

**BOE Meeting Template**  
**Monday, May 7, 2012 7:00 PM**

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

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES 2
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
  1. Lunch Program Report  
An update regarding the district's lunch program will be presented to the board. Any questions may be answered at that time.
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
  1. Approval of Bills 5
8. NEW BUSINESS
  1. Second Warning/Adoption of DBS Code: 1316 - Conduct on School Property (Civility) 11  
The Policy Committee has reviewed this policy and has first and second warned it as recommended by CABE.
  2. Second Warning/Adoption of DBS Code 4118.12/4218.12 - Nondiscrimination on the Basis of Disabilities 13  
The Policy Committee has reviewed this policy and has first and second warned it as recommended by CABE.
  3. Second Warning/Adoption of DBS Code 5118.4 - Educational Opportunities for Military Children 14  
The Policy Committee has reviewed this policy and has first and second warned it as recommended by CABE.
  4. Technology Report/Approval of Educational Technology Plan 7/12-6/15 16  
Jim Morrow will present his annual technology report and will then be requesting board approval of the 3-year CSDE required Technology Plan. He will answer any questions board members may have.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS
11. COMMITTEE REPORTS
  1. Budget
  2. Curriculum
  3. Policy
  4. Salary & Negotiations
  5. Planning
  6. Other Committees
12. OTHER
13. ADJOURNMENT 35

## 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 – April 23, 2012

**Members Present:** D.Palmer, R.Lees, B.Pellissier, B.Devlin, A.Kirkpatrick, S.Bollinger  
**Members Absent:** J.Formeister, M.Cicciarella, M.Maniscalco  
**Administrators Present:** M.Suffredini, K.Pezza, B.Boutwell, B.Bunnell, J.Morrow, J.Oliver, R.Riola, G.Cotzin, R.Kapner, S.Muirhead  
**Staff Present:**  
**Citizens Present:**  
**Students Present:**  
**Others:** E.Quinlan (Patch.com)

#### 1.0 BUDGET PUBLIC HEARING

The Budget Public Hearing was held in the Somers Elementary School at 7:00 p.m. directly following the regular Board of Education Meeting.

#### 2.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 6:00 p.m. by Chairman Palmer in the Somers Elementary School Media Center.

#### 3.0 PLEDGE OF ALLEGIANCE

#### 4.0 APPROVAL OF MINUTES

April 9, 2012 – It was MOVED (B.Pellissier) SECONDED (R.Lees) to approve the April 9, 2012 Board of Education meeting minutes as presented. PASSED 6-0

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

#### 6.0 CORRESPONDENCE

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

#### 8.0 CONSENT AGENDA

##### 8.1 Approval of Bills 04/23/12 (\$78,168.82)

It was MOVED (B.Devlin) SECONDED (B.Pellissier) to approve the 04/23/12 Bills in the amount of \$78,168.82 as presented. PASSED 6-0

#### 9.0 NEW BUSINESS

##### 9.1 Nonrenewal Notices

Due to funding uncertainty, Superintendent of Schools, Dr. Maynard M. Suffredini Jr. has made the following recommendation for the following reasons, of which he considers to be a sufficient basis for the recommended action: (1) The elimination of the position or loss of position to another teacher.

In my capacity as Superintendent of Schools, I recommend that the Board of Education non-renew the teaching contracts of Amy Avery, Daniel Clement, Amy Cunningham, Paul Dailey, Laura DiScipio, Kimberly Doran, Caitlin Heintz, Stephanie Jodice, Kyle Kipfer,

Nicholas Kosloski, Brian Lachance, Charles Lewis, Sarah McNamee, Melissa Mucci, Melissa Nadeau, Loretta Nelson, Jennifer Ohlund, Karen Regan, Tammany Reynolds, Alicia Santavenere, Erin Scholes, Jaclynn Shea, Alicia Simoes, Brianna Stronk, Michael Szafir, Stephanie Toney, Sharon Yarrowsat the end of the 2011-2012 school year in accordance with the provisions of Connecticut General Statutes Section 10-151, and that the Board authorize me to furnish written notice of the action. I also recommend that I be authorized and instructed to communicate notice of this action in writing to the affected teachers and to respond for the Board to any appropriate requests that may be forthcoming from each teacher or his/her representatives as provided in the Teacher Tenure Law.

