

## BOE Meeting Template

Monday, February 13, 2012 7:00 PM

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

1. CAFE Workshop  
NEW BOARD MEMBER ORIENTATION WORKSHOP WITH NICK CARUSO FROM CAFE WILL BE HELD AT 5:30 P.M.
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: 4112.5/4212.5: Security Check/Fingerprinting 15  
The Policy Committee has reviewed the recommended changes from the CAFE Policy Service and is recommending adoption by the board.
2. Second Warning/Adoption of DBS Code 5141.4: Reporting of Child Abuse 16  
The Policy Committee has reviewed the recommended changes from the CAFE Policy Service and is recommending adoption by the board.
3. Second Warning/Adoption of DBS Code: 9000 - Role of Board Members 19  
The Policy Committee has reviewed the recommended changes from the CAFE Policy Service and is recommending adoption by the board.
4. Noncertified Pension Plan Committee  
The board is required to select two members who will be the authorized signers for the district non-certified pension plan. These individuals will be the district liaisons with St. Germain Investments and will be the authorized communicators on behalf of the board. Nominations and a vote are required.
5. Adoption of the 2012-2013 Budget 21  
The final draft of the 2012-2013 proposed budget reflects an increase of 3.26%, with the total budget figure of \$19,965,455. The change from the previous proposed budget is due to a decrease in the anticipated health insurance costs for next year. All other line items remain the same.
6. 2010-2011 Strategic School Profile 22  
The 2010-2011 Strategic School Profile has just been received. The SSP is normally distributed to districts in the fall, however, the CSDE experienced technological problems again this year in producing the report.
10. OLD BUSINESS
11. ADMINISTRATIVE REPORTS
12. COMMITTEE REPORTS
1. Budget
2. Curriculum
3. Policy
4. Salary & Negotiations
5. Planning
6. Other Committees
13. OTHER



## SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

[www.somers.k12.ct.us](http://www.somers.k12.ct.us)

### MINUTES OF THE MEETING – January 23, 2012

**Members Present:** D.Palmer, R.Lees, M.Cicciarella, B.Devlin, B.Pellissier, A.Kirkpatrick, S.Bollinger, M.Maniscalco

**Members Absent:** J.Formeister

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

**Staff Present:**

**Citizens Present:**

**Students Present:**

**Others:**

*The attached sign-in sheet does not reflect all who were in attendance as it was unable to circulate for signatures due to the meeting being held at Town Hall.*

#### 1.0 YEARBOOK PICTURE

The Board of Education yearbook picture was taken at 6:45 p.m. at Town Hall prior to meeting with the Board of Finance.

#### 2.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:40 p.m. by Chairman Palmer in the Somers Town Hall meeting room.

#### 3.0 PLEDGE OF ALLEGIANCE

#### 4.0 APPROVAL OF MINUTES

January 9, 2012 – It was MOVED (B.Devlin) SECONDED (B.Pellissier) to approve the January 9, 2012 Board of Education meeting minutes. PASSED 8-0

#### 5.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

#### 6.0 CORRESPONDENCE

- Chairman Palmer received correspondence from Richard and Debra Stone, asking for advance notices regarding BOE meetings as well as special meetings. Chairman Palmer responded to this correspondence.
- S.Bollinger received an email request from Ms. Brandy Bunnell, Director of Pupil Services, offering an informative update on the Burden of Proof if needed.

#### 7.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

#### 8.0 CONSENT AGENDA

##### 8.1 Approval of Bills 01/23/12 (\$528,436.87)

It was MOVED (B.Devlin) SECONDED (B.Pellissier) to approve the 01/23/12 Bills in the amount of \$528,436.87 as presented. PASSED 8-0

##### 8.2 Retirement Notification – D. Burke

Dan Burke, Somers High School English Teacher, has submitted his retirement notification effective June 30, 2012. Mr. Burke has been employed by the district since 1975.

It was MOVED (B.Devlin) SECONDED (B.Pellissier) to regretfully accept SHS English teacher Dan Burke's intent to retire at the end of the 2011-2012 school year as presented. PASSED 8-0

## **9.0 NEW BUSINESS**

### **9.1 Second Warning/Adoption of DBS Code: 4117.4 – Non-Renewal**

The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 4117.4 – Non-Renewal as presented. PASSED 8-0

### **9.2 Second Warning/Adoption of DBS Code: 5111 – Admission/Placement**

The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 5111 – Admission/Placement as presented. PASSED 8-0

### **9.3 Second Warning/Adoption of DBS Code 5112.3 – Dropouts**

The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 5112.3 – Dropouts as presented. PASSED 8-0

### **9.4 Second Warning/Adoption of DBS Code: 5113.2 - Attendance**

The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 5113.2 – Attendance as presented. PASSED 8-0

### **9.5 Second Warning/Adoption of DBS Code 6141.5 – Advanced College Placement/Courses**

The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 6141.5 – Advanced College Placement/Courses as presented. PASSED 8-0

### **9.6 Second Warning/Adoption of DBS Code: 6146 – Graduation Requirements/Standards of Proficiency**

The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 6146 – Graduation Requirements/Standards of Proficiency as presented. PASSED 8-0

### **9.7 First Warning of DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting**

The Policy Committee has reviewed recommended changes from the CABE Policy Service and presented the revised policy to the Board. Second warning/adoption will be included on the 2/13/12 agenda.

**9.8** First Warning of DBS Code: 5141.4 – Reporting of Child Abuse  
The Policy Committee has reviewed recommended changes from the CABA Policy Service and presented the revised policy to the Board. Second warning/adoption will be included on the 2/13/12 agenda.

**9.9** First Warning of DBS Code: 9000 – Role of Board Members  
The Policy Committee has reviewed recommended changes from the CABA Policy Service and presented the revised policy to the Board. Second warning/adoption will be included on the 2/13/12 agenda.

Any questions regarding the above policies should be directed to the BOE Policy Committee.

## **10.0 OLD BUSINESS**

### **11.0 ADMINISTRATIVE REPORTS**

#### **11.1 2012-2013 Budget Update**

Dr. Suffredini and Mr. Bill Boutwell, Director of Business Services, presented to the Board the updated 2012-2013 budget, discussing the summary that gives all major categories for the budget. The only update includes: health insurance line item savings of \$188,000 dollars reducing the total net budget from 4.24% to 3.2%.

#### **11.2 Somers High School Roof Project Update**

A repair has been completed on the SHS roof section covering the gymnasium and art wing. The new roof was completed according to the target timeline for school buildings. A review is currently taking place regarding the status of the remaining portions of the roof.

### **12.0 COMMITTEE REPORTS**

**Minutes will be taken at all subcommittee meetings.**

**12.1** Budget – See 11.1

**12.2** Curriculum – No Update

**12.3** Policy

#### **12.3.1 – Policy Committee Annual Report**

The Policy Committee included their Annual Report in the BOE packet. This annual report was presented to the Board.

**12.4** Salary & Negotiations – Salary and Negotiations Committee is meeting with SESA on February 2, 2012 at 5:30 p.m.

**12.5** Planning Committee – No Update

**12.6** Other Committees

Technology Ad Hoc Committee – R. Lees is currently in communication with Jim Morrow, Director of Technology, to set up a meeting.

## **13.0 OTHER**

### **13.0 EXECUTIVE SESSION – Superintendent of Schools Mid-Year Evaluation**

It was MOVED (B.Devlin) SECONDED (B.Pellissier) to go into Executive Session at 9:00 p.m. for the purpose of conducting the mid-year evaluation of the Superintendent of Schools.

The Board came out of Executive Session at 9:55 p.m.

