

BOE Meeting Template
Monday, November 9, 2009 7:00 PM

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

1. ELECTED BOE MEMBERS SWEARING IN CEREMONY
Ann Marie Logan, Town Clerk will be present to swear in all newly elected Board of Education members.
2. CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. APPROVAL OF MINUTES 3
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
6. CORRESPONDENCE
7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
8. CONSENT AGENDA
1. Approval of Bills 7
9. NEW BUSINESS
1. Second Warning/Adoption of DBS Code: 3541.21 - Transportation 11
This policy was first warned on the 10/26/09 agenda and is now ready for adoption by the board.
2. First Warning of DBS Code 3516.11 - Pesticides 12
Public Act 09-56 was passed changing the date that the use of lawn care pesticides on the grounds of schools with students in grade eight or lower to July 1, 2010. The policy has been updated to reflect this change. Second warning/adoption will be on the 11/23/09 agenda.
3. First Warning of DBS Code 5141.27 - Use of AED's 14
Public Act 09-59 was passed requiring an AED at each school effective July 1, 2010 (providing funding is available), personnel trained in AED operation and CPR, and outlining when such AED's must be available. The Act also requires the development of emergency response plans. Changes to the policy were made to reflect this new legislation. Second warning/adoption will be included on the 11/23/09 agenda.
4. First Warning of DBS Code 6114.1 - Fire Emergencies 16
Public Act 09-131 was passed requiring substitution of a crisis response drill for a monthly fire drill once every three months, the conduct of one fire drill no later than 30 days after the first day of each school year and the development of a crisis response drill format in consultation with appropriate law enforcement personnel. Changes to the policy were made to reflect this change in legislation. Second warning/adoption will be included on the 11/23/09 agenda.
5. First Warning of DBS 5141.25 - Accommodating Students With Special Dietary Needs 17
Public Act 0-155 was passed requiring schools to post their plan for managing students with life-threatening food allergies on their website. The policy has been updated to reflect this new requirement. Second warning/adoption will be included on the 11/23/09 agenda.
6. First Warning of DBS Code 5141.4 - Reporting of Child Abuse 20
Public Act 0-242 was passed amending the current Connecticut General Statute 17a-101 to make school superintendents mandated child abuse and neglect reporters. The policy has been updated to reflect this change. Second warning/adoption will be included on the 11/23/09 agenda.
7. First Warning of DBS 6145.21 - Athletic Policy 22
The Policy Committee is recommending a change to DBS Code 6145.21 to allow validity of physical exams for participation in sports for thirteen months as opposed to the current policy of one calendar year to accommodate the fact that most medical insurance plans only allow for one physical exam per year. The administrative regulation will also be updated to reflect this revision if adopted. Second warning/adoption will be included on the 11/23/09 agenda.
8. First Warning of DBS Code 6141.321 - Student Telecommunications Acceptable Use 24

Policy:

The Policy Committee is recommending revision to DBS Code 6141.321 to make reference to cyberbullying. This was a change recommended by CABE in the policy manual audit. Second warning/adoption will be included on the 11/23/09 agenda.

9. Strategic School Profile 2008-2009 26

In accordance with CT General Statutes 10-220c the newly released 2008-09 SSP be submitted to the Board of Education at the first regularly scheduled meeting after November 1st. A copy of the SSP in its entirety is included in the board packet. The superintendent will address some district data and will respond to any questions that the board may have.
10. OLD BUSINESS
1. BOE Room Sound System 53

The superintendent will outline the cost comparisons for a sound system for the BOE room. The superintendent will move to install a sound system for the BOE room.
11. ADMINISTRATIVE REPORTS
1. Enrollment 11/1/09 54

There has been an increase of four students from the 10/1 student enrollment data. The changes are a result of students moving either into the district or out of the district to other public schools. The grades affected are PK (+1), Gr. 1 (+1), Gr. 5 (+2), Gr. 7 (-1), Gr. 10 (+2), Gr. 12 (-1).
2. Transportation Update
Bill Boutwell, Director of Business Services will provide the board with an update regarding transportation services.
12. COMMITTEE REPORTS
1. Budget
2. Curriculum
3. Policy 55

CABE Policy Update Summary #4 dated 7/15/09 is included in the packet.

1. DBS Codes 4118.14/5141.1/5141.6 57

DBS Code 4118.14 - Personnel Rights, Responsibilities and Duties: Hearing Before Board has been recodified as 4218.14 for noncertified personnel as well.

DBS Code 5141.1 and 5141.22 have been combined into 5141.1 as per CABE recommendation.

DBS Code 5141.6 has been recodified to 5141.22 as per CABE recommendation.

No action is required by the board.
4. Salary & Negotiations
5. Planning
6. Other Committees
13. OTHER
14. ADJOURNMENT
15. 11/9/09 Minutes 59

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING –October 26, 2009

- Members Present:** T.Henderson, M.Marquardt, D.Atkinson, A.Kirkpatrick, J.Formeister, E.Boucher, R.Lees, D.Palmer, T.Potrikus (attended BOF meeting prior to the BOE meeting - arrived at 7:53 p.m.)
- Members Absent:**
- Administrators Present:** M.Suffredini, K.Pezza, P.Collin, J.Morrow, J.Oliver, R.Riola, N.Barry, S.Muirhead, G.Cotzin, B.Boutwell (attended BOF meeting prior to the BOE meeting - arrived at 7:53 p.m.)
- Staff Present:**
- Citizens Present:** C.Collins, E.Beebe, D.Jones, C.Manning, J.Griger
- Students Present:** M.Simons, R.Donovan, K.Richards, N.Wylot, J.Folger, A.White, J.Piscottano, D.Bell, T.Geas, G.Ficara, S.Ladue, T.Anderson, L.Furnari, J.Liquori
- Student Representatives:** None in attendance
- Others:**

Note: The above list does not reflect all those who were in attendance.

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:03 p.m. by Chairman Henderson in the Mabelle B. Avery Middle School-BOE Board Room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

- 3.1** October 14, 2009 Regular Meeting – It was MOVED (A.Kirkpatrick) SECONDED (M.Marquardt) to approve the October 14, 2009 Board of Education regular meeting minutes as amended. PASSED 8-0

The October 14, 2009 BOE Regular Meeting minutes were amended as follows:

11.4 Delete “The SESA has provided two proposals to date on contract language only.”

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

4.1 Building/Department Goals Presentation

Administrators and directors presented their building and department goals highlighting the areas of focus for 2009-2010. All building and department goals are aligned with the Strategic Plan.

SES continues to work on their two-year goal focusing on improving student writing. Teachers are aligning their professional goals with the building’s goals. The 2009 CMT scores indicate a need to improve student performance in the area of writing.

MBA is focusing on building strategies, interventions and assessments to address individual student academic needs promoting SRBI practices. 2009 CMT scores indicated a need to address individual students that fall below goal.

SHS continues to work on using differentiated instruction, data analysis and/or common formative assessments within the classroom to improve student achievement.

The building administrators reported on the various teaching and assessment methodologies being used to improve student performance. Several professional development workshops are being offered to help teachers implement teaching and assessment strategies.

Technology:

Mr. Morrow reported that implementing and managing the Somers Parent Portal is the goal of the technology department. Mr. Morrow stated that the Parent Portal opens up a new means of communication between school and home, allowing parents to participate in the education process.

Mr. Morrow is tracking usage of the Parent Portal and will be able to report on participation at the end of the school year.

Pupil Services/Curriculum:

Dr. Collin and K.Pezza reported they are continuing to work on developing and implementing an effective Response to Intervention process to maximize the learning of all students and to decrease the number of inappropriate referrals to special education. This goal has multiple layers to it and is starting to work its way into the schools at different levels.

The focus for the past year has been on using SRBI for academic interventions. Work will begin using SRBI for behavioral issues.

5.0 CORRESPONDENCE

No correspondence received.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7.0 CONSENT AGENDA

7.1 Approval of 10/14/09 Bills (\$2,350.00) and 10/26/09 bills (\$284,535.01)

It was MOVED (R.Lees) SECONDED (T.Potrikus) to approve the 10/14/09 Bills in the amount of \$2,350.00 and the 10/26/09 bills in the amount of \$284,535.01 as presented.
PASSED 9-0

8.0 NEW BUSINESS

8.1 First Warning of DBS Code: 3541.21 - Transportation

The BOE Policy Committee and Director of Business Services, Bill Boutwell, reviewed the Board's transportation policies and recommended changes to DBS Code: 3541.21. Two sentences have been deleted from the policy because these items are included in the bus contractor's contract.

This policy will be added to the November 9th BOE meeting agenda for a Second Warning and Adoption.

- 8.2** Approval of Long-Range Plan Requests
The Long-Range Plan presented this evening has been reviewed and finalized by administration and the Board's Planning subcommittee.

It was MOVED (T.Potrikus) SECONDED (M. Marquardt) to approve the FY2011-FY2015 Long-Range Plan as presented. PASSED 9-0

The approved FY2011-FY2015 Long-Range Plan will be submitted to the Board of Finance to make them aware of the district's needs.

T.Potrikus stated that the Board of Education needs to take ownership of the district's technology needs and strongly recommended that funding be included in the 2010-2011 school budget. Mr. Potrikus stated that we can no longer depend on the town to fund the school's technology capital investment.

9.0 OLD BUSINESS

- 9.1** Sound System for BOE Meeting Room
A report and recommendation will be presented at the November 9, 2009 BOE Meeting.

10.0 ADMINISTRATIVE REPORTS

- 10.1** Superintendent's Report
Dr. Suffredini reported that he has been meeting with civil preparedness personnel, town officials, and administration to discuss strategies to develop a flu inoculation clinic when the H1N1 vaccine becomes available. Currently there has not been much information coming from the state and there is no timeline for when the vaccine will arrive. Information will be sent out to parents and the town's reverse 911 calling system will be utilized when the dates and locations for the clinics are known. Dr. Suffredini urged people to contact their primary physicians now and schedule appointments for their H1N1 inoculations if the vaccine is available.

- 10.2** SHS Exit Surveys
Gary Cotzin, SHS Principal, presented an overview of the SHS exit survey conducted last spring by the 2009 graduating class. The original exit survey was modified and the Naviance program was used to compile the data. Mr. Cotzin stated that the results were fairly consistent and overall the students are content with what goes on at the high school. The survey has been given to all departments and they have been asked to review the data and incorporate the findings accordingly.