Dr. Suffredini informed the Board that each teacher previously stated has been advised that he intended to make this recommendation. Each teacher has the right under Connecticut General Statutes Section 10-151 to request the reasons for the board's action to non-renew his/her contract of employment. Further, depending upon those reasons, each teacher may be entitled to a due-process hearing to seek reconsideration of the board's decision to non-renew the contract of employment.

It was MOVED (D.Palmer) SECONDED (R.Lees) to accept the Superintendent's recommendation to non-renew the teaching contracts of Amy Avery, Daniel Clement, Amy Cunningham, Paul Dailey, Laura DiScipio, Kimberly Doran, Caitlin Heintz, Stephanie Jodice, Kyle Kipfer, Nicholas Kosloski, Brian Lachance, Charles Lewis, Sarah McNamee, Melissa Mucci, Melissa Nadeau, Loretta Nelson, Jennifer Ohlund, Karen Regan, Tammany Reynolds, Alicia Santavenere, Erin Scholes, Jaclynn Shea, Alicia Simoes, Brianna Stronk, Michael Szafir, Stephanie Toney, Sharon Yarrowsat the end of the 2011-2012 school year in accordance with the provisions of Connecticut General Statutes Section 10-151, and to authorize the Superintendent to furnish written notice of the action.

It was further moved to authorize and instruct the Superintendent to communicate notice of this action in writing to the affected teachers and to respond for the Board to any appropriate requests that may be forthcoming from each teacher or his/her representatives as provided in the Teacher Tenure Law. PASSED 7-0

- 9.2 First Warning of DBS Code: 1316 – Conduct on School Property (Civility)  
The Policy Committee has reviewed the policy and is warning it, as recommended by CABE. Second warning/adoption will be included on the May 7<sup>th</sup> BOE agenda.
- 9.3 First Warning of DBS Code: 4118.12/4218.12 – Nondiscrimination on the Basis of Disabilities  
The Policy Committee has reviewed the policy and is warning it, as recommended by CABE. Second warning/adoption will be included on the May 7<sup>th</sup> BOE agenda.
- 9.4 First Warning of DBS Code: 5118.4 – Educational Opportunities for Military Children  
The Policy Committee has reviewed the policy and is warning it, as recommended by CABE. Second warning/adoption will be included on the May 7<sup>th</sup> BOE agenda.

## 10.0 OLD BUSINESS

## 11.0 ADMINISTRATIVE REPORTS

### 11.1 Transportation Update

Mr. Boutwell, Director of Business Services, gave a verbal semi-annual update to the Board regarding transportation services in the district. He notified the Board that there was little to update since the last BOE transportation update report. Transportation has been running smoothly for the 2011-2012 school year.

**12.0 COMMITTEE REPORTS**

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

**12.1** Budget – The Budget Public Hearing took place at SES at 7:00 p.m.

**12.2** Curriculum – The Curriculum Committee will meet on Monday, May 14<sup>th</sup> at 6:15 p.m.

**12.3** Policy – The Policy Committee will meet on Monday, May 7<sup>th</sup> at 6:30 p.m.

**12.4** Salary & Negotiations – No Update

**12.5** Planning Committee – No Update

**11.6** Other Committees  
Technology Ad Hoc Committee – No Update

**13.0 OTHER**

**14.0 ADJOURNMENT**

It was MOVED (B.Pellissier) SECONDED (S.Bollinger) to adjourn the regular meeting of the Board of Education at 6:26 p.m. PASSED 6-0