**14.0 ADJOURNMENT**

It was MOVED (R.Lees) SECONDED (B.Devlin) to adjourn the regular meeting of the Board of Education at 9:56 p.m. PASSED 8-0

Respectfully submitted,

Rick Lees, Jr., Secretary  
Leah Cook, Recording Secretary

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

# Somers Board of Education General Budget Treasury Warrant

Report # 16008

Check Batch: 5805  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 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: 2/9/12  
William B. Boutwell, Director of Business Services

5805	4009	02/13/2012	V58674	Administrator, Unemployment Compensation	0.00	3,334.00
	4010	02/13/2012	V52670	Amazon	0.00	347.81
	4011	02/13/2012	V52306	Ameripride Linen and Apparel Services	0.00	167.06
	4012	02/13/2012	V60041	Anthem BCBS	0.00	203,533.25
	4013	02/13/2012	V60040	Anthem Life Insurance Company	0.00	2,153.20
	4014	02/13/2012	V52478	Bart Truck Equipment LLC.	0.00	222.78
	4015	02/13/2012	V51714	Benchmark Education Co.	0.00	603.90
	4016	02/13/2012	V02406	Billings Sports, Inc.	0.00	186.00
	4017	02/13/2012	E00025	Boutwell, Bill	0.00	27.75
	4018	02/13/2012	E00035	Bryzgel, Penny	0.00	19.43
	4019	02/13/2012	V00121	CABE	0.00	1,300.00
	4020	02/13/2012	V60393	LAZEL	0.00	2,698.20
	4021	02/13/2012	V60085	Camphill Special School, Inc.	0.00	8,771.70
	4022	02/13/2012	V00129	Carolina Biological Supply Co.	0.00	160.55
	4023	02/13/2012	V53390	CIRMA	0.00	5,000.00
	4024	02/13/2012	V00159	Connecticut Light & Power	0.00	17,129.73
	4025	02/13/2012	V00167	Colonial Flower Shop	0.00	37.00
	4026	02/13/2012	V60205	CPI Qualified Plan Consultants, Inc.	0.00	28.00
	4027	02/13/2012	V00204	CREC	0.00	1,797.00
	4028	02/13/2012	V54321	Custom Printing & Copy, Inc.	0.00	118.08

## Somers Board of Education General Budget Treasury Warrant

Report # 16008

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	4029	02/13/2012	V60638	Darlene Hardwood FLG Co., Inc		
	4030	02/13/2012	V00236	Demco, Inc.	0.00	500.00
	4031	02/13/2012	V60550	Devereux Glenholme	0.00	40.90
	4032	02/13/2012	V60089	Dime Oil Company	0.00	10,550.50
	4033	02/13/2012	E00096	Duffy, Margaret	0.00	22,153.29
	4034	02/13/2012	V60252	EAI Education	0.00	64.79
	4035	02/13/2012	V60640	Educational Electronics	0.00	108.34
	4036	02/13/2012	V60185	Ellington Agway Power Equipment	0.00	144.02
	4037	02/13/2012	V54465	Envelope Superstore	0.00	32.65
	4038	02/13/2012	V53934	Environmental Transaction, Inc.	0.00	822.68
	4039	02/13/2012	V60592	Everase Corporation	0.00	1,665.00
	4040	02/13/2012	V60635	Film Clips Spirit of America	0.00	1,508.04
	4041	02/13/2012	V54168	First Student, Inc	0.00	615.00
	4042	02/13/2012	V02186	Flinn Scientific, Inc.	0.00	5,023.70
	4043	02/13/2012	V01563	Follett Educational Services	0.00	336.65
	4044	02/13/2012	V00314	Follett Library Resources	0.00	295.00
	4045	02/13/2012	V02461	Fulco Ph.D., Michael N.	0.00	47.13
	4046	02/13/2012	V60264	Gall Power Equipment	0.00	350.00
	4047	02/13/2012	V01830	Gerry's Music Shop, Inc.	0.00	46.95
	4048	02/13/2012	V53439	Group Dynamic	0.00	500.00
	4049	02/13/2012	V51232	Hartford Hospital	0.00	72.15
	4050	02/13/2012	V21219	Hartford Sprinkler Co., Inc	0.00	5,455.00
	4051	02/13/2012	V53228	Herff Jones Inc.	0.00	400.00
	4052	02/13/2012	V21177	Home Depot CRC	0.00	255.46
	4053	02/13/2012	V54063	HSABank	0.00	58.10
	4054	02/13/2012	V60626	Institute For Educational Development	0.00	2.50
	4055	02/13/2012	V52848	Intensive Education Academy, Inc.	0.00	438.00
	4056	02/13/2012	V60303	IPEVO	0.00	3,453.60
	4057	02/13/2012	V00999	J.W. Pepper & Son, Inc.	0.00	207.00
	4058	02/13/2012	V60548	Johnson Memorial Hospital	0.00	86.48
	4059	02/13/2012	V60548	Johnson Memorial Medical Center	0.00	7,500.00
	4060	02/13/2012	V02625	K & S Distributors	0.00	7,500.00
	4061	02/13/2012	V01827	Kamco Supply Corp.	0.00	510.10
	4062	02/13/2012	E00166	Kelleher, Michelle	0.00	263.08
	4063	02/13/2012	V00665	Kelly-Fradet Lumber	0.00	48.65
	4064	02/13/2012	V00451	Kittredge Equipment Company, Inc.	0.00	38.23
	4065	02/13/2012	V02898	MagnaKleen Services	0.00	663.78
					0.00	325.50

## Somers Board of Education General Budget Treasury Warrant

Report # 16008

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	4066	02/13/2012	E00210	Mailhot, LeeAnne	0.00	71.34
	4067	02/13/2012	V02321	Midstate Battery	0.00	118.27
	4068	02/13/2012	V54159	Vernon Printing Co, Inc.	0.00	270.75
	4069	02/13/2012	E00234	Morrow, Jim	0.00	140.60
	4070	02/13/2012	V53557	Mountain Tree Service Inc	0.00	1,900.00
	4071	02/13/2012	V51364	National Geographic School Publishing	0.00	586.66
	4072	02/13/2012	V60186	PC Mall Gov	0.00	273.99
	4073	02/13/2012	V60568	Pediatric Services of America Inc	0.00	787.50
	4074	02/13/2012	V53238	Plank Road Publishing, Inc.	0.00	159.42
	4075	02/13/2012	V60068	Pro-Ed, Inc.	0.00	62.70
	4076	02/13/2012	V53356	ProCom Telecommunications Corp	0.00	55.00
	4077	02/13/2012	V60414	Quill Corporation	0.00	151.50
	4078	02/13/2012	V60330	Rally Education	0.00	1,874.40
	4079	02/13/2012	V52074	Really Good Stuff, Inc.	0.00	242.29
	4080	02/13/2012	V51134	Richco Products, Inc.	0.00	104.86
	4081	02/13/2012	V60639	RobotEvents	0.00	100.00
	4082	02/13/2012	V01292	School Specialty, Inc.	0.00	304.76
	4083	02/13/2012	E00300	Selley, Su	0.00	200.00
	4084	02/13/2012	V02890	SERC	0.00	65.00
	4085	02/13/2012	V60031	SNE Building Systems	0.00	1,755.00
	4086	02/13/2012	V00486	Somers High School	0.00	6,934.60
	4087	02/13/2012	V00886	Somers Lunch Program	0.00	10.50
	4088	02/13/2012	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	4089	02/13/2012	V01591	Town of Somers	0.00	12,197.55
	4090	02/13/2012	V60634	Suburban Stationers	0.00	27.12
	4091	02/13/2012	E00325	Suzor, Ray	0.00	261.75
	4092	02/13/2012	M02015	T. J. Conway Company	0.00	198.00
	4093	02/13/2012	V51523	Thinking Cap Quiz Bowl	0.00	44.00
	4094	02/13/2012	V54065	Thomas R Mehl	0.00	122.50
	4095	02/13/2012	V60356	TPC Associates, Inc	0.00	339.00
	4096	02/13/2012	V53945	Transcanda Power Marketing LTD	0.00	19,645.91
	4097	02/13/2012	V60628	Transmission Equipment International	0.00	560.80
	4098	02/13/2012	V01638	Tree House, The	0.00	915.35
	4099	02/13/2012	M53099	Tull Brothers, Inc.	0.00	145.00
	4100	02/13/2012	V54356	Tyler Technologies, Inc.	0.00	64.18
	4101	02/13/2012	V53987	U.S. Bancorp Equipment Finance, Inc	0.00	1,662.67
	4102	02/13/2012	V21164	Unum Life Insurance Company of America	0.00	3,829.57