Mr. Cotzin reported the following:

- All academic departments received favorable scores; however, he would like to see improvement in this area.
- Students reported that cheating on tests and academic dishonesty are serious problems.
- Use of alcohol and drugs is still an issue.
- Students working 8 hours or more a week is high but is consistent with other schools.
- Use of the CCC website and teacher web pages is low.

An on-line alumni survey has been developed and will be sent out in January to former students one and two years removed from high school.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell reported the State Department of Education has indicated the state excess cost grant may only be funded at 70% of what was initially expected. This means that approximately \$150,000 will be needed out of 2009-2010 school budget that was not anticipated. Next year the grant may only be funded at 60%, which will add approximately \$170,000 to the school budget. Mr. Boutwell informed the BOF of this development.

Mr. Boutwell reported no significant changes in the budget at this time.

11.2 Curriculum

No report.

11.3 Policy

11.3.1 DBS Code 3541.3, 3541.4, 3541.34, 5117.1

The legal references for these policies have been updated as recommended by CABA. No action is required.

11.4 Salary & Negotiations

Will be discussed in EXECUTIVE SESSION.

11.5 Planning

The FY2011-FY2015 Long-Range Plan will be sent to the Board of Finance.

Bill Boutwell will follow-up with the BOF on the status of the air handlers for the high school.

11.6 Other Committees – No Report

12.0 OTHER

13.0 EXECUTIVE SESSION – Negotiations

It was MOVED (D.Palmer) and SECONDED (J.Formeister) to move into EXECUTIVE SESSION at 8:42 p.m. for the purpose of negotiations. PASSED 9-0

The Board moved out of EXECUTIVE SESSION at 9:34 p.m.

It was MOVED (D. Palmer) and SECONDED (J. Formeister) to approve a one year contract with the Somers Administrators Association for the period July 1, 2010 to June 30, 2011 with no increase in salaries and no changes to contract language. PASSED 9-0

14.0 ADJOURNMENT

It was MOVED (D. Palmer) and SECONDED (J. Formeister) to adjourn the regular meeting of the Somers Board of Education at 9:35 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.

Somers Board of Education General Budget Treasury Warrant

Report # 2791

Check Batch: 1037
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Number:
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:  Date: 11/4/09

 William B. Boutwell, Director of Business Services

1037	462	11/09/2009	V52670	Amazon	0.00	46.28
	463	11/09/2009	V54316	American Legacy Publishing	0.00	640.20
	464	11/09/2009	V60040	Anthem Life Insurance Company	0.00	2,134.02
	465	11/09/2009	E00009	Barry, Nancy	0.00	82.09
	466	11/09/2009	E00450	Bergamini, Lisa	0.00	45.73
	467	11/09/2009	E00025	Boutwell, Bill	0.00	256.45
	468	11/09/2009	E00030	Brown, Debra	0.00	117.29
	469	11/09/2009	E00049	Carnevale, Kristina	0.00	94.27
	470	11/09/2009	E00056	Katherine Chung	0.00	49.00
	471	11/09/2009	V53588	CIT Technology Fin Serv, Inc.	0.00	408.00
	472	11/09/2009	V00159	Connecticut Light & Power	0.00	7,165.48
	473	11/09/2009	E00038	Collin, Patricia	0.00	343.18
	474	11/09/2009	E00076	Cotzin, Gary	0.00	41.25
	475	11/09/2009	V00243	Discount Magazine Subscription Service,	0.00	224.65
	476	11/09/2009	E00096	Duffy, Margaret	0.00	29.70
	477	11/09/2009	V60018	eHobbies	0.00	95.28
	478	11/09/2009	V54168	First Student, Inc	0.00	6,339.52
	479	11/09/2009	V00314	Follett Library Resources	0.00	120.54
	480	11/09/2009	V60035	Google, Inc.	0.00	3.83
	481	11/09/2009	V60043	IVEY Industries	0.00	61.33
	482	11/09/2009	E00156	Jennings, Diane	0.00	125.00

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	483	11/09/2009	V00451	Kittredge Equipment Company, Inc.	0.00	188.24
	484	11/09/2009	E00331	Malone, Jane	0.00	142.01
	485	11/09/2009	E00213	Mangold, Heather	0.00	114.38
	486	11/09/2009	V60009	Meridan Education / Infobase	0.00	96.25
	487	11/09/2009	E00234	Morrow, Jim	0.00	110.00
	488	11/09/2009	V60102	Novel Tees	0.00	301.00
	489	11/09/2009	V60103	NPV, Inc.	0.00	540.00
	490	11/09/2009	V53987	Office Equipment Finance Services	0.00	1,662.67
	491	11/09/2009	V60099	Otis Spunkmeyer, Inc	0.00	653.57
	492	11/09/2009	E00267	Porter, Marjorie	0.00	75.00
	493	11/09/2009	V60098	Questar Assessment, Inc	0.00	29.00
	494	11/09/2009	V52074	REALLY GOOD STUFF	0.00	62.40
	495	11/09/2009	E00288	Roberts, Steven	0.00	21.59
	496	11/09/2009	V52857	Roma Foodservice	0.00	1,886.45
	497	11/09/2009	V01171	SCHOLASTIC MAGAZINES	0.00	855.87
	498	11/09/2009	E00300	Selley, Su	0.00	268.60
	499	11/09/2009	V00886	Somers Lunch Program	0.00	10.50
	500	11/09/2009	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	501	11/09/2009	V01591	Town of Somers	0.00	15,872.28
	502	11/09/2009	V60062	SPSS Inc.	0.00	1,007.00
	503	11/09/2009	E00322	Suffredini, Dr. Maynard	0.00	75.90
	504	11/09/2009	V53615	Thurston Foods, Inc.	0.00	1,439.05
	505	11/09/2009	V53945	Transcanda Power Marketing LTD	0.00	15,930.52
	506	11/09/2009	V53915	Treasure Bay, Inc.	0.00	251.50
	507	11/09/2009	V01638	Tree House, The	0.00	270.00
	508	11/09/2009	V54059	Verizon Wireless	0.00	339.89
	509	11/09/2009	V51409	Wendell G. Haire Piano Services	0.00	100.00
	510	11/09/2009	V02738	William V. MacGill & Co.	0.00	594.99
Totals:					0.00	\$62,511.45

49 Checks Listed.

Somers Board of Education General Journal Register

Report # 2793

Batch: 1027

Transaction: N/A

Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
1027	\$62,511.45	Posted	lbergamini	10/30/2009	lbergamini	11/04/2009

General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2010					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			60,829.22	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	60,829.22
	Total Generated Distributions			\$60,829.22	\$60,829.22
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	62,511.45
10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			251.50	0.00
10-100-2-2-30-242-611-01-5-00208	K-5 - SOCIAL STUDIES SUPPLIES			1,496.07	0.00
10-100-2-3-08-242-611-01-5-00816	MA - FOREIGN LANGUAGE SUPPLIES			49.00	0.00
10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			179.69	0.00
10-100-2-3-28-242-611-01-5-00204	MA - SCIENCE SUPPLIES			95.28	0.00
10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES			3,979.07	0.00
10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			270.00	0.00
10-120-9-3-98-242-611-01-5-00213	MA - ALTERNATIVE ED PROG			94.27	0.00
10-120-9-9-98-251-580-05-5-00273	SP ED - DIRECTOR'S TRAVEL			343.18	0.00
10-212-1-4-46-132-530-02-5-00647	HS - GUIDANCE POSTAGE			100.00	0.00
10-212-2-5-46-243-611-02-5-00252	SW - TESTING			29.00	0.00
10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			594.99	0.00
10-215-9-9-94-242-611-01-5-00747	PRESCHOOL-SPEECH/HEARING SUPPL			114.38	0.00
10-215-9-9-94-242-611-02-5-00219	SPEECH/HEARING SUPPLIES			142.01	0.00
10-221-1-3-50-251-580-05-5-00263	MA - TRAVEL/IN-SERVICE			200.00	0.00
10-221-1-3-50-251-580-05-5-00264	MA - PRINCIPAL'S TRAVEL			39.60	0.00
10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			51.29	0.00
10-221-1-4-50-251-580-05-5-00269	HS - PRINCIPAL'S TRAVEL			41.25	0.00
10-221-2-5-50-214-111-05-5-00659	SW - PROF DEVELOPMENT/CEU			68.60	0.00
10-222-2-3-52-231-642-03-5-00142	MA - NEWSPAPERS/MAGAZINES			224.65	0.00
10-222-2-4-52-231-642-03-5-00139	HS - LIBRARY BOOKS			141.00	0.00
10-222-2-4-52-233-611-03-5-00147	HS - A.V. MATERIALS			122.07	0.00
10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			1,007.00	0.00
10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES			10.50	0.00
10-232-1-5-72-132-530-04-5-00039	CO - POSTAGE			145.73	0.00

Somers Board of Education General Journal Register

Report # 2793

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
1027	\$62,511.45	Posted	lbergamini	10/30/2009	lbergamini	11/04/2009
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			200.00	0.00
10-232-1-5-72-251-580-05-5-00271		CO - TRAVEL/IN-SERVICE			185.90	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL		Yes	415.67	0.00
10-240-1-4-40-132-530-04-5-00038		HS - POSTAGE			56.45	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			551.67	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			551.67	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			551.66	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE		Yes	71.82	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE		Yes	100.65	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			61.33	0.00
10-260-5-4-20-722-430-01-5-00396		HS - MUSIC MAINTENANCE			100.00	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			188.24	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			62.99	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			146.92	0.00
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE			540.00	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			1,189.70	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			4,308.08	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			7,437.12	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			11,350.80	0.00
10-260-6-9-62-722-590-08-5-00453		SW - SOFTWARE MAINT CONTRACTS			3.83	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			15,538.50	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			6,339.52	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			333.78	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE		Yes	2,134.02	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			301.00	0.00
Total User-Entered Distributions					<u>\$62,511.45</u>	<u>\$62,511.45</u>
Total for November, 2010					<u>\$123,340.67</u>	<u>\$123,340.67</u>
Grand Total for Batch # 1027					<u>\$123,340.67</u>	<u>\$123,340.67</u>

112 Transactions Listed.

NON-INSTRUCTIONAL OPERATIONS:

Transportation:

Responsibilities and Duties of Board of Education:

The Board of Education shall comply with state law by providing reasonable transportation for school children.