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 # 17446

Check Batch: 6283  
 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	
		<b>Approved by:</b>			<b>Date:</b> 5/3/12		
		William B. Boutwell, Director of Business Services					
6283	4383	05/07/2012	V60678	ACP Direct	0.00	109.70	
	4384	05/07/2012	V52404	Allstate Fire Equipment	0.00	680.00	
	4385	05/07/2012	V52670	Amazon	0.00	421.89	
	4386	05/07/2012	V60041	Anthem BCBS	0.00	200,230.31	
	4387	05/07/2012	V60040	Anthem Life Insurance Company	0.00	2,127.70	
	4388	05/07/2012	V52029	Anytime Sewer & Drain Service	0.00	650.00	
	4389	05/07/2012	V00555	AT&T	0.00	971.48	
	4390	05/07/2012	V54164	Auto Tek LLC	0.00	46.20	
	4391	05/07/2012	E00027	Avery, Amy	0.00	85.00	
	4392	05/07/2012	V01308	Bacher Corp. of Conn.	0.00	2,910.28	
	4393	05/07/2012	V60187	Brodhead-Garrett Co.	0.00	263.05	
	4394	05/07/2012	E00034	Bunnell, Brandy	0.00	75.48	
	4395	05/07/2012	E00047	Campanelli, Anthony	0.00	263.52	
	4396	05/07/2012	V60661	Carbonari M.D., Claudia M.	0.00	1,000.00	
	4397	05/07/2012	E00049	Carnevale, Kristina	0.00	42.22	
	4398	05/07/2012	V00159	Connecticut Light & Power	0.00	11,915.65	
	4399	05/07/2012	E00063	Clarity, Michael	0.00	25.53	
	4400	05/07/2012	V60574	CLG Electric LLC	0.00	475.00	
	4401	05/07/2012	V00204	CREC	0.00	597.00	
	4402	05/07/2012	E00096	Duffy, Margaret	0.00	37.30	

## Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	4403	05/07/2012	V00295	Education Week Magazine	0.00	89.94
	4404	05/07/2012	V53352	Enchanted Learning, LLC	0.00	125.00
	4405	05/07/2012	V54168	First Student, Inc	0.00	2,964.21
	4406	05/07/2012	V00314	Follett Library Resources	0.00	629.40
	4407	05/07/2012	V54081	Graduate Pest Solutions, Inc.	0.00	158.00
	4408	05/07/2012	E00126	Grenier, Lisa	0.00	50.00
	4409	05/07/2012	V53439	Group Dynamic	0.00	72.15
	4410	05/07/2012	V53525	H&H Service, LLC	0.00	143.50
	4411	05/07/2012	V53511	Hall, Robert	0.00	969.17
	4412	05/07/2012	V00407	Hartford Courant	0.00	925.00
	4413	05/07/2012	E00142	Herbert, Paula	0.00	32.13
	4414	05/07/2012	V00891	Hm Receivables Co LLC	0.00	391.80
	4415	05/07/2012	V54063	HSABank	0.00	2.50
	4416	05/07/2012	V02093	JCN Services	0.00	1,409.00
	4417	05/07/2012	V00665	Kelly-Fradet Lumber	0.00	82.42
	4418	05/07/2012	E00178	Nicholas Kosloski	0.00	30.67
	4419	05/07/2012	E00182	Kunzelman, Julie	0.00	49.99
	4420	05/07/2012	V01777	Lakeshore Learning	0.00	194.22
	4421	05/07/2012	V60467	M-F Athletic	0.00	346.00
	4422	05/07/2012	E00206	MacFeat, James	0.00	89.94
	4423	05/07/2012	E00207	Machacek, Joan	0.00	256.17
	4424	05/07/2012	V02898	MagnaKleen Services	0.00	325.50
	4425	05/07/2012	V52107	Major Electric Supply	0.00	809.28
	4426	05/07/2012	V54159	Vernon Printing Co, Inc.	0.00	2,497.07
	4427	05/07/2012	E00248	Orvis, Erin	0.00	31.45
	4428	05/07/2012	V60186	PC Mall Gov	0.00	47.96
	4429	05/07/2012	V53849	NCS Pearson, Inc.	0.00	663.60
	4430	05/07/2012	V60568	Pediatric Services of America Inc	0.00	945.00
	4431	05/07/2012	V52686	Plimpton & Hills	0.00	3.84
	4432	05/07/2012	E00267	Porter, Marjorie	0.00	50.00
	4433	05/07/2012	V60053	Premier Laboratory, Inc	0.00	64.00
	4434	05/07/2012	V60355	Primary Concepts	0.00	477.12
	4435	05/07/2012	V53356	ProCom Telecommunications Corp	0.00	2,900.00
	4436	05/07/2012	V60224	ProTuff	0.00	356.50
	4437	05/07/2012	V00567	Reserve Account	0.00	5,145.00
	4438	05/07/2012	V51731	Rosen Classroom	0.00	194.40
	4439	05/07/2012	V00615	Scholastic, Inc.	0.00	605.13

# Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	4440	05/07/2012	V60259	School Nurse Supply Inc.	0.00	636.00
	4441	05/07/2012	V01292	School Specialty, Inc.	0.00	1,818.24
	4442	05/07/2012	V60031	SNE Building Systems	0.00	135.00
	4443	05/07/2012	V02404	Somers Ace Hardware	0.00	912.72
	4444	05/07/2012	V00886	Somers Lunch Program	0.00	10.50
	4445	05/07/2012	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	4446	05/07/2012	V01591	Town of Somers	0.00	9,222.06
	4447	05/07/2012	V60354	Steam Way	0.00	685.00
	4448	05/07/2012	V00547	Sullivan, Schoen, Campana & Connon, LLC	0.00	8,432.50
	4449	05/07/2012	V01307	Teacher's Discovery	0.00	80.29
	4450	05/07/2012	V54065	Thomas R Mehl	0.00	60.00
	4451	05/07/2012	V53945	Transcanda Power Marketing LTD	0.00	14,162.85
	4452	05/07/2012	V53915	Treasure Bay, Inc.	0.00	179.64
	4453	05/07/2012	V01638	Tree House, The	0.00	286.00
	4454	05/07/2012	V53987	U.S. Bancorp Equipment Finance, Inc	0.00	1,662.67
	4455	05/07/2012	V54059	Verizon Wireless	0.00	483.78
	4456	05/07/2012	V53413	W. B. Mason Co., Inc.	0.00	2,034.50
	4457	05/07/2012	V52399	W.R. Robinson Lumber	0.00	154.00
	4458	05/07/2012	V00882	West Music Company	0.00	632.61
<b>Totals:</b>					0.00	\$289,832.43