## Somers Board of Education General Budget Treasury Warrant

Report # 16008

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	4103	02/13/2012	V00713	Valiant IMC - Bid		
	4104	02/13/2012	E00336	Vamvilis, Kathleen	0.00	53.60
	4105	02/13/2012	V54059	Verizon Wireless	0.00	37.74
	4106	02/13/2012	V53413	W. B. Mason Co., Inc.	0.00	483.20
	4107	02/13/2012	V52399	W.R. Robinson Lumber	0.00	6.57
	4108	02/13/2012	E00340	Wald, Michael	0.00	540.60
	4109	02/13/2012	E00342	Walker, Alan	0.00	47.36
	4110	02/13/2012	V00882	West Music Company	0.00	86.59
	4111	02/13/2012	V60641	William H Sadler, Inc.	0.00	890.55
	4112	02/13/2012	V60571	Yellow Ribbon	0.00	524.38
	4113	02/13/2012	E00357	Zachery, Scott	0.00	24.00
					0.00	427.44
<b>Totals:</b>					<u>0.00</u>	<u>\$380,211.98</u>

105 Checks Listed.

# Somers Board of Education General Journal Register

Report # 16007

Batch: 5776

Transaction: N/A

Show Summary Only: Yes

<b>Batch #</b> 5776	<b>Control Total</b> \$380,211.98	<b>Status</b> Posted	<b>Created By</b> lbergamini	<b>Created On</b> 02/03/2012	<b>Last Updated By</b> lbergamini	<b>Last Updated On</b> 02/09/2012
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## General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>February, 2012</b>					
<b>Generated Distributions</b>					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			360,586.90	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	360,586.90
	Total Generated Distributions			<b>\$360,586.90</b>	<b>\$360,586.90</b>
<b>User-Entered Distributions</b>					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			19.99	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	380,231.97
10-100-2-2-14-242-611-01-5-00652	K-5 - KINDERGARTEN SUPPLIES			71.34	0.00
10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			1,128.28	0.00
10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES			131.50	0.00
10-100-2-2-18-242-611-01-5-01149	K-5 INTERVENTION - MATH			110.79	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			1,577.41	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			0.00	19.99
10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK			4,725.06	0.00
10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			586.66	0.00
10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			345.60	0.00
10-100-2-3-18-242-611-01-5-00189	MA - MATH SUPPLIES			108.34	0.00
10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			79.03	0.00
10-100-2-3-28-242-611-01-5-01150	SW - SCIENCE SUPPLIES			151.50	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			195.00	0.00
10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			238.49	0.00
10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			302.90	0.00
10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			295.00	0.00
10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			602.60	0.00
10-100-2-4-46-242-611-01-5-00229	HS - SCHOOL TO CAREER SUPPLIES			8.18	0.00
10-100-2-4-48-242-611-01-5-00721	HS - HEALTH ED SUPPLIES			24.00	0.00
10-100-2-4-48-243-611-01-5-00972	HS - HEALTH WORKBOOKS			36.47	0.00
10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			883.33	0.00
10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			53.60	0.00
10-100-2-5-46-220-641-01-5-01673	SW - GUIDANCE TEXT			615.00	0.00
10-120-9-9-98-241-611-01-5-00160	SP ED - GENERAL SUPPLIES			23.28	0.00

## Somers Board of Education General Journal Register

Report # 16007

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
5776	\$380,211.98	Posted	lbergamini	02/03/2012	lbergamini	02/09/2012
10-120-9-9-98-243-611-01-5-01002		SP ED - TESTING			62.70	0.00
10-120-9-9-98-955-330-02-5-01117		SP ED-INDEPENDENT EVALUATIONS			350.00	0.00
10-120-9-9-98-955-330-02-5-01142		SPED - CONSULTANT FEES		Yes	1,200.00	0.00
10-120-9-9-98-955-330-02-5-01674		SP ED - CONTRACTED SERVICES			787.50	0.00
10-214-2-3-56-242-611-07-5-01027		SW - SCHOOL PSYCHOL. SUPPLIES			47.36	0.00
10-221-1-4-50-251-580-05-5-00267		HS - TRAVEL/IN-SERVICE			143.20	0.00
10-221-1-4-50-251-580-05-5-00269		HS - PRINCIPAL'S TRAVEL			19.43	0.00
10-221-2-5-50-214-111-05-5-00659		SW - PROF DEVELOPMENT/CEU			489.00	0.00
10-222-2-3-52-231-642-03-5-00138		MA - LIBRARY BOOKS			10.62	0.00
10-222-2-3-52-231-642-03-5-00142		MA - NEWSPAPERS/MAGAZINES			30.28	0.00
10-222-2-3-52-231-690-03-5-00153		MA - OTHER LIBRARY SUPPLIES			91.13	0.00
10-222-2-5-14-233-611-03-5-00150		SW - COMPUTER SOFTWARE			219.00	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES		Yes	6,328.00	0.00
10-231-1-5-74-134-590-10-5-00648		B.O.E. - COMMUNITY RELATIONS			37.00	0.00
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES			10.50	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			200.00	0.00
10-232-1-5-72-251-580-05-5-00271		CO - TRAVEL/IN-SERVICE			132.09	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			880.78	0.00
10-232-1-5-72-258-690-04-5-00044		CO - COMPUTER SUPPLIES			64.18	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL		Yes	415.66	0.00
10-232-6-5-66-830-440-04-5-00526		CO - POSTAGE METER			273.00	0.00
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES			320.31	0.00
10-240-1-3-40-258-690-04-5-00303		MA - OFFICE SUPPLIES			27.12	0.00
10-240-1-4-50-137-810-05-5-00056		HS - INSTITUTIONAL DUES			100.00	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			415.67	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			415.67	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			415.67	0.00
10-240-7-4-54-880-690-07-5-00274		HS - GRADUATION			255.46	0.00
10-259-1-3-40-123-590-04-5-00017		MA - FORMS & PRINTING			118.08	0.00
10-260-1-5-64-642-530-04-5-01217		SW - COMMUNICATION SUPPLIES			55.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS		Yes	3,260.00	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE		Yes	73.83	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE		Yes	73.08	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			560.80	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			830.84	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			106.83	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE		Yes	229.46	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			516.16	0.00

## Somers Board of Education General Journal Register

Report # 16007

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
5776	\$380,211.98	Posted	Ibergamini	02/03/2012	Ibergamini	02/09/2012
		SW - COMPUTER MAINTENANCE			314.01	0.00
		MA - BUILDING MAINTENANCE		Yes	1,445.00	0.00
		HS - BUILDING MAINTENANCE		Yes	3,069.35	0.00
		SW - EQUIPMENT REPAIR			726.68	0.00
		SW - RUBBISH REMOVAL			1,189.70	0.00
		SW - LOCKER REPAIR		Yes	122.50	0.00
		SW - FIRE ALARMS & BELLS			457.27	0.00
		MAINT. - BUILDING MAINTENANCE			198.00	0.00
		K-5 - FUEL #2			22,153.29	0.00
		K-5 - ELECTRICITY			7,271.41	0.00
		MA - ELECTRICITY		Yes	18,356.76	0.00
		HS - ELECTRICITY			10,954.92	0.00
		MAINTENANCE - ELECTRICITY			192.55	0.00
		SW - MAINTENANCE CONTRACTS			400.00	0.00
		ADDITIONAL TRANSPORTATION		Yes	910.60	0.00
		BUS FUEL			11,751.99	0.00
		SP ED - TRANSPORTATION AIDE			3,951.40	0.00
		MA - ATHLETIC TRIPS		Yes	161.70	0.00
		SW - GASOLINE SCHOOL VEHICLES		Yes	445.56	0.00
		SW - FLEXIBLE SPENDING ACCT		Yes	72.15	0.00
		DENTAL			11,515.90	0.00
		LIFE AND AD&D INSURANCE		Yes	2,153.20	0.00
		L.T.D.		Yes	3,829.57	0.00
		UNEMPLOYMENT INSURANCE			3,334.00	0.00
		SW - HEALTH MAINTENANCE ORG.			55,412.91	0.00
		SW - PREFERRED PROVIDER ORG.			133,737.80	0.00
		SW - HEALTH SAVINGS ACCOUNT		Yes	2,869.14	0.00
		HS - ATHLETIC TRAINER			15,000.00	0.00
		HS - OFFICIALS			6,934.60	0.00
		HS - ATHLETIC SUPPLIES			613.44	0.00
		TUITION-NON SPECIAL EDUCATION			780.00	0.00
		SP ED - CREC HEARING PROGRAM		Yes	597.00	0.00
		SP ED - TUITION			18,679.10	0.00
		SPED-OUT-OF-STATE PLACEMENTS		Yes	8,771.70	0.00
Total User-Entered Distributions					<b>\$380,251.96</b>	<b>\$380,251.96</b>
Total for February, 2012					<b>\$740,838.86</b>	<b>\$740,838.86</b>

# Somers Board of Education General Journal Register

Report # 16007

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
5776	\$380,211.98	Posted	lbergamini	02/03/2012	lbergamini	02/09/2012
Grand Total for Batch # 5776					<u>\$740,838.86</u>	<u>\$740,838.86</u>

297 Transactions Listed.

4112.5

4212.5

## Personnel -- Certified/Non-Certified

### Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

**Note:** Applicants for positions requiring a state certificate, authorization or permit must submit to a check of DCF's abuse and neglect registry, effective July 1, 2011. Applicants for positions not requiring state certification are required to submit to the DCF abuse and neglect registry beginning July 1, 2012.