Negotiations for the bus contract shall be delegated to the Superintendent or his designee, except that an Ad Hoc Committee of the Board may be appointed, if requested by the Chairman or Superintendent, to aid in negotiations. Final selection of the bus contractor will be made by the Board of Education.

Bus contracts may be for a maximum period of five years, subject to renegotiation.

~~When specifications for bus contracts are drawn up, the age of buses that are to be used shall be specified.~~

~~Bus contracts shall be figured on a minimum base mileage. All additional mileage shall be computed at a definite rate per mile.~~

The Board may award bus contracts to one or more contractors.

<u>Legal Reference:</u>	<u>Connecticut General Statutes</u>
	<u>10-186 Duties of local and regional boards of education</u>
	<u>10-220 Duties of boards of education</u>
	<u>14-275 Equipment and color of school buses</u>
	<u>14-275a Use of standard school bus required, when.</u>
	<u>14-275b Transportation of handicapped students</u>
	<u>14-275c Regulations re school buses and motor vehicles used to transport special education students.</u>
	<u>14-276a (c) Town/school district may require its school bus operators to have completed a safety training course.</u>
	<u>14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.</u>
	<u>United States Code, Title 49</u>
	<u>2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)</u>

Adopted: September 8, 1980

Revised: November 27, 2000

BUSINESS:

Hazardous Material in Schools:

Pest Management:

In conformity with all applicable statutes, the intent of this policy is to ensure that staff, students, and parents/guardians receive adequate advance notice of pesticide applications in school buildings or on school grounds. Further, the district will only employ certified pesticide applicators for any non-emergency pesticide use in the school buildings or grounds. However, someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when (1) it is impractical to obtain the services of a certified pesticide applicator, and (2) a restricted use pesticide is not used.

A “pesticide” is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide but does not mean a sanitizer, disinfectant, antimicrobial agent or pesticide bait.

“Integrated pest management” is defined as the use of all available pest control measures, including the judicious use of pesticides when warranted to maintain a pest population at or below an acceptable level while decreasing the unnecessary use of pesticides.

A “lawn care pesticide” is defined as a pesticide registered by the EPA and labeled according to the Federal Insecticide, Fungicide and Rodenticide Act for lawn, garden and ornamental use.

The Board is committed to minimizing the use of pesticides. Therefore, the primary practice of pest control shall involve reducing/eliminating the conditions necessary for pest survival. These measures include, but are not limited to, good housekeeping and routine, prompt maintenance of buildings and grounds.

The application of lawn care pesticides on the grounds of schools with students in grade eight or lower must be according to an integrated pest management plan (IPM). Such application is prohibited starting July 1, 20~~10~~⁰⁹ except in emergencies. An emergency application may be made to eliminate a human health threat in any school with students through grade eight as determined by the Superintendent of Schools.

As required by state statute, the District shall:

- Annually inform parents/guardians and staff of the District’s pest application/management policy and a description of any pesticide applications made during the previous school year.
- Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice.
- Provide notice of planned pesticide application to students, parents/guardians and employees.

- Make pesticide applications only after regular school hours or planned activities.
- Maintain written records for five years of all pesticide applications.

Legal Reference: Connecticut General Statutes

10-231b Pesticide applications at schools: Authorized applicators.
Exception ([as amended by P.A. 09-56](#))

10-231c Pesticide applications at schools without an integrated pest management plan

22a-46. Short title: Connecticut Pesticide Control Act.

22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58. Records to be kept by distributors and applicators.

23-61b. Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

[P.A. 09-56 An Act Concerning Pesticide Applications At Child Day Care Centers and Schools](#)

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Adopted: August 28, 2000
Revised: November 14, 2005
Revised: February 9, 2009

STUDENTS:

Illness

Use of Automatic External Defibrillators (AEDs)

The Somers Board of Education strives to provide a safe environment for students, staff, parents, and the community. In achieving a safe environment, automatic external defibrillators (AEDs) are accessible on school grounds at designated locations for use in emergency medical situations. ~~Such AEDs are not intended to and do not replace the assistance of qualified medical professionals.~~ shall be placed at each school within the District. The AED and trained personnel shall be available during (1) the school's normal operational hours, (2) school-sponsored athletic events and practices on school grounds, and (3) school-sponsored events not taking place during normal school operational hours. The AEDs are for use in emergency medical situations and are not intended to and do not replace the assistance of qualified medical professionals.

~~The AEDs shall only be used by individuals specifically trained in the use of an AED.~~ Each school shall also have school staff trained in the use of AEDs and in cardiopulmonary resuscitation (CPR). Training shall be in accordance with the standards set forth by the school district's medical advisor consistent with relevant medical guidelines and state law.

The AEDs on school grounds are Somers Board of Education property. Any employee, student, or other individual who inappropriately accesses and/or uses an AED will be subject to disciplinary action, up to and including expulsion from school and/or termination of employment. Civil and/or criminal liability may also be imposed on any student, employee, or individual who inappropriately accesses and/or uses an AED.

The Superintendent of Schools shall establish administrative guidelines that will outline the specific responsibilities, training, management, maintenance, and procedures for the use and storage of AEDs on school grounds.

Emergency Action Response Plans

Not later than July 1, 2010, each school shall develop an emergency action response plan addressing the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. Also by July 1, 2010, each school with an athletic department or organized athletic program shall develop an emergency action response plan addressing appropriate school personnel response to the same circumstances while attending or participating in an athletic event or practice on school grounds.

Legal Reference: CT General Statutes 10-221 (Board of Education to Prescribe Rules)
CT General Statutes 52-557b Good Samaritan law. (Immunity from liability for emergency medical assistance, first aid or medication by injection) School personnel not required to administer or render (as amended by P.A. 09-59).
P.A. 09-59 An Act Concerning Automatic External Defibrillators
P.A. 09-94 An Act Concerning the Availability of Automatic External Defibrillators in Schools.
Public Act 03-211 (An Act Concerning the Provision of Medical Care for Student Health Care Needs)

Adopted: September 13, 2004
Revised: September 25, 2006

INSTRUCTION:

Fire Emergencies:

If a fire, or indications of a fire such as smoke, unusual heat, smoldering wires, etc., are discovered in any school the fire department shall be called immediately following sounding the alarm signal to evacuate the building.

The principal of each school shall hold at least one fire drill each month in which all students, teachers, and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill ~~may~~ **shall** be substituted for one of the required monthly school fire drills every three months.

The essential element in any emergency is prevention of panic. Principals and teachers provide clarity of direction and supervision to foster appropriate staff and student behavior in emergency circumstances.

Each Building Principal shall prepare a definite fire emergency plan, and furnish to all staff and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220) and PA 09-131

Adopted: January 25, 1999

Revised: June 8, 2009

STUDENTS

Health

Accommodating Students With Special Dietary Needs

The Board of Education believes all students, through accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented if necessary for all such identified students in which necessary accommodations are made to ensure full participation of identified students in school activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician, if so required.

Each school is also responsible for developing and implementing guidelines for the care of students with special dietary needs/foods allergies. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

Guidelines for a building will be based upon the specific allergies identified within the student population. Guidelines should maintain the health and protect the safety of children who have severe food allergies in ways that are developmentally and age appropriate, promote self advocacy and competence in self-care, and provide appropriate educational opportunities.

The Board recognizes that risks can never be fully eliminated in the school environment. Therefore, the guidelines should be viewed as a plan of action with emphasis on prevention of exposure to food allergens and a response plan to an allergic event should one occur.

In an effort to prevent the exposure to food allergens the following activities are prohibited:

- a. Meal/snack swapping and utensil swapping among students during lunch/snack time and all special events (i.e. room parties, celebrations, PTA food events);
- b. Eating or drinking on school buses unless under restrictions with prior approval;
- c. The use of nut and peanut products in the hot lunch program;
- d. Eating or drinking in non-authorized areas of the school building or grounds.

Building principals are authorized to expand upon the prohibited activities but are not authorized to initiate a school wide ban on a particular food.

The Board directs the building administrator to utilize the following prevention strategies in their building plan as appropriate:

1. Establish a method of ensuring that relevant information is transmitted to all supervising persons of an identified student. Supervising persons includes certified, non-certified, and volunteer staff having interaction with the student;
2. Directly communicate with Food Services on the dietary needs of identified children;
3. Create an allergen free table/section in the cafeteria;
4. Keep classroom and lunch table surfaces clean of allergens;
5. Promote proper hand washing before and after eating;
6. At least annually, and more often if required, monitor the effectiveness of district procedures and individualized health plans with the appropriate staff members, parents, and if applicable, the student;
7. Address custodial services required by groups renting/using school facilities to ensure that areas are clean of allergens following the use of the facilities. Any terms or costs associated with these custodial services should be stated in the rental agreement;
8. The district will not knowingly make use of peanuts, peanut products, tree nuts and tree nut products for instructional purposes.
9. Administrators, teachers and parents are encouraged to incorporate non-food related alternatives to celebrate developmental milestones and student accomplishments, in-school birthdays or other events. When food is provided, they are encouraged to provide commercially prepared foods with printed labels that set forth food ingredients.
10. When classroom activities in grades PK-8 include food, the classroom teacher will contact the parent/guardian of the identified allergic child prior to the activity.
11. School personnel planning a field trip will provide the school nurse with a list of participants in advance of the trip. The school nurse will identify those students with identified food allergies and provide the teacher with a copy of the written food allergy plan for the student(s). This will also be done for other school-sponsored events taking place off school grounds.

The Board believes that parents have responsibility in the prevention plan. Parents of students with special dietary needs/food allergies must provide the school with an individualized action plan developed by the child's physician. Parents of at-risk children should provide their child

with some type of medical alert identification. Parents of at-risk students are strongly encouraged to have their child bring a lunch from home. Parents of all students are expected to reinforce the prevention plan with their child at home.

The district's plan for managing students with life-threatening food allergies shall be posted on the district's website.