76 Checks Listed.

# Somers Board of Education General Journal Register

Report # 17445

Batch: 6255

Transaction: N/A

Show Summary Only: Yes

<b>Batch #</b> 6255	<b>Control Total</b> \$289,832.43	<b>Status</b> Posted	<b>Created By</b> lbergamini	<b>Created On</b> 05/01/2012	<b>Last Updated By</b> lbergamini	<b>Last Updated On</b> 05/03/2012
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General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>May, 2012</b>						
<b>Generated Distributions</b>						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			286,677.90	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	286,677.90
Total Generated Distributions					<b>\$286,677.90</b>	<b>\$286,677.90</b>
<b>User-Entered Distributions</b>						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			546.93	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	290,379.36
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			2,508.14	0.00
	10-100-2-2-14-242-611-01-5-00652	K-5 - KINDERGARTEN SUPPLIES		Yes	194.22	0.00
	10-100-2-2-14-242-611-01-5-00771	K-5 - FIRST GRADE SUPPLIES			102.64	0.00
	10-100-2-2-14-242-611-01-5-00799	K-5 - SECOND GRADE SUPPLIES			25.53	0.00
	10-100-2-2-14-242-611-01-5-00846	K-5 - THIRD GRADE SUPPLIES			173.01	0.00
	10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			1,514.76	0.00
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			632.61	0.00
	10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			487.48	0.00
	10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			63.58	0.00
	10-100-2-3-08-242-611-01-5-00816	MA - FOREIGN LANGUAGE SUPPLIES		Yes	49.99	0.00
	10-100-2-3-08-243-611-01-5-00255	MA - FOREIGN LANGUAGE WORKBOOK			391.80	0.00
	10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			154.00	0.00
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			0.00	330.58
	10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			484.58	0.00
	10-100-2-3-18-242-611-01-5-00189	MA - MATH SUPPLIES		Yes	242.30	0.00
	10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES			282.43	0.00
	10-100-2-3-30-243-611-01-5-01074	MA - SOCIAL STUDIES WORKBOOKS			40.15	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			1,521.01	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			0.00	194.40
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			700.80	0.00
	10-120-9-3-98-242-611-01-5-00213	MA - ALTERNATIVE ED PROG			42.22	0.00
	10-120-9-9-98-132-530-04-5-00041	SP ED - POSTAGE			150.00	0.00
	10-120-9-9-98-242-611-01-5-00226	MA - ALP SUPPLIES			85.00	0.00
	10-120-9-9-98-251-580-05-5-00273	SP ED - DIRECTOR'S TRAVEL			75.48	0.00



## Somers Board of Education General Journal Register

Report # 17445

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
6255	\$289,832.43	Posted	lbergamini	05/01/2012	lbergamini	05/03/2012
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			234.78	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			1,189.70	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY		Yes	25.44	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR		Yes	670.07	0.00
10-260-5-6-62-722-430-08-5-00449		SW - LOCKER REPAIR		Yes	60.00	0.00
10-260-5-6-62-722-430-08-5-00451		SW - MOWER MAINTENANCE			2,956.48	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT		Yes	61.14	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING		Yes	158.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES		Yes	475.60	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			3.84	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			5,924.21	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			9,507.18	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			10,480.93	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY			166.18	0.00
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS			744.00	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			8,726.84	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			2,479.40	0.00
10-279-4-4-84-530-580-07-5-00845		HS - FIELD TRIPS			1,004.50	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES		Yes	495.22	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT		Yes	72.15	0.00
10-280-6-5-82-820-200-13-5-00510		DENTAL			11,437.25	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE		Yes	2,127.70	0.00
10-280-6-5-82-820-200-13-5-01185		SW - HEALTH MAINTENANCE ORG.		Yes	53,171.42	0.00
10-280-6-5-82-820-200-13-5-01186		SW - PREFERRED PROVIDER ORG.			132,755.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT		Yes	2,869.14	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			702.50	0.00
10-611-9-9-88-955-560-14-5-00813		SP ED - CREC HEARING PROGRAM		Yes	597.00	0.00
Total User-Entered Distributions					<b>\$290,926.29</b>	<b>\$290,926.29</b>
Total for May, 2012					<b>\$577,604.19</b>	<b>\$577,604.19</b>
<b>Grand Total for Batch # 6255</b>					<b>\$577,604.19</b>	<b>\$577,604.19</b>

283 Transactions Listed.

## **Community Relations**

### **Relations between Public and School Personnel**

#### **Conduct on School Property (Civility)**

The Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, District employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Based upon the above, the Board expects that no person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, Board member or any other person;
2. Curse and use obscenities;
3. Disrupt or threaten to disrupt school or office operations;
4. Damage or threaten to damage another's property;
5. Damage or deface District property;
6. Violate any Connecticut law or town/city ordinance;
7. Smoke or otherwise use tobacco products;
8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous instruments or weapons;
9. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;

**Community Relations**

**Relations Between Public and School Personnel**

**Conduct on School Property (Civility) (continued)**

10. Enter upon any portion of the school premises at any time for purposes other than those which are lawful and authorized by the Board;
11. Operate a motor vehicle in a risky manner or in violation of an authorized District employee's directive; or
12. Violate other District policies or regulations or an authorized District employee's directive.