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

~~**Optional: After 40 days of continuous employment in the District, the employee will be reimbursed for the cost of the State and National criminal check.**~~

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

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate, effective July 1, 2010, shall also be required to undergo the same criminal background checks already required for school employees.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel.

Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181, and June 19 Special Session, Public Act No. 09-1 and PA 11-93)

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

Adopted: January 12, 2009

Revised: February 22, 2010

## 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, all school ~~employees certified personnel~~, including the Superintendent of Schools, administrators, teachers, substitute teachers, guidance counselors, paraprofessionals, psychologists and social workers, coaches of intramural or interscholastic athletics, as well as school nurses, physicians, working in the school system, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools, who suspects child abuse or neglect must first report it to the Department of Children and Families or to a law enforcement agency. When any member of the certified staff, paraprofessional, social worker, and/or school nurse a school employee 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 and 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 as soon as possible within but no later than twelve (12) hours by telephone or in person to the Commissioner of Children and Families followed within no later than 48 hours of making the oral report with a written report to the Department of Children and Families. 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 or neglect by a school employee who has been entrusted with the care of a child and who holds a certificate, permit or authorization issued by the State Board of Education, to the Commissioner of Education or his/her representative. The Commissioner of the Department of Children and Families has a similar obligation. The Superintendent shall suspend a certified staff employee when the investigation produces evidence that the employee abused a child. The Department of Children and Families is required to send to the State Department of Education a copy of the report. 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, of if such certified school employee resigns his/her employment, 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 or resignation.

If the report of abuse or neglect involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or of law enforcement agencies.

The Superintendent shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. Such Department is to have access to all such records.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations shall provide in-service regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. In addition, all District employees shall complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. Also, all employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed training related to mandated reporting of child abuse and neglect as required by law.

The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

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, PA 03-168 and PA 09-242 and PA 11-93)

17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106 and PA 11-93)

17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

**P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District**

Adopted: June 25, 1984  
September 24, 1990  
April 7, 1997  
November 24, 2003  
November 23, 2009

BYLAWS OF THE BOARD:

Role of Board and Members:

General Duties:

The Board of Education, representing the citizens of Somers in carrying out the mandates of the General Statutes, shall be the legislative body which determines all questions of general policy to be employed in the conduct of the schools. In determining school policy it shall:

1. Hear and consider facts and recommendations.
2. Adopt a plan, policy or course of action.
3. Authorize the Superintendent of Schools, its executive officer, to carry out its legislation.

Specific Power and Duties

The following are some, but not necessarily all, mandated powers and duties:

1. Elect a Superintendent of Schools in accordance with State Statute.
2. Create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational system.
3. To establish policy for employment, promotion and dismissal of personnel in accordance with the law, and to be an "equal opportunity employer."
4. To determine the number of, classification of, duties of and remuneration of employees.
5. To provide for the appraisal of the effectiveness of the personnel.
6. To insure the attendance at school of all children between the ages of five and eighteen years, and to govern their conduct.
7. To consider, revise and adopt any changes in the curriculum, including adoption of textbooks.
8. To plan, build, maintain and operate the buildings in which the educational program is carried forth, including the acquisition and disposition of school sites and property.
9. To consider and adopt an annual budget, prepared by the Superintendent of Schools and/or his designee.
10. To consider any recommendations made by the Superintendent of Schools.
11. To keep the citizenry informed of purposes, values, conditions and needs of public education in Somers.
12. To take any other actions required by law.

13. To make reasonable provision to implement the educational interests of the State as defined by law:
- a. Each child shall have for the period prescribed in the general statutes equal opportunity to receive a suitable program of educational experiences.
  - b. Each school district shall finance at a reasonable level an educational program designed to achieve this end.
  - c. The mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.
14. To maintain a safe school setting and shall, in accordance with the statutes, maintain records of allegations, investigations, and reports that a child has been abused or neglected by a school employee as defined in C.G.S. 53a-65.

Administration of the Duties of the Board of Education:

These functions are administered by the Superintendent of Schools as the agent of the Board within policies set forth by the Board. In establishing policies for the conduct of school business, it shall be Board policy to supplement its own judgment with the professional advice of administrators and educators and outside consultants including appropriate legal counsel; and with the needs of the Town as expressed by Town Boards, parents and students. In seeking guidance and assistance in the development of educational practices, however, the Board shall not cede its basic responsibility for the duties imposed by law.

<u>Legal Reference:</u>	Connecticut General Statutes
	53a-65 Definitions
_____	10-186 Duties of local and regional boards of education
	10-220 Duties of boards of education as amended by PA 11-93
_____	10-221 Boards of education to prescribe rules
_____	10-240 Control of schools
	10-241 Powers of School Districts
	1-200 Definitions

Adopted: October 27, 1980

Revised: May 8, 2000

Revised: July 13, 2009

**SOMERS BOARD OF EDUCATION**  
**Summary by Budget Category**

Account Description	2011-12 Budget	2012-13 Preliminary	\$ Change	% Change
ADMINISTRATIVE SALARIES	\$1,204,871	\$1,219,967	\$15,096	1.3%
FORMS AND PRINTING	\$11,500	\$11,500	\$0	0.0%
POSTAGE	\$11,195	\$11,195	\$0	0.0%
BOARD OF ED. EXPENSES	\$73,600	\$128,600	\$55,000	74.7%
INSTITUTIONAL DUES	\$21,285	\$21,285	\$0	0.0%
INSTRUCTIONAL SALARIES	\$8,826,392	\$9,008,836	\$182,444	2.1%
OTHER INST. SALARIES	\$398,733	\$399,165	\$432	0.1%
CLERICAL/AIDES SALARIES	\$1,179,061	\$1,247,861	\$68,800	5.8%
TEXTBOOKS	\$86,400	\$86,400	\$0	0.0%
LIBRARY BOOKS/SUPPLIES	\$13,750	\$13,750	\$0	0.0%
TECHNOLOGY AV MATERIALS	\$10,400	\$10,400	\$0	0.0%
SYSTEMWIDE GEN. SUPPLIES	\$44,800	\$44,800	\$0	0.0%
DEPARTMENTAL SUPPLIES	\$112,910	\$112,910	\$0	0.0%
WORKBOOKS AND TEST	\$34,940	\$34,940	\$0	0.0%
TRAVEL/CONF/IN-SERVICE	\$21,350	\$31,350	\$10,000	46.8%
OFFICE SUPPLIES	\$9,225	\$9,225	\$0	0.0%
MEDICAL ADVISOR SALARY	\$500	\$500	\$0	0.0%
NURSE'S SALARIES	\$158,295	\$140,867	-\$17,428	-11.0%
HEALTH SUPPLIES	\$7,000	\$7,000	\$0	0.0%
REGULAR TRANSPORTATION	\$654,100	\$664,800	\$10,700	1.6%
SPEC. ED. TRANSPORTATION	\$283,846	\$288,780	\$4,934	1.7%
ATHLETIC/FIELD TRIPS	\$12,907	\$12,907	\$0	0.0%
MAINT/CUSTODIAN SALARIES	\$646,081	\$663,453	\$17,372	2.7%
FUEL SUPPLY	\$211,000	\$211,000	\$0	0.0%
ELECTRICITY	\$362,977	\$347,977	-\$15,000	-4.1%
TELEPHONE	\$22,400	\$22,400	\$0	0.0%
PROPANE GAS	\$11,000	\$11,000	\$0	0.0%
CUSTODIAL SUPPLIES	\$45,000	\$45,000	\$0	0.0%
GENERAL/DEPT MAINTENANCE	\$280,671	\$283,671	\$3,000	1.1%
EQUIPMENT REPLACEMENT	\$2,800	\$2,800	\$0	0.0%
INSURANCE/SOC. SECURITY	\$3,622,773	\$3,689,265	\$66,492	1.8%
EQUIPMENT RENTAL	\$54,410	\$54,410	\$0	0.0%
COACHES	\$146,562	\$148,419	\$1,857	1.3%
ACTIVITY ADVISORS	\$26,445	\$29,184	\$2,739	10.4%
ATHLETIC/ACADEMIC ACT.	\$55,016	\$71,616	\$16,600	30.2%
CAPITAL OUTLAY/EQUIP	\$9,470	\$196,570	\$187,100	1975.7%
TUITION-NON SPECIAL ED	\$14,500	\$35,500	\$21,000	144.8%
TUITION VO-AG	\$22,500	\$22,500	\$0	0.0%
TUITION-SPECIAL ED.	\$612,752	\$612,752	\$0	0.0%
ADULT EDUCATION	\$10,900	\$10,900	\$0	0.0%
OTHER	\$0	\$0	\$0	#DIV/0!
<b>TOTAL</b>	<b>\$19,334,317</b>	<b>\$19,965,455</b>	<b>\$631,138</b>	<b>3.26%</b>