Legal References: Connecticut General Statutes 10-15b, 10-154a, 10-207
Americans with Disabilities Act
Public Law 93-112
Section 504 of the Rehabilitation Act of 1973
P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School

Adopted: May 27, 2008

STUDENTS:

Reporting of Child Abuse

The Board of Education recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance of identifying students who may be suffering from abuse, neglect or placed in imminent danger of serious harm. Pursuant to Connecticut General Statutes 17a-101, as amended, any certified personnel, including the Superintendent of Schools, paraprofessional, social worker, coach of intramural or interscholastic athletics, and/or school nurse in the school system who suspects child abuse or neglect must first report it to the Department of Children and Families. When any member of the certified staff, paraprofessional, social worker, and/or school nurse suspects child abuse, neglect or that a child has been placed in imminent risk of serious harm, he/she shall within twelve (12) hours make an oral report by telephone or in person to the Commissioner of Children and Families, or a law enforcement agency, followed within 48 hours with a written report. The Building Principal shall be notified immediately after the oral report has been made and the principal in turn will notify the Superintendent of Schools, the Superintendent or his/her designee will notify the child's parents. The written report prepared and submitted by the mandated reporter shall also be submitted to the Principal.

Any school personnel who has reasonable cause to suspect that a district employee is abusing a student shall orally report that suspicion within twelve (12) hours by telephone or in person to the Commissioner of Children and Families followed within 48 hours with a written report. The Superintendent of Schools or supervising agent may be notified immediately after the oral report has been made. The Commissioner of Children and Families or his/her designee, is required to notify the head of a school, except when that person is the alleged perpetrator. The Superintendent or supervising agent must: 1) immediately notify parent(s) of the alleged abuse that a report has been made; and 2) immediately notify the Police Department of the alleged abuse.

In addition, the Superintendent or supervising agent, must submit a written report of suspected child abuse by a school employee who holds a certificate, permit or authorization issued by the State Board of Education, to the Commissioner of Education or his/her representative. The Superintendent shall suspend a certified staff employee when the investigation produces evidence that the employee abused a child. Within seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education or his/her representative of the reasons for and conditions of the suspension. If the contract of employment of a school employee who possesses a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation which reveals that child abuse has occurred, the Superintendent shall notify the Commissioner of Education within 72 hours of such termination.

STUDENTS:

Reporting of Child Abuse

Legal Reference: Connecticut General Statutes

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106 and PA 03-168 and PA 09-242)

PA 96-246 An Act Concerning the Reporting, Investigation and Prosecution of Child Abuse and the Termination of Parental Rights

10-151 Teacher Tenure Act

Adopted: June 25, 1984
September 24, 1990
April 7, 1997
November 24, 2003

INSTRUCTION:

Curriculum - Extra Class Activities - Interscholastic Competition:

Somers Schools Athletic Policy:

The purpose of school athletics is both educational and recreational. Athletics can play an important role in the learning and growth process of the student and in his/her character development, encouraging the acceptance of responsibility to self, team, and school.

The athletic program should encourage participation by as many boys and girls as possible and should be carried out with the best interests of the participants as the primary consideration. This should be done without unreasonable interference with other school obligations. The program should discourage any pressures which might tend to neglect good sportsmanship, good mental health, and the development of good attitudes.

Each level of sports in the Somers Public Schools has a certain purpose in the development of the athlete and team.

The role of the middle school level is to:

- develop skills and learn the sport;
- enable the student to determine if he/she wants to continue in the sport; and
- provide fair playing time for all on the team.

The role of Junior Varsity sports is to:

- further develop skills;
- increase the intensity of competition;
- prepare athletes for varsity sports and competition; and
- place more emphasis on winning.

The role of Varsity sports is to:

- develop the skills and physical conditioning of the athlete to the fullest potential;
- allow the talented athlete to excel and to reach a higher level of competition;
- be a role model for younger athletes; and
- have more focus on winning, but not at the expense of good sportsmanship, character building, and enjoyment.

Physical Requirement

Athletes are required to show proof of having had a physical prior to participation in a scheduled practice or game. This physical will be valid for thirteen months ~~one calendar year~~ provided the athlete sustains no serious illness or injury during that period of time.

Parents will be required to sign a statement that the athlete has sustained no serious injury or illness during the past sport season and gives permission for participation in the next sport season.

Any student who does sustain a serious injury or illness must present a doctor's statement giving permission for the student to return to participation.

Adopted: January 25, 1999
Revised: April 12, 2006
Revised: August 31, 2009

INSTRUCTION:

Student Telecommunications Acceptable Use Policy:

It is the policy of the Somers Public Schools to maintain an environment that promotes ethical and responsible conduct in all Internet and online network activities. It shall be a violation of this policy for any student to engage in any activity that does not conform to the established purpose and general rules and policies of the Somers Public Schools.

The use of Somers Public Schools computer equipment, Internet accounts and commercial online accounts must be in support of education and research and must be consistent with the educational objectives and goals of the Somers Public Schools. Any material transmitted must meet federal, state, local, and district regulations including, but not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities, product advertisement, or political lobbying is prohibited. Any viewing or dissemination of objectionable materials from any source into the system is strictly prohibited.

The Board of Education has the right to monitor computer usage by electronic means. Staff and students will be given proper notice of the monitoring. A statement notifying staff and students will be attached or included in the telecommunications form required of all users. Other forms of notification will also be used including but not limited to school handbooks, student handbooks, employment policies, postings at computer labs.

Each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or his/her designee.

Special Responsibilities of Telecommunication Users

1. All students must sign the Somers Public Schools Telecommunications Acceptable Use Policy Agreement for use of the telecommunications services and equipment provided by the Somers Public Schools.
2. All telecommunications services and equipment must be used for academic related purposes.
3. Student use of personal online accounts with school equipment for non-academic purposes is not allowed.

4. Students may not use utilize school equipment or networks to participate in non-academic chat sessions.
 5. Students may not use e-mail unless authorized to do so for academic related purposes.
 6. Subscriptions to listservs must be reported to the Director of Technology & Information Services. Prior approval for listservs is required for students.
 7. Students may not communicate their name, address, telephone number, picture or other personal information while using the Internet or an online service.
 8. Students may not violate the rules of common sense or “netiquette”. They are expected to abide by the generally accepted rules of network etiquette: be polite; do not use vulgar or obscene language; do not reveal your address or phone number or those of others; do not disrupt the network or the data of others.
 9. Cyberbullying will not be tolerated. Any such cases must be reported to the building administration for disciplinary action.
109. DBS Code: 6141.32, Curriculum: Computer Usage, is an integral part of the Student Telecommunications Acceptable Use Policy and is in effect at all times.

Cross Reference: DBS Code: 6141.32 - Curriculum - Computer Usage
 DBS Code: 3514.1 - Business - Staff Telecommunication Acceptable Use Policy

Legal Reference: Connecticut General Statutes

 53a-182b. Harassment in the first degree: Class D felony. (as amended by PA 95-143)

 20 U.S.C. Section 6777, No Child Left Behind Act

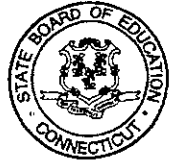
 20 U.S.C. 254 Children’s Internet Protection Act of 2000

 47 U.S.C. Children’s Online Protection Act of 1998


Adopted: October 15, 1996
Revised: March 17, 1997
Revised: October 25, 1999
Revised: September 11, 2000
Revised: October 23, 2006



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Sarah S. Ellsworth, Chief 
Bureau of Data Collection, Research and Evaluation

DATE: October 29, 2009

SUBJECT: Final 2008-09 Strategic School Profiles

Attached please find the final version of the 2008-09 Strategic School Profiles (SSP). You are required by Connecticut General Statute section 10-220(c) to present these profiles to your local board of education at its first regularly scheduled meeting after November 1.

While this year's profiles have the same format as last year, significant changes have been made over the past few years. We believe that the revised profiles will prove to be a valuable tool to the educational community and the public at large.

Thank you for your work in gathering, reporting and reviewing the data reported in these profiles. If you have any questions about the profiles, please contact Raymond Martin by phone at 860-713-6876 or via email at raymond.martin@ct.gov.

SSE:rm

cc: Mark K. McQuillan, Commissioner
George Coleman, Deputy Commissioner
Barbara Q. Beaudin, Associate Commissioner

STRATEGIC SCHOOL PROFILE 2008-09**Somers School District**

MAYNARD M. SUFFREDINI, JR., Superintendent

Telephone: (860) 749-2270

Location: Ninth District Road

Somers,
ConnecticutWebsite: www.somers.k12.ct.us/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland

Per Capita Income in 2000: \$23,952

Town Population in 2000: 10,417

Percent of Adults without a High School Diploma in 2000*: 18.9%

1990-2000 Population Growth: 14.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.7%

Number of Public Schools: 3

District Enrollment as % of Estimated. Student Population: 96.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 1,716

5-Year Enrollment Change -0.8%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	92	5.4	5.5	30.3
K-12 Students Who Are Not Fluent in English	11	0.6	0.6	5.2
Students Identified as Gifted and/or Talented*	37	2.2	4.0	4.0
PK-12 Students Receiving Special Education Services in District	167	9.7	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	90.6	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	35	17.2	16.9	19.0

*35.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	1.5
Black	41	2.4
Hispanic	32	1.9
White	1,618	94.3
Total Minority	98	5.7

Percent of Minority Professional Staff: 1.8%

Open Choice: 24 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Somers is a small town with very little racial or ethnic diversity. We work to reduce racial, ethnic, and economic isolation and to build appreciation of differences using different strategies in each of our three schools. We reach out to students in Hartford through Project Choice. Students from Hartford who attend our elementary, middle and high schools participate fully in our district's activities. We match up each student with a host family in Somers that can provide a place to stay after school on days when the student wishes to stay for evening events or an overnight when there is a need for children to be at school prior to when they might normally arrive for field trips, etc. We also include the students' families in a variety of other extra curricular activities so that families can meet our staff and each another. With these and other efforts, we assure that our Project Choice students are fully integrated into our school community.

Somers High School students also participate in a long-standing partnership with students from Weaver High School in Hartford. Students from both schools exchange visits and communications that help our students broaden their perspectives and appreciate cultural, racial, and suburban/urban differences.