Approved:

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination on the Basis of Disabilities**

It is the policy of the Board of Education (Board) to comply with the Americans with Disabilities Act (ADA) by not discriminating on the basis of disability in the areas of recruitment, hiring, training, promoting, compensation and all other areas of employment.

It is the responsibility of an applicant or employee with a qualified disability to make the District aware of his or her disability and to request, based upon the nature of the disability, an accommodation. If the applicant or employee meets the ADA's definition of a "qualified individual with a disability," the ADA Coordinator in cooperation with the Superintendent or his/her designee, will identify how to effectively accommodate the applicant or employee.

It is the Board's intent to comply with all applicable requirements of the Americans with Disabilities Act. If an employee feels that they have been treated in some way that is inconsistent with this policy, they should file a written complaint with the ADA Coordinator/Superintendent of Schools.

Legal Reference: Connecticut General Statutes  
19-581 through 585 AIDS testing and medical information.  
10-209 Records not to be public.  
46a-60 Discriminatory employment practices prohibited.  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706 (7)(b).  
American Disability Act of 1989, as amended by the ADA Amendments Act of 2008  
29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11  
*Chalk v. The United States District Court of Central California*, 840F.2d701 (9th Cir. 1988).

Policy adopted:

## Students

### Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

### Definitions

**Children of military families** means school aged children, enrolled in kindergarten through 12<sup>th</sup> grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

**Deployment** means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records** means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the *Compact* if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.

- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living with the custodial parent with any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

(cf. 5111 – Admission)

(cf. 5113 – Attendance and Excuses)

(cf. 5123 – Promotion/Retention)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5141.3 – Health Assessments and Immunizations)

(cf. 6146 – Graduation Requirements)

(cf. 6171 – Special Education)

Legal Reference: 10-15f Interstate Compact on Educational Opportunity for Military Children

Adopted:

**CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)**

**EDUCATIONAL TECHNOLOGY PLAN TEMPLATE**

**July 1, 2012 – June 30, 2015**



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573  
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011  
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012  
Submission to CSDE due June 15, 2012

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## Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review\*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
  - a. Cover Page (page 4)
  - b. Technology Plan Preparation Check-Off (page 5)
  - c. LEA Federal Grant Program Compliance Form (page 6)
  - d. Children's Internet Protection Act (CIPA) Certification (page 18)
2. **Board of Education Approval:** Upon receipt of Superintendent/Director's signature, submit the plan to your local board for approval.
3. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchetts Hill Road, Old Lyme, CT 06371.
4. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
5. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

*\* The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness and alignment with the template's requirements.*

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	<a href="mailto:hgunther@aces.org">hgunther@aces.org</a>
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	<a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	<a href="mailto:dcasey@crec.org">dcasey@crec.org</a>
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	<a href="mailto:jcook@eastconn.org">jcook@eastconn.org</a>
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	<a href="mailto:costa@educationconnection.org">costa@educationconnection.org</a>
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371	<a href="mailto:vsodano@learn.k12.ct.us">vsodano@learn.k12.ct.us</a>

# Preparation Check-Off Page

The submitted plan has the following:

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

*\* The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

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Signature of Authorized LEA Agent

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Date

# LEA Profile

LEA NAME: \_\_\_\_\_

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

<b><i>Educational Technology Literacy</i></b>	
<b>Questions</b>	<b>Your District's Numbers</b>
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	131
How many of those students were considered technologically literate based on that evaluation?	131
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	85
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	5
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	100/100
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	55/55