*Assumes continued Capital Improvement Program (CIP) funding of \$65,000 to support technology equipment replacement and program development.*

**STRATEGIC SCHOOL PROFILE 2010-11**

**Somers School District**

MAYNARD M. SUFFREDINI, JR., Superintendent

Location: Ninth District Road  
Somers,  
Connecticut

Telephone: (860) 763-0748

Website: [www.somers.k12.ct.us/](http://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](http://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: 95.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2010      1,630  
5-Year Enrollment Change          -5.9%

**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	86	5.3	7.6	34.1
K-12 Students Who Are Not Fluent in English	10	0.6	0.7	5.6
Students Identified as Gifted and/or Talented*	47	2.9	4.6	4.0
PK-12 Students Receiving Special Education Services in District	145	8.9	10.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or	96	96.0	85.4	80.2

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	22	1.3
Black	33	2.0
Hispanic	45	2.8
Pacific Islander	1	0.1
White	1,503	92.2
Two or more races	22	1.3
<b>Total Minority</b>	<b>127</b>	<b>7.8</b>

**Percent of Minority Professional Staff: 1.9%**

**Open Choice:**

18 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:**

2.3% 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 13.

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#### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 Public Schools participates in the Project Choice program with the Hartford Public Schools. This year, we had 18 Choice students in our district: 7 at the elementary school, 4 at the middle school and 7 at the high school. Through an additional grant, the Choice students had the opportunity to participate in an afterschool mentor/tutoring program as well as some evening activities at the high school, and then take a bus home to Hartford, instead of having to forego afterschool enrichment programs and community building experiences. Both the high school and middle school participated in Rachel's Challenge, which encouraged students to see past the differences that separate them and lead to discrimination and bullying. The students were invited to accept Rachel's Challenge and become agents of positive change in their school and community. Somers High School's GSA students also organized a day of silence, to recognize the difficulties faced by LGBT students, while students in Spanish IV were given the opportunity to learn about life in El Salvador through a guest speaker. At the middle school, students participated in Food Days, an activity sponsored by the World Language Department, which introduces students to the cuisine of different parts of the world and participated in the "Hearts in a Suitcase" program, which told the story of Anne Frank and the plight of the Jews in Nazi Germany. Students at the elementary school had the opportunity to Skype with a Peace Corps volunteer in Ecuador, learn about classical jazz from a professional jazz quartet and discover the art of Japanese drumming. They also participated in the "Heart's in a Suitcase" program, as well as the "Sock It to the Tsunami" fund-raiser to help victims of the tsunami and nuclear disaster in Japan.

**STUDENT PERFORMANCE**

**Connecticut Mastery Test, Fourth Generation, % 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	63.2	58.4	43.8
Writing	69.2	61.1	55.3
Mathematics	59.4	63.0	27.3
Grade 4 Reading	64.5	62.5	36.8
Writing	72.2	65.5	48.2
Mathematics	79.2	67.0	63.4
Grade 5 Reading	66.9	61.4	44.8
Writing	74.2	66.8	46.6
Mathematics	79.3	72.5	51.5
Science	71.0	59.9	52.1
Grade 6 Reading	81.2	76.0	44.0
Writing	82.5	65.2	81.0
Mathematics	81.4	71.3	58.3
Grade 7 Reading	87.3	77.8	59.2
Writing	63.3	58.9	44.9
Mathematics	80.7	68.4	62.8
Grade 8 Reading	87.6	74.7	66.9
Writing	83.2	64.8	71.3
Mathematics	86.9	66.6	80.9
Science	85.5	63.1	84.1

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scorable 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	59.9	44.7	69.7
Writing Across the Disciplines	78.3	61.2	72.9
Mathematics	65.5	49.5	69.9
Science	62.4	47.0	70.7

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.5	70.6	
Average Score	Mathematics	513	510	51.9
	Critical Reading	508	505	50.4
	Writing	507	510	44.3

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, Adjusted Cohort Rate 2010	95.8	91.8	56.8
2009-10 Annual Dropout Rate for Grade 9 through 12	0.5	2.8	66.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.1	84.8
% Employed (Civilian Employment and in Armed Services)	2.2	9.1

### RESOURCES AND EXPENDITURES

#### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	103.20
Paraprofessional Instructional Assistants	5.95
Special Education	
Teachers and Instructors	17.80
Paraprofessional Instructional Assistants	27.75
Library/Media Specialists and/or Assistants	6.00
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	7.50
School Nurses	3.60
Other Staff Providing Non-Instructional Services and Support	69.85

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.

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	988	987
Middle School	1,062	1,026	1,017
High School	1,034	1,012	1,009

\*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*	2.7	3.0	3.1
Middle School	2.6	2.3	2.4
High School	1.7	2.4	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$11,950	\$7,242	\$8,232	\$7,683	\$8,237
Instructional Supplies and Equipment	\$360	\$218	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$431	\$261	\$477	\$388	\$463
Student Support Services	\$1,230	\$745	\$875	\$893	\$872
Administration and Support Services	\$1,845	\$1,118	\$1,433	\$1,410	\$1,459
Plant Operation and Maintenance	\$1,813	\$1,099	\$1,421	\$1,346	\$1,410
Transportation	\$1,064	\$634	\$701	\$664	\$692
Costs for Students Tuitioned Out	\$996	N/A	N/A	N/A	N/A
Other	\$267	\$162	\$161	\$171	\$159
<b>Total</b>	<b>\$19,955</b>	<b>\$12,043</b>	<b>\$13,878</b>	<b>\$13,335</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,002	\$1,213	\$1,622	\$1,101	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,280,080	21.4	21.2	21.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' salaries and technical school operations. SDE budgeted costs for salaries and

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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 Schools' students. Our district is comprised of three schools: one elementary (K-5), one middle (6-8), and one high school (9-12). We monitor the enrollment figures at each building to ensure the provision of adequate staffing and resources. Our seven-year curriculum revision cycle provides each content area an opportunity to purchase up-dated curriculum materials on a regular basis. In addition, the administrative team meets regularly to develop and revise long range plans to ensure the equitable allocation of resources between schools. At the beginning of the budget cycle, each school presents budget and programmatic needs to the Superintendent and Director of Business Services. A budget is constructed based on the identified needs and the District's Strategic Plan. The Superintendent's proposed budget is then presented to the Board of Education for further refinement. The final budget provides equitable funding for the resources and materials needed to implement the curriculum, improve instruction, and maintain a safe and healthy environment in all three schools.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	159
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	13	0.8	1.1	1.1
Learning Disability	57	3.5	3.8	3.9
Intellectual Disability	7	0.4	0.4	0.4
Emotional Disturbance	11	0.7	0.7	1.0
Speech Impairment	43	2.6	1.9	2.2
Other Health Impairment*	16	1.0	1.9	2.1
Other Disabilities**	12	0.7	0.7	0.9
<b>Total</b>	<b>159</b>	<b>9.8</b>	<b>10.5</b>	<b>11.6</b>

\*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

**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	25.4	33.0	75.6	68.6
Writing	28.6	19.3	74.0	63.7
Mathematics	45.5	33.4	78.4	68.2
Science	11.1	21.2	78.4	61.5
CAPT Reading Across the Disciplines	N/A	N/A	59.9	44.7
Writing Across the Disciplines	10.0	17.3	78.3	61.2
Mathematics	N/A	N/A	65.5	49.5
Science	N/A	N/A	62.4	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	8.5
	% With Accommodations	91.5
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		5.3