Other efforts to open our students' eyes to a more global perspective include a sister relationship between Somers Elementary School and a school in Jinen, China. In addition, students and teachers established a working connection with a school in Mozambique, Africa through teleconferencing using Skype. World language classes at the high school take trips to countries that speak the target language in order to immerse themselves in the language and culture of these native speakers. These international connections help expand our students' horizons beyond their local community and foster an understanding of other races and ethnicities. The visual and performing arts programs in all our schools also use their disciplines to expose children to the music and arts of other cultures. In March 2008, the Somers High School music department held their annual Prism Concert, which was focused on the music of other cultures. Students were able to learn more about countries from around the world through this performance opportunity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	60.4	54.6	47.2
Writing	56.6	62.5	23.9
Mathematics	70.5	62.8	51.6
Grade 4 Reading	65.8	60.7	44.8
Writing	64.9	64.2	37.6
Mathematics	69.4	63.6	48.2
Grade 5 Reading	71.8	66.0	46.6
Writing	55.9	66.5	18.5
Mathematics	74.2	68.8	47.5
Science	77.2	58.1	70.4
Grade 6 Reading	73.0	68.9	36.2
Writing	72.4	62.2	55.2
Mathematics	80.6	68.8	60.1
Grade 7 Reading	81.9	74.9	51.6
Writing	71.8	62.9	54.1
Mathematics	68.6	66.0	43.3
Grade 8 Reading	83.4	68.4	71.0
Writing	80.1	66.5	67.7
Mathematics	79.5	64.5	63.9
Science	77.5	60.6	67.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	62.6	47.4	67.4
Writing Across the Disciplines	75.5	55.0	80.2
Mathematics	71.2	47.8	83.2
Science	68.0	42.8	84.7

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	45.6	36.2	72.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.9	74.5	
Average Score	Mathematics	524	507	67.4
	Critical Reading	512	503	54.3
	Writing	515	506	55.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	94.7	92.1	49.6
Cumulative Four-Year Dropout Rate for Class of 2008	4.5	6.6	48.2
2007-08 Annual Dropout Rate for Grade 9 through 12	0.9	2.5	59.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.6	82.0
% Employed (Civilian Employment and in Armed Services)	1.6	1.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	110.80
Paraprofessional Instructional Assistants	5.40
Special Education	
Teachers and Instructors	16.80
Paraprofessional Instructional Assistants	25.00
Library/Media Specialists and/or Assistants	6.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.48
School Nurses	3.60
Other Staff Providing Non-Instructional Services and Support	70.73

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.4	13.6
% with Master's Degree or Above	80.6	77.3	76.1

Average Class Size	District	DRG	State
Grade K	16.0	17.5	18.3
Grade 2	20.8	19.5	19.3
Grade 5	22.3	20.3	21.0
Grade 7	24.0	19.7	20.5
High School	16.5	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	993	988
Middle School	1,062	1,025	1,016
High School	1,031	1,011	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.3	3.3
Middle School	2.4	2.4	2.6
High School	1.9	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$11,505	\$6,677	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$353	\$205	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$389	\$226	\$461	\$415	\$446
Student Support Services	\$1,047	\$608	\$808	\$769	\$806
Administration and Support Services	\$1,767	\$1,026	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$1,913	\$1,110	\$1,382	\$1,357	\$1,377
Transportation	\$1,050	\$601	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$791	N/A	N/A	N/A	N/A
Other	\$289	\$168	\$152	\$141	\$151
Total	\$19,104	\$11,049	\$12,869	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,389	\$1,387	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,831,076	20.1	19.7	20.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	63.0	34.7	1.9	0.4
Excluding School Construction	64.2	33.2	2.2	0.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Somers Board of Education provides equitable funding to meet the needs of the Somers Public School students. In our small district, which includes three schools (1 each: elementary, middle, and high school), the administrative team meets regularly to plan together and ensure equitable allocation of resources between schools.

Each school's administrator presents budget and programmatic needs to the Administrative Council, which collaboratively constructs a district budget for presentation to the Board of Education. Further refining of the budget occurs through board budget workshops, PTA meetings, and public presentations. The final proposed budget provides equitable funding for necessary resources and materials to implement the curriculum, improve instruction, and maintain a safe and healthy environment in all three schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	176
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	12	0.7	0.9	0.8
Learning Disability	69	4.0	4.1	3.9
Intellectual Disability	9	0.5	0.4	0.5
Emotional Disturbance	10	0.6	0.7	1.0
Speech Impairment	59	3.5	2.2	2.3
Other Health Impairment*	11	0.6	1.9	2.1
Other Disabilities**	6	0.4	0.6	0.9
Total	176	10.3	10.8	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	20.9	30.2	73.5	65.7
	Writing	14.3	19.5	67.6	64.1
	Mathematics	27.1	30.7	74.0	65.7
	Science	30.3	23.8	77.4	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	62.6	47.4
	Writing Across the Disciplines	N/A	N/A	75.5	55.0
	Mathematics	N/A	N/A	71.2	47.8
	Science	N/A	N/A	68.0	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	9.8
	% With Accommodations	90.2
CAPT	% Without Accommodations	43.8
	% With Accommodations	56.3
% Assessed Using Skills Checklist		5.9

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	16	9.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	145	82.4	74.3	72.7
40.1 to 79.0 Percent of Time	19	10.8	19.1	16.1
0.0 to 40.0 Percent of Time	12	6.8	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The latest round of CMT and CAPT test were administered in the spring of 2009. At both the Somers Elementary School and Mabelle B. Avery Middle School, students were tested in grades 3-8 in mathematics, reading and writing, with grades 5 and 8 being tested in Science as well. Overall, students performed well in all areas with a few exceptions. The percentage of grade 3 students who performed at or above proficiency have improved: mathematics, 88%; reading, 73%; and writing, 82.3%. Grade 4 student performance at or above proficiency has increased as well: mathematics, 69.4%; reading, 65.8%; and writing, 85.6%. Fifth grade students performed at higher levels with scores in the following areas; mathematics, 95.5%; reading, 83.2%; writing, 80.1%; and science, 93.4%.

At Mabelle Avery Middle School, grade 6 students increased in the percent that performed at or above proficiency: mathematics, 95.2%; reading, 89.7%; and writing, 90.6%. Grade 7 student performance at or above proficiency was as follows; mathematics, 91.4%; reading, 91.3%; and writing, 87.3%. Grade 8 students performed well also in the same categories: mathematics, 96.6%; reading, 95.2%; writing, 91.4% and science, 90.1%.

At Somers High School, the CAPT test was administered to all 10th graders. Students performed well across the spectrum of tests with those at or above proficiency as indicated: mathematics, 95.1%; science, 95.2%; reading, 92.4%; and writing, 93.8%. In addition, the SAT scores were recorded as follows; critical reading, 528; math, 549; and writing, 545. In each of these areas, our high school students outperformed state and national mean scores.

The district 5 year Strategic Plan is clearly linked to improving student performance. All assessments of student performance will be used to make decisions on curriculum and instruction for the district in an attempt to move the district ahead and improve overall student performance. A key component for addressing student results and making these decisions will be the district's professional development program which is keenly linked to each of these areas. Parents and community members also take an active role in many activities at each of the schools through Back-to-School nights, parent-teacher meetings, PTA and PTSA organizations and school events. The Title I program also provides an avenue for parent communications and involvement in the schools. Parents of all students will be invited to take part in these activities.

In addition to these activities, parents and community members may be involved in the various booster and patron organizations that help support and sponsor athletics and music programs for the schools. The Somers Education Foundation, a non-profit group of community business and civic leaders, raises funds as grants for teachers for innovative classroom projects to enhance student learning and expand cultural involvement.

To address the challenges faced by our special needs population, staff participated in training on Scientific-Based Response to Intervention. This training will continue for both the regular education staff, as well as for our SPED staff. Every effort will be made to ensure that we provide for a free and appropriate educational program for all students.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Somers Elementary School
Somers School District**

RALPH J. RIOLA, Principal
JENNIFER OLIVER, Principal
Telephone: (860) 749-2270

Website: www.somers.k12.ct.us/ses/ses_home.html

Location: Ninth District Road
Somers,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 715

5-Year Enrollment Change: -3.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	42	5.9	5.9	34.2
K-12 Students Who Are Not Fluent in English	5	0.7	0.7	7.0
Students with Disabilities	81	11.3	11.3	10.9
Students Identified as Gifted and/or Talented	13	1.8	1.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	90.6	90.6	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	564	93.7	93.7	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,010	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers extended-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.0	16.0	18.3
Grade 2	20.8	20.8	19.3
Grade 5	22.3	22.3	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	30
Computer Education	15	17
English Language Arts	450	427
Family and Consumer Science	0	1
Health	15	22
Library Media Skills	15	18
Mathematics	210	198
Music	30	32
Physical Education	30	40
Science	90	98
Social Studies	90	91
Technology Education	0	2
World Languages	35	12

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 1 in this school. Statewide, 7.9% of elementary and middle schools that serve Grade 1 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	0.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.7	87.7	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.2	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	96.9	96.9	94.6
# of Print Volumes Per Student*	20.3	20.3	28.2
# of Print Periodical Subscriptions	6	6	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	42.90
Paraprofessional Instructional Assistants	2.40
Special Education: Teachers and Instructors	7.80
Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.60
Other Staff Providing Non-Instructional Services and Support	15.98

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.5	12.5	13.3
% with Master's Degree or Above	80.0	80.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.9	8.9	8.6
% Assigned to Same School the Previous Year	83.6	83.6	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The staff at Somers Elementary School does its utmost to communicate frequently and well with our students' parents and guardians. Our teachers respond efficiently to their voicemail and email messages, and our teachers have individual websites upon which they post homework assignments by 5:00PM on each school day. Because our teachers now have individual laptops, they may access their email at home. The SES administration and teachers have a close working relationship with the PTA. Our school has a very successful parent volunteer program. Parents visit our school to help in classrooms, in the cafeteria, at the school store, or at special events such as field trips and field day. Our teachers sponsored two evening sessions to help parents assist their children become better readers and mathematicians. Both of these evening presentations were well attended by parents. Our social skills convention brought students in touch with approximately 40 presenters. Many of the presenters were community members who spoke on topics ranging from developing self-discipline through the practice of martial arts to learning good manners through the study of dining table etiquette. Once again, this year we were able to offer the Webkinz Club. Students in grades 1, 2, and 3 remained after school two days each week. Students were provided with a snack and received a Webkinz stuffed animal. The students worked with certified teachers completing a variety of reading activities, including educational games accessed via the Internet from the Webkinz Website.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	11	1.5
Black	17	2.4
Hispanic	11	1.5
White	676	94.5
Total Minority	39	5.5

Percent of Minority Professional Staff: 1.5%

Open Choice: 7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 1.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences.