<b><i>Policies</i></b>
<p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p> <input checked="" type="checkbox"/> Every year             <input type="checkbox"/> Every other year             <input type="checkbox"/> At least every three years             <input checked="" type="checkbox"/> Other: <u>  as needed  </u> </p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p><a href="http://www.policy.cabe.org/somers/">http://www.policy.cabe.org/somers/</a></p>

# Planning Committee

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

Member	Title	Constituency Represented
Carlos Mezger	Teacher	Staff
Diane Jennings	Teacher	Staff
Donna Norige	Teacher	Staff
Jean Mandirola	Para/Parent	Para professionals & Parents
June Posten	Teacher	Staff
Kathleen Pezza	Curriculum Director	Administration
Kevin Nevins	Teacher	Staff
Maria Peterson	Teacher	Staff
Marjorie Porter	Teacher	Staff
Michael Szafir	Teacher	Staff
Pat Clark	Teacher	Staff
Rebecca Leiphart	Teacher	Staff
James Morrow	Dir. of Technology	Administration

**The Committee must:**

- o Write a description of the educational technology committee’s role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.

*Our technology committee members are volunteers that have an interest in expanding the use of technology in the classroom and in closing the knowledge gap between teachers, while expanding the technology comfort level. All team members have had an opportunity to add input to the goals area of the plan. Committee meetings will be held monthly.*

- o Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.

To provide data needed to address evaluation questions we will use interviews, questionnaires, classroom observations, analysis of student products/scores, and any other tools we deem appropriate.

- o Create the LEA’s educational technology vision statement.

To expand the learning experience for students, increase instructional strategies for staff and provide 21<sup>st</sup> century models of technology for communication and collaboration within the school department and the community.

- o Develop an educational technology needs assessment.

Our needs assessment and long range technology plan budget figures follows:

# Vision Statement

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

To expand the learning experience for students, increase instructional strategies for staff and provide 21<sup>st</sup> century models of technology for communication and collaboration within the school department and the community.  
Technology Long Range Plan

This plan is designed to fully incorporate technology into our learning and instruction models for our students, teachers, and classrooms by the 2015-16 school year.

Students: All students, K-12, equipped and competent with an internet enabled device similar to today's iPad. The device would serve as an internet capable computer and an e-reader for textbooks.

Teachers: All teachers equipped with a current laptop and will be trained to use the laptop and classroom technology for educational applications.

Classrooms: All classrooms equipped with a ceiling mounted projector and an interactive projection system for "smart-board" technology. All classrooms are currently equipped with both wired and wireless network access.

## Estimated cost/Budget Figures

	2012-2013	2013-2014	2014-2015	2015-2016
Prof. Development	\$10,000	\$10,000	\$10,000	\$10,000
Interactive boards		(30) \$30,000	(30) \$30,000	(30) \$30,000
Projectors	(20) \$10,000	(20) \$10,000	(20) \$10,000	
iPads	(300)\$100,000*	(300)\$100,000*	(300)\$100,000*	
	plus CIP\$50,000	plus CIP\$50,000	plus CIP\$50,000	
Technology Integration Specialist**		\$75,000***	\$77,250***	\$79,568***

\* SDE testing requirement for 2014-15 will determine the specific equipment needs, i.e., iPads vs. Laptops (all testing will be done online)  
\$100,000 is based on a \$500.00 ipad.

\*\* Technology Integration Specialist will be responsible for staying current with technology use in the classroom, investigating innovative techniques with technology, and training the teaching staff on the latest technology and curriculum applications.

\*\*\* The salary scale will be in accordance with the SEA contract scale.

We are currently using web based programs like IXL, AIMSweb, and Raz-Kids to address curriculum weaknesses at Somers Elementary School. Through IXL, students have additional opportunity to practice math facts and build fact fluency. AIMSweb is being used to assess student progress in reading and mathematics and inform curriculum changes in each area.

how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and

Teachers used projectors to present content through Powerpoint presentations, web based applications and video. In rooms where they are available, interactive whiteboards are used in conjunction with the projectors to allow both the teacher and the students to interact with the content. Teachers also use both the mobile laptop carts as well as the fixed computer labs to enable students to research on-line. In cases where a full size computer is not needed, teachers also integrate the use of iPod touches as research tools and to create podcasts.