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	1	0.6
Private Schools or Other Settings	16	10.1

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The District revised its Strategic Plan in 2008 to focus on three goals: student achievement, the integration of technology and the maintenance of facilities. At the start of the 2010-2011 school year, each school drafted a school improvement goal that tied to student achievement and developed an action plan to achieve it. The elementary school focused their efforts on improving reading school-wide. The middle school focused on improving student writing throughout the school. The high school developed departmental goals related to areas of the CAPT in where they were weak. To support these goals, the district has: Provided professional development to the elementary school staff on a new reading program entitled Reader's Workshop and two new assessments: the DIBELS and Maze Fluency test; Provided the middle school staff with professional development related to writing strategies; Provided professional development to the high school staff on data collection using technology and higher order thinking skills; Provided professional development to the teachers at all levels on the integration of technology into instruction, including the use of programs like Googledoc, iPod's in the classroom, and AIMSweb. Introduced the Common Core State Standards in English-Language Arts and Mathematics and started the curriculum revision process; Supported the use of the Connecticut Benchmark Assessment System (CBAS) in grades 3-8 to help monitor student progress towards State curriculum goals; Expanded an afterschool mentor-tutor program for struggling students in grades K-8 to assist in the development of academic and social skills; Provided at-home reading strategies to parents through a Title 1 parent workshop.

**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-6 Edition

**Somers Elementary School****Somers School District**

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

Location: Ninth District Road  
 Somers,  
 Connecticut

Website: [www.somers.k12.ct.us/ses/ses\\_home.html](http://www.somers.k12.ct.us/ses/ses_home.html)

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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 681  
 5-Year Enrollment Change: -8.3%

**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	31	4.6	4.6	38.3
K-12 Students Who Are Not Fluent in English	7	1.0	1.0	7.7
Students with Disabilities	62	9.1	9.1	10.8
Students Identified as Gifted and/or Talented	14	2.1	2.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	96	96.0	96.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	512	90.3	90.3	91.6

**PROGRAM AND INSTRUCTION**

Average Class Size	School	District	State
Kindergarten	15.8	15.8	18.4
Grade 2	21.4	21.4	19.9
Grade 5	23.6	23.6	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education	15	19
English Language Arts	450	426
Family and Consumer Science	0	1
Health	15	21
Library Media Skills	15	19
Mathematics	210	198
Music	30	33
Physical Education	30	41
Science	90	95
Social Studies	90	86
Technology Education	0	2
World Languages	35	14

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 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	1.0	1.0	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.7	88.7	81.3

**LIBRARY AND COMPUTERS**

**Instructional Computers and Library Materials**

**School**

**Elementary Schools**

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>			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.
General Education:	Teachers and Instructors	37.30	
	Paraprofessional Instructional Assistants	2.05	
Special Education:	Teachers and Instructors	7.80	
	Paraprofessional Instructional Assistants	13.75	
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)		1.00	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		1.60	
Other Staff Providing Non-Instructional Services and Support		15.25	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.9	13.0	13.7
% with Master's Degree or Above	84.3	84.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.2	10.2	8.7
% Assigned to Same School the Previous Year	94.1	94.1	83.9

**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 website is devoted to homepages.

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

The faculty at Somers Elementary school keeps in close contact with the parents and guardians of our children. Our teachers not only respond quickly to the voice mails and emails that they receive on a daily basis but also keep families abreast of classroom activities through teacher-maintained websites that are updated by 5 PM each school day. Parents in grades 4 and 5 can access their child's grades by using the Parent Portal that gives them a view of the teacher's electronic grade book. Each school on our campus, including Somers Elementary School posts upcoming events on its individual link from the district's website. In addition to our Back to School night, and parent conferences that occur in both the fall and spring, we hold Kindergarten Orientation during the summer and sponsored 10 reading/literacy nights for parents to help them assist their young readers at home. In the Spring of 2011 we initiated a kindergarten screening to prepare students better and provide teachers with data about the incoming class. The Somers Parent and Teacher Association, SPTA, works in conjunction with the SES administration and faculty throughout the school year. From supplying gifts and refreshments at Kindergarten Orientation to providing funds for reading incentives - from sponsoring the cultural enrichment presentations described above - to overseeing our school store, the SPTA is an integral part of the fabric which is SES. Many parents volunteer to work in SES classrooms. Guardians, parents, and grandparents are frequent spectators at our writing celebrations and assemblies.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	4	0.6
Black	15	2.2
Hispanic	17	2.5
Pacific Islander	1	0.1
White	632	92.8
Two or more races	12	1.8
Total Minority	49	7.2

**Percent of Minority Professional Staff:** 1.7%

**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.

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#### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Because of the homogeneous nature of the predominantly Caucasian Somers community, each year our elementary school strives to provide all students with opportunities to expand their awareness of different ethnic, cultural, and racial groups. In addition to having seven Hartford residents attending our school for the 2010-2011 school year, our students have participated in cultural enrichment activities designed to reach this end as well. The Japanese Drum Ensemble mesmerized students with their rhythmic moves, and the Classical Jazz Quartet provided an insightful trip through the history of Jazz's development. Through a moving dramatic presentation entitled My Heart in a Suitcase, students learned about the ethnic and historical themes surrounding the life of Anne Frank. We also continued to maintain our ties to our sister school located in Jinan City, China. Students also Skyped with a volunteer working in Ecuador as part of their Spanish and geography lessons. Most importantly, during our after school mentoring program, students improved their academic and social skills. Our seven students who reside in Hartford interacted with 8 students who are residents of Somers for one hour twice each week from 3:30 until 4:30 PM.

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**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	63.2	63.2	58.4	55.9
Writing	69.2	69.2	61.1	62.0
Mathematics	59.4	59.4	63.0	40.1
Grade 4 Reading	65.0	64.5	62.5	52.7
Writing	72.8	72.2	65.5	58.9
Mathematics	79.8	79.2	67.0	70.3
Grade 5 Reading	67.5	66.9	61.4	60.6
Writing	74.8	74.2	66.8	60.7
Mathematics	80.0	79.3	72.5	61.0
Science	71.5	71.0	59.9	66.2
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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.6	96.6	94.8

**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 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Our major impetus this year was to improve our students' reading ability. Universal screenings, known as MAZE and DIBELS, were employed twice each month. Professional development from the Columbia Teachers' College was provided at the start and throughout the school year so that teachers could implement the Readers' Workshop model. Students were required to read a minimum of 90 minutes each day from their "just right books" as part of this model. We also celebrated the written word by holding a Writers' Palooza Week when national children's authors, such as Suzy Kline and Darren Sardelli, joined local authors to give presentations about reading and writing to our students at assemblies and in small group settings. Brandon Mull, another nationally recognized author, also addressed our fourth and fifth graders to explain how he creates his works from real-life experiences. Students in grades one through three continued to improve their spelling ability through the institution of a new series, known as CAST-A-SPELL, for the second year in a row.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

The physical education teachers in our school have spear-headed a new activity for our students known as ACES. ACES is the acronym for All Children Exercising Simultaneously. Students, on a given date and at a specified time, completed a series of calisthenics and dance moves in their individual classrooms as students across the country and around the world followed suit. In this fashion, our school is underscoring the importance of physical activity. ACES proved so successful that we plan to make it an annual event.

**STRATEGIC SCHOOL PROFILE 2010-11**

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](http://www.somers.k12.ct.us/sms/sms_home.html)

Location: Ninth District Road  
 Somers,  
 Connecticut

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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 387  
 5-Year Enrollment Change: -9.4%

**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	22	5.7	5.7	29.2
Students Who Are Not Fluent in English	1	0.3	0.3	3.5
Students with Disabilities	41	10.6	10.6	11.7
Students Identified as Gifted and/or Talented	24	6.2	6.2	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	256	94.5	94.5	93.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools	State law requires that at least 180 days of school be offered to students in kindergarten

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	21.8	21.8	20.6	Mathematics	57.1	57.1	34.4
				World Language	65.4	65.4	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	44	36
Computer Education **	0	20
English Language Arts	210	242
Family and Consumer Science	0	10
Health	44	23
Library Media Skills	0	14
Mathematics	132	158
Music	0	32
Physical Education	44	55
Science	132	145
Social Studies	132	143
Technology Education	44	24
World Languages	132	83

**World Language**

Formal instruction (at least 1 hour per week) in French and starts in Grade 6 in this school. Instruction in another language starts in a later grade. Statewide, 13.6% 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.