Although the residents of Somers, Connecticut constitute a basically homogeneous population, Somers Elementary School (SES) strives to provide all students with opportunities to expand their awareness of different ethnic, cultural, and racial groups. For instance, our grade four and five students used an internet link known as Skype to contact a Connecticut resident who is currently volunteering in Mozambique. The volunteer informed students about everything from the country's government to sports. The students also participated in a fundraiser called Snackrifice by donating their snack money to purchase mosquito netting to help the residents of Mozambique protect themselves from malaria. Once again, this year SES participated in the Capitol Region Choice Program enrolling seven Hartford students at SES. Through the auspices of the Somers Parent and Teacher Association (PTA) various cultural enrichment programs were presented during the school year. A magician, known as Magic Jim, returned this year to deliver anti-bullying presentations to both students and parents which emphasized the importance of tolerance and harmony. The Ginga Brasileira Dance Ensemble held students spellbound by blending Brazilian rhythmic music with martial arts and gymnastics. The Kids on the Block Puppeteers skillfully presented a multi-cultural puppet show which taught students to respect individuals with special needs, as well as those possessing a background different from their own. The history of civil rights was brought to life on our auditorium's stage through a dramatic production entitled The Colors of Justice. SES students have maintained their ties to their sister school located in China with the exchange of artwork and writings with their elementary school counterparts.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	24.5	24.5	33.6	33.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	60.9	60.4	54.6	59.5
Writing	57.1	56.6	62.5	38.4
Mathematics	71.2	70.5	62.8	60.9
Grade 4 Reading	65.8	65.8	60.7	56.8
Writing	64.9	64.9	64.2	48.4
Mathematics	69.4	69.4	63.6	57.6
Grade 5 Reading	71.8	71.8	66.0	57.6
Writing	55.9	55.9	66.5	33.0
Mathematics	74.2	74.2	68.8	58.7
Science	77.2	77.2	58.1	80.6
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.9	97.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 7 students were responsible for these incidents. These students represent 0.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	9	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our Indoor Air Quality Committee has continued its vigilance to ensure a healthy learning environment for both our students and staff. Data collected in this year's annual audit resulted in tile flooring being installed to replace carpeting that needed to be removed. In order to make certain that our collaboration process works as efficiently as possible our faculty was trained in facilitation and teaming techniques throughout the 2008-09 school year. Veteran teachers were tapped to serve as presenters. As a result, our entire faculty now has a common vocabulary and skill set for engaging in collaborative ventures. New curricula were approved by the Board of Education in the areas of physical education, world language, and computer literacy. In order to best meet the new computer literacy standards, the manner in which this curriculum is delivered has been revised and work has begun on a new computer laboratory.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Mabelle B. Avery Middle School
Somers School District**

NANCY A. BARRY, Principal
 SUSAN MUIRHEAD, Asst. Principal
 Telephone: (860) 749-2270
 Website: www.somers.k12.ct.us/sms/sms_home.html

Location: Ninth District Road
 Somers,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 424
 5-Year Enrollment Change: -2.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	25	5.9	5.9	25.1
Students Who Are Not Fluent in English	4	0.9	0.9	3.7
Students with Disabilities	47	11.1	11.1	11.7
Students Identified as Gifted and/or Talented	24	5.7	5.7	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	285	97.6	97.6	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,062	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	24.0	24.0	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	53.0	53.0	34.2
World Language	52.3	52.3	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	44	33
Computer Education	0	15
English Language Arts	210	229
Family and Consumer Science	0	13
Health	44	24
Library/Media Skills	0	6
Mathematics	132	152
Music	0	24
Physical Education	44	53
Science	132	144
Social Studies	132	143
Technology Education	44	23
World Languages	132	77

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 23 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	0.9	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.5	91.5	76.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.4	2.4	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	95.0	95.0	97.0
# of Print Volumes Per Student*	19.3	19.3	21.0
# of Print Periodical Subscriptions	20	20	28

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	24.80
Paraprofessional Instructional Assistants	1.80
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.74
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.75

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	19.5	19.5	14.0
% with Master's Degree or Above	83.9	83.9	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.6	6.6	9.0
% Assigned to Same School the Previous Year	96.8	96.8	86.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

MBA has organized extensive home and school links that support the success of the middle school adolescent. A PowerPoint presentation is offered in early September at our parent Open House describing middle school students and their characteristics during school time.

Consistent communication involving school programs, field trips, initiatives, activities, sports, PTA functions and more is provided monthly through our school webpage. Parents and teachers are also encouraged to exchange e-mail addresses to communicate any issues that arise during the school year. In addition beginning in the 2009-2010 school year, parents will have access to our parent portal. The parent portal is located on our webpage with easy access and directions with a personal ID number and password. The parent portal will give parents up-to-date information on attendance and grades. This is a wonderful benefit for parents to keep track of grades on a weekly basis.

All parents are encouraged to sign up as volunteers for special activities throughout the year. Volunteers are utilized at MBA at varying times as field trip chaperones, and at evening events such as book talks, Family Fun Nights and school dances.

MBA has a very active and supportive PTA as well as the Somers Education Foundation that reviews and supports grant requests for special projects. This year the sponsorship included the Lincoln Legacy; a school wide assembly, a World Language smartboard and projector system to highlight areas of technology and Bingo Night for grade 5-8. Through the guidance and social worker websites, parents can gain access to resources such as mental health, info-line, therapy, and the newsletter Middle Years. Moreover, guidance provides informational brochures on local agencies for specific issues such as drug and alcohol abuse or homework assistance.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	7	1.7
Black	13	3.1
Hispanic	9	2.1
White	395	93.2
Total Minority	29	6.8

Percent of Minority Professional Staff: 0.0%

Open Choice: 8 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Our school supports the reduction of racial, ethnic, and economic isolation through classroom themes, units, and building events. Students attended two cultural enrichment activities sponsored by the PTA and SEF each year. The programs for this year were: The Color of Justice and the Lincoln Legacy. Other related topics include the history of The Supreme Court, The Civil War, immigration, and the Holocaust.

Additionally, all students are required to take a World Language each year. Activities from these classes include scheduled international food days, celebration of national holidays, cultural activities, and the study of diversity. Our school's most popular after school program is the Service and Volunteer Effort (S.A.V.E.) Club. Our community service initiative touched the lives of many in the 2008-2009 school year. Our Service and Volunteer Effort (SAVE) Club organized a variety of service programs. Our Pennies for a Purpose Campaign raised \$414.24 for Enfield Loaves and Fishes. An additional \$570.00 and 773 lbs. of food was donated to Enfield Loaves and Fishes thanks to our successful food drive at Shaw's in Enfield. Furthermore, "Dress Down Day" funds, raised by teachers, were donated to families in need of financial help.

To reduce racial and ethnic isolation MBA is a receiving member of the CREC Choice Program. During 2008-09 school year MBA had seven Project Choice students who are embedded in our school community. Many times during the school year, we welcomed Mr. Rudy Thomas to school to visit and/or meet with our students as the liaison between the CREC program and the school.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	38.9	38.9	35.3	61.0
Grade 8	50.7	50.7	36.8	79.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	73.0	73.0	68.9	52.4
Writing	72.4	72.4	62.2	66.1
Mathematics	80.6	80.6	68.8	67.7
Grade 7 Reading	83.1	81.9	74.9	67.7
Writing	72.9	71.8	62.9	70.4
Mathematics	69.6	68.6	66.0	59.1
Grade 8 Reading	83.4	83.4	68.4	77.1
Writing	80.1	80.1	66.5	75.4
Mathematics	79.5	79.5	64.5	73.6
Science	77.5	77.5	60.6	75.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	98.3	98.3	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 14 students were responsible for these incidents. These students represent 3.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	5	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	3	0
Total	19	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Each year our staff works collaboratively to assess our current grade level strengths and weaknesses to develop a comprehensive plan specifically designed to build stronger skills over three years. Some years our needs are extremely apparent requiring a direct and specific goal. Other years, however, our data analysis leads us in a broader direction.

Our building goal for this school year was to develop and institute classroom instruction through meaningful assessments that will be planned, and purposeful targeting students and or groups of students in reading, writing and math. Workshops were provided for staff entitled: Best Practices in Differentiated Instruction and Differentiating Instruction: Meeting the Needs of Diverse Learners and the Power of Formative Assessments.

Somers Support Team (SST) is a team of staff members that reviews student referrals by teachers or parents based upon academic, social or emotional concerns. This early intervention team collaborates with teachers and parents on strategies to be provided in the classroom and/or at home, provides intervention with tutors if needed, or recommends a student to the PPT process. This year SST designed and implemented a support process following the 3-tier model of SRBI.

MBA has been a fully inclusive school for the past five years. Students are provided with a resource room in lieu of study hall or intervention services to remediate skills and reteach or preview the curriculum taught in the content area classrooms.

In order to better meet the needs of all of our students, Differentiated Instruction was a goal for the MBA staff again this year. Teachers worked collaboratively during professional development days to develop differentiated units that highlighted the varied learning styles of our students. Additionally, teachers spent team time developing lessons and taught strategies that highlighted concepts evaluated on the CMT, incorporated new technologies, discussed ways to further improve instruction and student achievement, and planned programs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The school enrolls approximately 425 students in grade 6, 7 and 8 in Somers, Connecticut. MBA Middle School features a unique and academically sound rotating schedule that includes a double Language Arts block, two days of Physical Education, and a trimester each of Unified Arts (Art, Life Skills, and Technology). We also offer three classes of advanced standing: Algebra, Spanish, and French. Chorus and Band are offered to interested students. Title I services are also offered for those students not in special education but who fall below proficiency on the CMT in writing, reading, and math. This year we are more closely aligning our intervention program with the Response to Intervention initiative.

The alternative education program helps students who are at risk academically and/or socially to achieve success. The program is open to all students, not just those enrolled in special education. The program, run by a special education teacher, offers support in the mainstream classes; additionally, all the students have a mentor study with the teacher each day. Students are mainstreamed for all subjects with expectations that support personal responsibility and success.

Mabelle B. Avery School demonstrates participation by all. Teachers, secretaries, counselors, paraprofessionals, administrator, and parents all play an important role in making the school a place where all contribute and share in the work. Committees, councils, teams, and other projects all benefit greatly from the input of staff willing to invest time and energy in the work of making the school the best it can be.

