Credit Policy, parents will be notified of the summer school options available for students who are failing a course. Summer classroom instruction or online courses offered through CREC are currently available.

9.0 OLD BUSINESS – None

10.0 ADMINISTRATIVE REPORTS

10.1 Technology Program/Parent Portal Demonstration (J.Morrow)

J.Morrow presented a technology status report for the district. Mr. Morrow reported the following:

- The infrastructure is current.
- The firewall and routing updates have been completed.
- There is wireless in all building.
- All classroom teachers, administrators, and CSTs have laptops.
- The computer to student ratio as reported in the Strategic School Profile (SSP) is improving.

Mr. Morrow presented a Computer Age Report for each building. There is an expected 4-5 year life span on the equipment currently in service. With the exception of one computer cart (25 computers) at each school, the student computers at the high school and middle school are fairly new and there should not be any major equipment problems. The student computers in the elementary school computer lab are in dire need of replacement. Mr. Morrow estimated that the cost to replace these computers

would be around \$20,000. The computer cart at the elementary school needs to be replaced, as well, at an estimated cost of \$25,000.

There will be no funding from CIP this year for computer replacement. Mr. Morrow stated that we can get by for one year but if funding is cut next year, the district will be in real trouble.

Mr. Morrow reported that the new student information system software that was installed over the summer is working very well and teachers are happy with it. This system has allowed for more efficient state reporting.

Mr. Morrow has been consulting with the Somers Public Library. The same applications that are used by the schools will be installed on the library computers, which will allow students to access their files while at the library. Mr. Morrow stated that the public library and the schools are working collaboratively in the area of technology.

Mr. Morrow reported on the State and Federal Mandated reports that he files during the year to stay in compliance under the No Child Left Behind Act and state mandates.

Funding received from the Enhancing Education Through Technology grant allowed staff training in podcasting, blogs and wikis.

A lot of work took place this year to integrate technology throughout the district and expand the use of technology in the classroom as stated in Goal #2 in the 2009-2013 Strategic Plan.

Ubiquitous technology and constant changes in tools and delivery, as well as funding, are issues facing the district.

T.Potrikus suggested that a 5-year Computer Replacement Plan, similar to the 5-year Textbook Plan, be developed. Mr. Potrikus stated that this plan would be helpful for future budget planning and CIP funding.

Mr. Morrow presented a demonstration of the Parent Portal module, which is part of the new student information software. The Parent Portal will be available next year for grades 4-12. Parents will be issued a user name and password for each child, which will allow them to access their child's grades and attendance. There is also an email icon that will allow parents to email their child's teacher directly from the portal. Parents also will have the option of being updated on their children's grades and attendance automatically, as often as they want. Parents will be notified during the summer on how to access and use this portal.

10.2 Enrollment

Dr. Suffredini reported that the number of students (1724) remains the same; however, changes have occurred due to families either moving in or out of the district during the month of April.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell reported that there have been no significant changes in the 2008-2009 Budget. There have been no changes in the out-of-district placements.

Mr. Boutwell reported that the state might not reduce the amount of the excess cost grant funding as he had anticipated. He will know definitely by the end of this week.

11.2 Curriculum

A meeting will be scheduled to review the new Physical Education and World Language Curriculum and Science Electives.

11.3 Policy

The next Policy Committee meeting is scheduled for May 18th. Handbooks will be reviewed.

11.4 Salary & Negotiations

There have been no negotiation sessions scheduled.

11.5 Planning – No Report

11.6 Other Committees – No Report

12.0 OTHER

- T.Potrikus reported some formatting issues with eMeeting.
- J.Formeister reported that the Building Committee has received the Robert B. Percoski Award.

13.0 ADJOURNMENT

It was MOVED (D.Palmer) and SECONDED (M.Marquardt) to adjourn the regular meeting of the Somers Board of Education at 9:33 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.