\*\* Interdisciplinary approach

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	0.3	0.3	3.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.8	87.8	77.7

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.6	2.6	2.4
% of Computers with Internet Access	100.0	100.0	98.9

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	25.20
Paraprofessional Instructional Assistants	2.40
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	7.25
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	1.83
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	19.3	19.0	14.2
% with Master's Degree or Above	81.8	81.8	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.4	6.4	10.1
% Assigned to Same School the Previous Year	81.8	81.8	87.7

**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 efforts to link home and school in a variety of ways, starting with promoting parenting skills of early adolescents. A PowerPoint presentation is offered in early September describing middle school students and their characteristics. Communication involving school programs, initiatives, activities, sports, PTA functions and more is provided monthly throughout the school year. Additionally, we have our district and MBA on-line calendars as well as our event sign located at the school entrance. Further, at open house parents learn the best way to access teachers for on-going discussion about their children's education. Moreover, meaningful dialogue about children's progress is provided through team meetings, calls, emails, parent portal, report cards and conferences. Parents are encouraged at open house to sign up as volunteers. Volunteers are utilized at MBA at varying times throughout the school year, on field trips, and at evening events such as book talks, Family Fun Night and school dances. A primary way in which parents emphasize the importance of school is through the monitoring of schoolwork and working with their children when appropriate. In order to facilitate this, all teachers have web pages that are regularly updated with their homework assignments, projects and upcoming assessments; additionally, students utilize agendas and parents have on-line access to their child's grades and attendance through parent portal. MBA has a very active and supportive PTA as well as the Somers Education Foundation which reviews and grants requests for special projects and informs parents about educational issues. 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

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	2.1
Black	8	2.1
Hispanic	17	4.4
Pacific Islander	0	0.0
White	349	90.2
Two or more races	5	1.3
Total Minority	38	9.8

**Percent of Minority Professional Staff: 0.0%**

**Open Choice:**

4 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:**

2.3% 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 6.

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#### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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, Author Darren Sardelli and "Hearts in a Suitcase", a play about the Holocaust. In the fall, we held a Rachel's Challenge Assembly, a nationally known life changing school program. Students signed a pledge banner to follow Rachel's example of compassion and acceptance of differences. The banner hangs in our hallway as a reminder of our commitment. Students are required to take a World Language each year. Activities from these classes include international food days, celebration of national holidays, cultural activities, and the study of diversity. Art students in grade 6 participated in our 3rd annual "Empty Bowl" evening where they raised over \$1000 for a local charity while sharing information about hunger. Our Free-to-Be Day emphasizes and celebrates our differences in talents and unique abilities. One of our school's most popular after school programs is the Service and Volunteer Effort (S.A.V.E.) Club where students raised money and/or volunteered throughout the year for local charities, held our 10th Annual Food Drive donating over 1600 food items to a local food pantry, and our Dairy drive. Moreover, in conjunction with King Arthur Bread, our students made over 240 loaves of bread for our local shelter. To reduce racial and ethnic isolation MBA is a receiving member of the CREC Choice Program. During 2010-11 school year, MBA had four Project Choice students who are embedded in our school community.

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**Connecticut Mastery Test, Fourth Generation, % 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	81.2	81.2	76.0	58.4
Writing	82.5	82.5	65.2	84.2
Mathematics	81.4	81.4	71.3	68.7
Grade 7 Reading	88.0	87.3	77.8	71.4
Writing	63.8	63.3	58.9	61.7
Mathematics	81.3	80.7	68.4	72.6
Grade 8 Reading	87.6	87.6	74.7	75.7
Writing	83.2	83.2	64.8	80.1
Mathematics	86.9	86.9	66.6	85.4
Science	85.5	85.5	63.1	86.9

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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	96.1	96.1	95.6

**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 2009-10 school year, 16 students were responsible for these incidents. These students represent 3.7% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	2
Personally Threatening Behavior	2	1
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Working as a professional learning community, the Mabelle B. Avery staff spent many hours during faculty meetings, team meetings and professional development days, analyzing and evaluating instructional practices, assessments and strategies to improve student learning. These educational practices have resulted in our students being extremely successful on the standardized tests in reading, writing and math. Our building goal for the school year was to align instructional practices, assessments and strategies in all content areas. Additionally, Editing and Revising was a major focus throughout the school. Every MBA teacher reinforced six agreed upon editing criteria. Based upon the analysis of our recent CMT scores, the staff concluded that there are many areas in which our students perform quite well including the Direct Assessment of Writing and either met or exceeded expectations. Our teachers have also identified those areas in which performance by students was less than expected. Some students are in need of additional help which can be provided through our team of teachers, our intervention program, and/or the Student Support Team. (SST)SST is a team of seven staff members that review student referrals by teachers or parents based upon academic, behavioral, or social concerns. This early intervention team collaborates with teachers and parents on strategies to be applied in the classroom and/or at home, provides intervention with tutors if needed, or recommends a student to the PPT process. MBA has been a fully inclusive school for the past seven years. In order to better meet the needs of all of our students, 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 teaching strategies that highlighted concepts evaluated on the CMT, incorporated new technologies, discussed ways to further improve instruction and student achievement, and planned programs.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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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 386 students in grade 6, 7 and 8 in Somers, Connecticut. Mabelle B. Avery 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 some struggling students who fall below goal on the CMT in writing, reading, and math. Our intervention program is aligned with the SRBI guidelines. The alternative education program, Pathways, helps students who are at risk academically and/or socially to achieve success. This program, facilitated by a special education teacher, offers support in the mainstream classes; additionally, all the students have a mentor study with this teacher each day. All students are eligible. MBA strives to build a strong academic program and an atmosphere of support emphasizing participation by all. Teachers, secretaries, counselors, paraprofessionals, administrators, and parents all play a vital 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 our school community invested in our students' success.

**STRATEGIC SCHOOL PROFILE 2010-11**

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](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 562  
 5-Year Enrollment Change: -0.2%

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	33	5.9	7.2	29.3
Students Who Are Not Fluent in English	2	0.4	0.4	3.6
Students Identified as Gifted and/or Talented	9	1.6	5.5	5.2
Students with Disabilities	42	7.5	10.4	10.7
Juniors and Seniors Working 16 or More Hours Per Week	48	18.1	12.6	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	23.7	18.5	18.8

**Language Instruction:**

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

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,034	1,009

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 2009-10 School Year	35.3	33.4

**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 2010	22.0	23.9	26.4

% of Class of 2010 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	92.6
Chemistry	77.9	72.3
4 or More Credits in Mathematics	12.5	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	14.0	54.3
Credit for Level 3 or Higher in a World Language	84.6	60.7
2 or More Credits in Vocational Education	16.2	57.4
2 or More Credits in the Arts	73.5	40.5

**Class of 2010**

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.4	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	21.3	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	88.1	79.0	74.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.7	2.4	2.2
% of Computers with Internet Access	100.0	97.4	99.5
% of Computers that are High or Moderate Power	84.0	98.1	98.2

**SCHOOL STAFF**

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	40.70
	Paraprofessional Instructional Assistants	1.50
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	6.75
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		3.67
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		13.75

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	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.9	14.6	14.1
% with Master's Degree or Above	77.6	77.8	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.8	6.8	8.1
% Assigned to Same School the Previous Year	83.7	90.9	90.3

**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 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 opened a "Parent Portal" at the start of the 2009-2010 school year. This enabled parents to access student grades online. On average, over 90 percent of the students' parents accessed the portal each month thereby showing regular involvement in supporting academics. Increased communication regarding attendance was also initiated with regular warnings being sent at prescribed data points. Email communication is encouraged with faculty and staff email addresses being made available on the school website. The school website also posts a wide variety of information of interest to parents and students. In addition, the school uses an active communication system whereby information is sent to a parent email list. School-wide parent-teacher conference evenings were held and a Principal's newsletter was sent out quarterly in

**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.7
Asian American	10	1.8
Black	10	1.8
Hispanic	11	2.0
Pacific Islander	0	0.0
White	522	92.9
Two or more races	5	0.9
Total Minority	40	7.1

Percent of Minority Professional Staff :3.4

**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:**  
2.7 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 8

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**

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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. This year 7 students from Hartford attended our school. Activities brought together families from both communities, for social activities beyond the school day. Grant money was secured to support participation in activities such as prom, senior banquet, senior outing, athletics and drama. Project Choice students and local students with need were compensated for participation fees. After hours transportation was also provided so these students were not dependent upon private vehicles to get them home. The Gay-Straight Alliance (GSA) continues to be an active club in our community. It has sponsored a variety of events such as a day of silence and pledge-signing to promote awareness and the embracing of the diversity among us.