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Somers High School
Somers School District**

GARY M. COTZIN, Principal
ROBERT J. KAPNER, Asst. Principal
Telephone: (860) 749-2270

Location: Ninth District Road
Somers,
Connecticut

Website: www.somers.k12.ct.us/shs/shs_home.html

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 577
5-Year Enrollment Change: 5.1%

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	25	4.3	4.8	26.0
Students Who Are Not Fluent in English	2	0.3	0.3	3.3
Students Identified as Gifted and/or Talented	0	0.0	4.9	4.7
Students with Disabilities	39	6.8	10.3	10.6
Juniors and Seniors Working 16 or More Hours Per Week	35	17.2	16.9	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	16.5	19.3	18.7
Biology I	15.8	18.5	19.3
English, Grade 10	17.3	18.8	19.1
American History	16.6	19.1	19.9

Language Instruction: Instruction was offered in the following language(s): French, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	1,031	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 21 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	41.9	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	22.0	23.8	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	94.1
Chemistry	76.6	73.6
4 or More Credits in Mathematics	81.5	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	62.9	55.4
Credit for Level 3 or Higher in a World Language	81.5	60.6
2 or More Credits in Vocational Education	19.4	59.2
2 or More Credits in the Arts	50.0	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in health, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	3.3
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	87.2	70.6	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.9	2.2	2.4
% of Computers with Internet Access	100.0	100.0	99.2
% of Computers that are High or Moderate Power	98.0	98.3	98.8
# of Print Volumes Per Student*	14.1	19.0	16.0
# of Print Periodical Subscriptions	20	55	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		43.10
Paraprofessional Instructional Assistants		1.20
Special Education: Teachers and Instructors		5.00
Paraprofessional Instructional Assistants		5.00
Library/Media Specialists and/or Assistants		3.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.74
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		14.25

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.4	14.5	13.8
% with Master's Degree or Above	80.4	74.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.7	6.4	8.4
% Assigned to Same School the Previous Year	92.2	87.2	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Somers High School faculty and staff understand the value of the home-school partnership. Parents are encouraged to be involved in their children's education in many ways. This message is reinforced through summer mailings, at our back to school open house, the start of the new school year, student assemblies, and through all parent communications. The administration actively promotes parent involvement and communication at conferences and meetings. Teachers and parents are strongly encouraged to be proactive with their communication. Email and the Internet are used extensively to support home-school communication. All teachers maintain web sites where homework and other class information are posted. Somers High School will be opening a "Parent Portal" at the start of the 2009-2010 school year. This will enable parents to access student grades online. Faculty and staff email addresses are shared with parents. The school website posts information pertinent to parents. In addition, the school uses an active communication system whereby information is sent to a parent email list. School-wide parent-teacher conference evenings are held twice annually. The Parent Teacher Student Association (PTSA), Athletic Booster's, and Drama Parents actively support school activities and provide opportunities for parents to volunteer and be involved in the life of the school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	7	1.2
Black	11	1.9
Hispanic	12	2.1
White	547	94.8
Total Minority	30	5.2

Percent of Minority Professional Staff: 3.3

Open Choice: 9 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.6% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Somers High School continues to participate in Project Choice, which allows students from Hartford, Ct to attend our school. These students are welcomed and well supported within our community. The Diversity Coalition sponsored the annual Somers High School-Weaver High School exchange. This exchange had representatives visit each other's schools on separate days to share experiences, ideas and promote better understanding about the differences between city and rural life.

Several clubs and organizations work at all levels to promote tolerance and understanding. The Diversity Coalition also organized our school's participation in the annual "day of silence" activity to promote tolerance and understanding. The Students Supporting Students club works closely with the social workers helping students in a wide range of areas. During the 2008-2009 school year, the Gay/Straight Alliance, in conjunction with the administration, conducted an extensive survey on school climate and related issues. Follow-up discussions took place and will continue as necessary to address common concerns.

Somers High School makes it a practice to identify students experiencing financial hardship and support them whenever possible so they may participate in all curricular and extracurricular activities.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	66.7	39.9	98.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	9	10.0
% of Grade 12 Students Tested	24.6	21.2
% of Exams Scored 3 or More*	46.3	72.8

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	62.8	47.4	75.8
Writing Across the Disciplines	76.6	55.0	87.1
Mathematics	70.8	47.8	86.3
Science	69.0	42.8	89.7

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	524	507	75.7
Critical Reading	512	503	65.7
Writing	515	506	65.7
% of Graduates Tested	91.9	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	94.7	92.1	49.2
Cumulative Four-Year Dropout Rate for Class of 2008	4.5	6.6	46.8
2007-08 Annual Dropout Rate for Grade 9 through 12	0.9	2.5	56.3

Activities of Graduates	School	State
% Pursuing Higher Education	97.6	82.0
% Employed, Civilian and Military	1.6	1.4

Student Attendance	School	State High Schools
% Present on October 1	95.8	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 78 students were responsible for these incidents. These students represent 13.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	8	0
Theft	0	0
Physical/Verbal Confrontation	25	2
Fighting/Battery	7	0
Property Damage	2	1
Weapons	4	0
Drugs/Alcohol/Tobacco	21	0
School Policy Violations	253	1
Total	320	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

In 2008-2009, Somers High School added two new programs in support of its students. An advisory program now links each student with an adult advisor. The advisory meetings cover a range of topics and provide opportunities to build strong student-teacher relationships. Advisors remain with advisees for their four years of high school so they may become stronger advocates over time. The alternative education program was developed to help students who were not experiencing success in the traditional high school. Here students work in a more intimate setting benefiting from substantial one-on-one instruction and a modified curriculum. These new programs have already had a significant impact in the school community.

Professional development has been focusing on differentiated instruction. This is enabling teachers to better meet the needs of the diversity of students in our school. Continued work in this area along with some staffing changes will help Somers High School systematically identify and address individual learning needs through a variety of programs.

A new software system was adopted to manage student information, schedules and grades. Ongoing efforts will soon allow us to open a parent portal that will give parents Internet access to their children's grades. The system is also helping school staff collect and use data for proactive decision-making.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

In 2008-09, Somers High School continued to grow as a welcoming, supportive learning environment engaging students with success, socially, emotionally and academically. Within the North Central Connecticut Conference, Somers High School is highly competitive in a full complement of interscholastic athletics. During the 2008-2009 school year over 60 percent of the student body was involved in the athletic program.

Excellence, involvement, and community service are at the core of a number of student initiatives. Our students were involved in many service-oriented clubs including: the National Honor Society, BETA club, Future Business Leaders of America, Scriptura, Students Supporting Students, Go Green, Interact, SADD, GSA, and the Diversity Coalition.

The Somers High School's drama club is a community jewel. "The Sound of Music" was the latest extravaganza to enthrall the entire town.

Board of Education Meeting Room Sound System Comparison

		Wired	Wireless
Existing Equipment (used by either system)			
Quantity	Description		
1	FM transmitter for hearing impaired system		already purchased
2	Belt clip FM receiver for hearing impaired system		already purchased
2	Neck loop receiver for hearing impaired system		already purchased
1	Sound system-to-computer audio interface		already purchased
 Required Equipment (to be purchased)			
Quantity	Description		
1	8 channel microphone mixer	\$520	\$520
1	power amplifier	\$240	\$240
2	wall mounted speakers	\$200	\$200
	assorted wires/connectors/equipment rack	\$400	\$400
4	PZM microphones (total of 8 required; we have 4)	\$860	
8	wireless PZM microphones		\$4,000
8	wireless microphone receivers		\$3,600
	Total Cost	\$2,220	\$8,960

Somers Public Schools

Ninth District Road
Somers, Connecticut 06071

ENROLLMENT

	<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>10/1/08</u>	<u>10/1/09</u>	<u>11/1/09</u>
Preschool	19	7	18	6	20*	10	18**	16	17
Kindergarten AM	56	4	57	3	49	3	54	36	36
Kindergarten PM	51		58	2	52	3	42	49	49
Grade 1	108	6	106	4	124	6	114	101	102
Grade 2	125	7	114	3	109	7	125	107	107
Grade 3	122	10	133	11	112	7	114	128	128
Grade 4	131	13	128	12	135	17	115	115	115
Grade 5	134	13	131	13	129	15	134	112	114
Grade 6	135	9	141	14	140	16	132	140	140
Grade 7	138	11	136	8	148	15	144	129	128
Grade 8	139	15	138	12	140	13	149	145	145
Grade 9	162	11	154	16	148	17	142	153	153
Grade 10	143	14	148	9	141	14	143	136	138
Grade 11	134	18	137	15	149	8	139	142	142
Grade 12	143	7	133	15	130	10	153	141	140
TOTAL	1740	145	1732	143	1726	161	1718	1650	1654
SES	746	60	745	54	730	68	716**	664	668
MBA	412	35	415	34	428	44	425	414	413
SHS	582	50	572	55	568	49	577	572	573
Vo-Ag	2		2		1		1	2	3
Cheney Tech	8		4		2		5	9	9
SPED Outside Pl.	12		14		14		16	14	14

POLICY UPDATE SUMMARY

Update #4

July 15, 2009

The following chart has been developed and summarized for your convenience. Please note that this does not represent all of what is required in your policy manual, and although some sections in this update may not require policy language, they may be procedural and/or recommended.

Update Section	Public Act #	Subject	Policy Number(s) Impacted	Policy Topic	Is Policy Language Required?
A.	PA 09-56	An Act Concerning Pesticide Applications at Child Day Care Centers and Schools.	3524.1	Pesticide Application/ Management	Yes. 10-231 et seq. requires policy. Sample policy revised.
B.	PA 09-59	An Act Concerning External Defibrillators.	5141.27	Use of Automatic External Defibrillators (AEDs)	No. Recommended to have policy and an administrative regulation. Samples revised.
	PA 09-94	An Act Concerning The Availability of Automatic External Defibrillators in Schools.			
C.	PA 09-81	An Act Concerning Green Cleaning Products in Schools.	3524.2	Green Cleaning Program	No. Recommended to have policy.
			7230.2	Indoor Air Quality	No. Recommended policy revised.
D.	PA 09-82	An Act Concerning Readmission of Students.	5114	Suspension/Expulsion; Student Due Process	Yes. 10-233e mandates a discipline policy. Update existing.
			5131	Conduct	
			5144	Discipline/Punishment	
E.	PA 09-131	An Act Concerning School Crisis Response Drills and Fire Drills.	6114.1	Fire Emergency (Drills)	No. Recommended to have policy. Sample policy revised.
F.	PA 09-143	An Act Concerning The Reporting of Truancy Data.	5124.1	District/School Report Cards	No. Sample policy revised.
G.	PA 09-155	An Act Concerning The Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.	5141.21	Administering Medication	Yes. Sample policy revised.
			5141.25	Accommodating Students with Special Dietary Needs (Food Allergy Management)	No. Policy recommended. Sample revised.

POLICY UPDATE SUMMARY

(continued)

Update #4

July 15, 2009

Update Section	Public Act #	Subject	Policy Number(s) Impacted	Policy Topic	Is Policy Language Required?
H.	PA 09-242	An Act Concerning Sexual Activity Between School Workers and Students and Including School Superintendents as Mandated Reporters of Child Abuse.	5141.4	Reporting of Child Abuse and Neglect	Yes. Sample policy revised.

POLICY UPDATE SUMMARY

Update #4

July 15, 2009

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POLICY UPDATE SUMMARY

(continued)

Update #4

July 15, 2009

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H.	PA 09-242	An Act Concerning Sexual Activity Between School Workers and Students and Including School Superintendents as Mandated Reporters of Child Abuse.	5141.4	Reporting of Child Abuse and Neglect	Yes. Sample policy revised.

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – November 9, 2009

Members Present: T.Henderson, M.Marquardt, D.Atkinson, A.Kirkpatrick, J.Formeister, E.Boucher, R.Lees, D.Palmer, T.Potrikus

Members Absent:

Administrators Present: M.Suffredini, K.Pezza, B.Boutwell

Staff Present:

Citizens Present: J.Taylor, S.Bollinger, B.Devlin, J.Shlafstein, J.Griger

Students Present: None in attendance

Student Representatives: None in attendance

Others:

1.0 ELECTED BOE MEMBERS SWEARING IN CEREMONY

Ann Marie Logan, Somers Town Clerk, swore in newly elected Board of Education members, David Palmer, Joan Formeister, John Taylor, Sarah Bollinger and Bruce Devlin prior to the start of the meeting. The terms for the newly elected Board of Education members will begin on November 17, 2009.

2.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairman Henderson in the Mabelle B. Avery Middle School-BOE Board Room.

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF MINUTES

4.1 October 26, 2009 Regular Meeting – It was MOVED (D.Atkinson) SECONDED (E.Boucher) to approve the October 26, 2009 Board of Education regular meeting minutes as presented. PASSED 9-0

5.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

- Janet Shlafstein addressed the Board regarding her observations on the Board of Finance and Board of Education relationship.

6.0 CORRESPONDENCE

- Dr. Suffredini reported receipt of a follow-up email from Rich Gelsomino, President of the Ellington-Somers Football Boosters, inquiring whether or not the Somers BOE has made a decision regarding offering some level of financial support for the 2010 football season.

The Board will discuss this request during next year’s budget preparation.

7.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8.0 CONSENT AGENDA

- 7.1** Approval of 11/9/09 Bills (\$62,511.45)
It was MOVED (R.Lees) SECONDED (T.Potrikus) to approve the 11/9/09 Bills in the amount of \$62,511.45 as presented. PASSED 9-0

9.0 NEW BUSINESS

- 9.1** Second Warning/Adoption of DBS Code: 3541.21 – Transportation
It was MOVED (E.Boucher) SECONDED (A.Kirkpatrick) to approve DBS Code: 3541.21 – Transportation as presented. PASSED 9-0

- 9.2** First Warning of DBS Code 3516.11 – Pesticides
Public Act 09-56 was passed changing the date that the use of lawn care pesticides on the grounds of schools with students in grade eight or lower is prohibited to July 1, 2010. The policy has been updated to reflect this change. Second warning/adoption will be included on the November 23, 2009 BOE agenda.

- 9.3** First Warning of DBS Code 5141.27 - Use of AED's
Public Act 09-59 was passed requiring an AED at each school effective July 1, 2010 (providing funding is available), personnel trained in AED operation and CPR, and outlining when such AED's must be available. The Act also requires the development of emergency response plans. Changes to the policy were made to reflect this new legislation. Second warning/adoption will be included on the November 23, 2009 BOE agenda.

- 9.4** First Warning of DBS Code 6114.1 - Fire Emergencies
D.Atkinson informed the Board that the hard copy of this policy that was included in the packet is incorrect. In the second paragraph, third sentence, the word “may” was replaced with “shall.” The sentence should read as follows: “A crisis response drill *shall* be substituted for one of the required monthly school fire drills every three months.”

Public Act 09-131 was passed requiring substitution of a crisis response drill for a monthly fire drill once every three months, the conduct of one fire drill no later than 30 days after the first day of each school year and the development of a crisis response drill format in consultation with appropriate law enforcement personnel. Changes to the policy were made to reflect this change in legislation. Second warning/adoption will be included on the November 23, 2009 BOE agenda.

- 9.5** First Warning of DBS 5141.25 - Accommodating Students With Special Dietary Needs
Public Act 0-155 was passed requiring schools to post their plan for managing students with life-threatening food allergies on their website. The policy has been updated to reflect this new requirement. Second warning/adoption will be included on the November 23, 2009 BOE agenda.

- 9.6** First Warning of DBS Code 5141.4 - Reporting of Child Abuse
Public Act 0-242 was passed amending the current Connecticut General Statute 17a-101 to make school superintendents mandated child abuse and neglect reporters. The policy has been updated to reflect this change. Second warning/adoption will be included on the November 23, 2009 BOE agenda.

9.7 First Warning of DBS 6145.21 - Athletic Policy
The Policy Committee is recommending a change to DBS Code 6145.21 to allow validity of physical exams for participation in sports for thirteen months as opposed to the current policy of one calendar year to accommodate the fact that most medical insurance plans only allow for one physical exam per year. The administrative regulation will also be updated to reflect this revision if adopted. Second warning/adoption will be included on the November 23, 2009 BOE agenda.

9.8 First Warning of DBS Code 6141.321 - Student Telecommunications Acceptable Use Policy
The revision made to DBS Code 6141.321 addressing cyberbullying was recommended by CABE during the policy manual audit.

The Board questioned the intent of this revision and indicated it is unclear if this policy change addresses just cyberbullying that occurs using district telecommunication services and equipment only or if the intent is broader in scope to include all cyberbullying regardless of what equipment is used.

The Policy Committee stated that the intent was to address cyberbullying that occurs using district services and equipment. A language revision will be made to the policy to further clarify the intent.

Second warning/adoption will be included on the November 23, 2009 BOE agenda.

9.9 Strategic School Profile 2008-2009
Dr. Suffredini presented the newly released 2008-2009 Strategic School Profile in accordance with CT General Statutes 10-220c that states that the newly released 2008-2009 Strategic School Profile be submitted to the Board of Education at the first regularly scheduled meeting after November 1st.

Dr. Suffredini presented an overview of the data contained in the profile; however, because the profile just came out, a complete analysis of the data has not been done.

Dr. Suffredini did point out some areas of concern that will need to be addressed.

The Administrative Council will review and analyze the information presented in the report at their next meeting.

10.0 OLD BUSINESS

10.1 BOE Room Sound System

It was MOVED (J.Formeister) SECONDED (T.Potrikus) to approve the funding up to \$2,500 for the “wired” microphone sound system for the BOE room as presented.
PASSED 9-0

11.0 ADMINISTRATIVE REPORTS

11.1 H1N1 Update

Dr. Suffredini reported that, although it is still uncertain how much vaccine will be available or when it will arrive, a clinic has been scheduled for November 17th at Somers High School. The plan is to administer the H1N1 vaccine to those who have pre-registered and are in the high priority group. The visiting nurses will manage this operation.

11.2 Enrollment

Dr. Suffredini reported that there has been a net change of four students since October 1st resulting from families moving in and out of the district.

11.3 Transportation Updates

Mr. Boutwell presented an overview of the number and sizes of the buses used to transport children to and from school, both in and out-of-district. Mr. Boutwell reported that ridership varies day-to-day. Ridership will be reviewed for next year to see if routes can be consolidated which could result in a cost saving.

Mr. Boutwell reported that there have been six requests received requesting bus stop changes. Three were approved and three were denied. One request is still pending with the Transportation Committee.

A bus evacuation drill was held at Somers Elementary School with 100% of the students who were in attendance that day participating. Students who were dropped off by their parents or day care providers participated in the drill.

A bus evacuation drill was held at both the middle and high school; however, not all students were able to participate. Another drill will be scheduled.

12.0 COMMITTEE REPORTS

12.1 Budget

No report.

12.2 Curriculum

No report.

12.3 Policy

11.3.1 DBS Codes 4118.14/5141.1/5141.6

DBS Code 4118.14 – Personnel rights, Responsibilities and Duties: Hearing Before Board has been recodified as 4218.14 for noncertified personnel as well.

DBS Code 5141.1 and 5141.22 have been combined into 5141.1 as per CABE recommendation.

DBS Code 5141.6 has been recodified to 5141.22 as per CABE recommendation.

Board action is not required.

Policy Committee Chairman, Deb Atkinson, stated that the above listed policies complete the changes from the policy audit and the audit is now complete. The Policy Manual will now be maintained through quarterly updates from CABE.

Chairman Henderson thanked Deb Atkinson for her work on updating and organizing the Policy Manual.

12.4 Salary & Negotiations

A date will be scheduled to meet with the SESA.

12.5 Planning
CIP will be on the agenda at the next BOF meeting.

12.6 Other Committees

13.0 OTHER

The Board of Education will have a group picture taken for the high school yearbook at the November 23rd BOE meeting. Su Selley will coordinate the date and time with the high school.

Chairman Henderson stated that it has been an honor and privilege to serve on the Board of Education. She added that it has been a very rewarding experience. She commended the members of the board for their commitment and dedication and for “putting kids first.”

Dr. Suffredini presented out-going Board of Education members, Terri Henderson, Deb Atkinson and Eric Boucher with plaques recognizing their service on the Board of Education.

A short reception followed the adjournment of the meeting.

14.0 ADJOURNMENT

It was MOVED (T.Potrikus) and SECONDED (R.Lees) to adjourn the regular meeting of the Somers Board of Education at 8:21 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.