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**STUDENT PERFORMANCE AND BEHAVIOR**

Physical Fitness: % Reaching	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
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**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](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	59.9	44.7	77.5
Writing Across the Disciplines	78.3	61.2	78.1
Mathematics	65.5	49.5	78.6
Science	62.4	47.0	78.1

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	513	510	63.0
Critical Reading	508	505	62.5
Writing	507	510	57.1
% of Graduates Tested	73.5	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	92.9	91.8	70.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.5	2.8	69.6

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	83.1	84.8	% Present on October 1	93.8	93.3
% Employed, Civilian and Military	2.2	9.1			

**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 2009-10 school year, 56 students were

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	8	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

In 2010-11 Somers High School continued to push ahead in its efforts to improve supports for its students. The advisory program linking students to adult mentor/advisors finished it's third year with a curriculum that continues to evolve and improve based on feedback. Our advisory program is now implemented weekly. The alternative education program also completed its third year addressing the needs of students who were not experiencing success in the traditional high school. This year a math/science specialist and a reading/language arts specialist worked together with the program coordinator to develop and deliver an enriched curriculum. This year also marked our second year of school-wide expectations being implemented at Somers High School. Students and parents were informed about the expectations that apply to all students. Students are evaluated on the expectations with reports being sent home annually. Additionally, we began the process of becoming a "Professional Learning Community". Common meeting time has been built in to our schedule for all departments. "S.M.A.R.T" goals were developed and data is being extensively used to drive all facets of our educational program. Somers High School continues to implement formal Scientifically Research-Based Intervention (SRBI) program during the 2010-11 Academic Year. A team was assembled and met regularly to identify students in need of extra academic support, review their cases, and prescribe intervention strategies. Faculty members were trained in the SRBI process, the foundation of which is effective differentiated instruction (D/I) in the classroom. Teachers received additional professional development in the area of D/I to support this effort. The on-staff intervention tutors supported an average of over thirty students who received academic support during the school day. This program will continue to evolve as Somers High School refines its practice and works to be as proactive as possible in identifying students who need additional support.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

N/A

## SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

[www.somers.k12.ct.us](http://www.somers.k12.ct.us)

### MINUTES OF THE MEETING – February 13, 2012

**Members Present:** D.Palmer, M.Cicciarella, B.Pellissier, A.Kirkpatrick, S.Bollinger, M.Maniscalco, J.Formeister (left at 7:47 p.m.)  
**Members Absent:** B.Devlin, R.Lees  
**Administrators Present:** M.Suffredini, B.Bunnell, K.Pezza, B.Boutwell  
**Staff Present:**  
**Citizens Present:**  
**Students Present:** C.Rossini, D.Turley, J.Masameny, M.Seagrave  
**Others:** E.Quinlan (Patch.com)

#### 1.0 C A B E Workshop

New Board Member orientation workshop with Nick Caruso from C A B E was held at 5:30 p.m.

#### 2.0 CALL TO ORDER

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

#### 4.0 PLEDGE OF ALLEGIANCE

#### 5.0 APPROVAL OF MINUTES

January 23, 2012 – It was MOVED (B.Pellissier) SECONDED (S.Bollinger) to approve the January 23, 2012 Board of Education meeting minutes. PASSED 7-0

#### 6.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

#### 6.0 CORRESPONDENCE

- Chairman Palmer received correspondence from Asnuntuck Community College regarding their manufacturing/fabrication program for students.

#### 7.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

#### 8.0 CONSENT AGENDA

##### 8.1 Approval of Bills 02/13/12 (\$380,211.98)

It was MOVED (B.Devlin) SECONDED (B.Pellissier) to approve the 02/13/12 Bills in the amount of \$380,211.98 as presented. PASSED 7-0

#### 9.0 NEW BUSINESS

9.1 Second Warning/Adoption of DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting  
The Policy Committee has reviewed recommendations by C A B E for policy revisions and presented the revised policy to the Board.

It was MOVED (A.Kirkpatrick) SECONDED (B.Pellissier) to approve and adopt the DBS Code 4112.5/4212.5 – Security Check/Fingerprinting as presented. PASSED 7-0

- 9.2** Second Warning/Adoption of DBS Code: 5141.4 – Reporting of Child Abuse  
The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (A.Kirkpatrick) SECONDED (B.Pellissier) to approve and adopt the DBS Code 5141.4 – Reporting of Child Abuse as presented. PASSED 7-0

- 9.3** Second Warning/Adoption of DBS Code 9000 – Role of Board Members  
The Policy Committee has reviewed recommendations by CABE for policy revisions and presented the revised policy to the Board.

It was MOVED (B.Pellissier) SECONDED (A.Kirkpatrick) to approve and adopt the DBS Code 9000 – Role of Board Members as presented. PASSED 7-0

- 9.4** Noncertified Pension Plan Committee  
The Board is required to select two members who will serve as the Authorized Signers for the non-certified pension plan. These individuals will be the district liaisons with St. Germain Investments and will be the authorized communicators on behalf of the Board.

It was MOVED (J.Formeister) SECONDED (B.Pellissier) to nominate and appoint the Chairman of the Board and the Chairman of the Salary/Negotiations Subcommittee to serve as the Authorized Signers on behalf of the Board regarding the District's Non-certified Pension Plan. PASSED 7-0

- 9.5** Adoption of the 2012-2013 Budget  
The 2012-2013 proposed budget reflects an increase of 3.26%, with the total budget figure of \$19,965,455. The change from the previous proposed budget is due to a decrease in the anticipated health insurance costs for next year. All other line items remain the same.

It was MOVED (J.Formeister) SECONDED (B.Pellissier) to approve and adopt the proposed 2012-2013 budget as recommended by the Superintendent. PASSED 7-0

- 9.6** 2010-2011 Strategic School Profile  
The 2010-2011 Strategic School Profile has just been received. The SSP is normally distributed to districts in the fall, however, the CSDE experienced technological problems again this year in producing the report. Somers Public Schools falls within DRG C, as districts of similarity are grouped together accordingly. Points of interest include: the increase in children attending preschool is a positive trend, enrollment within district decreasing losing about 100 students over a four to five year time period, CMT/CAPT and SAT scores in relation to state performance, and graduation and drop-out rates specific to Somers.

**10.0 OLD BUSINESS**

**11.0 ADMINISTRATIVE REPORTS**

**12.0 COMMITTEE REPORTS**

**Minutes will be taken at all subcommittee meetings.**

**12.1** Budget – See 9.4 for Adoption of 2012-2013 Budget

**12.2** Curriculum – No Update

**12.3** Policy – The Policy Committee is meeting next Wednesday, February 22, 2012 at 7:00 p.m.

**12.4** Salary & Negotiations – Salary and Negotiations Committee’s next meeting with SESA will be on Thursday, February 16<sup>th</sup>. Negotiations with SESA have been ongoing.

**12.5** Planning Committee – No Update

**12.6** Other Committees

Technology Ad Hoc Committee – The next Technology Ad Hoc Committee meeting will be held in two weeks on Monday, February 27, 2012 at 5:00 p.m.

**13.0 OTHER**

A.Kirkpatrick sent out an email to Board members regarding the convention taking place in Boston, MA on April 21 through the 23<sup>rd</sup>. Prior, A.Kirkpatrick signed up as the Board designee to attend the national conference. Commitments have arisen and she is now no longer able to attend. S.Bollinger will check her calendar and schedule to see if she can attend in A.Kirkpatrick’s place as the registration number can be transferred. S.Bollinger will get back to the Board regarding her availability.

**14.0 ADJOURNMENT**

It was MOVED (B.Pellissier) SECONDED (S.Bollinger) to adjourn the regular meeting of the Board of Education at 8:16 p.m. PASSED 7-0

Respectfully submitted,

Rick Lees, Jr., Secretary  
Leah Cook, Recording Secretary

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