In the area of software and web based applications, teachers use a variety of tools. In addition to standard productivity software like Word, Excel and Powerpoint, teachers have integrated Googledocs, Quia, Garage Band, Trackstar, Brainpop, IXL, Xtranormal, Geometer's Sketchpad and other subject specific tools into their lessons.

how students use technology - including ways students presently use technology for purposes beyond practice of skills.

Students use technology in a variety of ways. They research and communicate their findings using search engines in conjunction with programs like Word, Excel, Powerpoint Garage Band and Xtranormal. They model designs using CAD software. They collaborate on-line through googledocs and sites like Edmodo. They practice basic skills and are assessed through web based programs like IXL and Raz-Kids. They also submit assignments through sites like Dropbox.

### ***Professional Development***

- o When evaluating your needs, consider:
  - the process the LEA uses for assessing the technology PD needs of teachers, administrators and noncertified staff;

Teachers in some buildings are formally surveyed each year to determine their technology professional development needs for the following year. In other buildings, data on professional development needs are collected through observation and the collection of anecdotal information. Some technology professional development is provided to support new or changing District or State initiatives, to ensure that teachers and other staff are prepared to meet whatever requirements are placed upon them.

the technology PD activities that have been offered to teachers; and

Technology PD activities offered in the last year:

Navigating MIST  
Webpage creation  
Using iPods in the classroom  
Using Powerschool Gradebooks  
Using AIMSweb

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

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All administrators have laptops that can be use on and off campus.
Teachers (preschool)	All pre-school teachers have laptops that can be use on and off campus.
Teachers	All teachers have laptops that can be use on and off campus.
Noncertified staff	All noncertified staff have a computer they can use during the school day.

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

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Preschool and elementary students have access to 3 stationary labs and 2 mobile labs of computers for use during the school day. In addition the elementary school has a mobile cart of 50 ipod touches. Students are encouraged to bring their own technology to school.
Students (elementary)	Preschool and elementary students have access to 3 stationary labs and 2 mobile labs of computers for use during the school day. In addition the elementary school has a mobile cart of 50 ipod touches. Students are encouraged to bring their own technology to school.
Students (middle school)	Middle school students have access to 1 stationary lab and 2 mobile labs of computers. Computers are also available in the media center. In addition the middle school has a mobile cart of 20 ipod touches. Students are encouraged to bring their own technology to school.
Students (high school)	High school students have access to 1 stationary lab and 2 mobile labs of computers as well as 3 teaching labs of computer. Computers are also available in the media center before and after school. In addition the high school has a mobile cart of 20 ipod touches. Students are encouraged to bring their own technology to school.
Students (with disabilities)	Students with disabilities have the same access as non-disabled students. Additional technology is available in resources rooms. Students are encouraged to bring their own technology to school.

### ***Infrastructure and Telecommunications***

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

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

### ***LEA Technology Goals and Strategies***

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

**Goal 1: Engaging and Empowering Learning Experiences**

**Goal 2: Assessment**

**Goal 3: Connected Teaching and Learning**

**Goal 4: Infrastructure for Teaching and Learning**

**Goal 5: Productivity and Efficiency**

<p>ability to both study and enhance all three types. Today's learning environments should reflect what we have learned about how people learn and take advantage of technology to optimize learning.</p> <p>1.3 Develop and implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.</p> <p>The always-on nature of the Internet and mobile access devices provides our education system with the opportunity to create learning experiences that are available anytime and anywhere. When combined with design principles for personalized learning and Universal Design for Learning (UDL), these experiences also can be accessed by learners who have been marginalized in many educational settings: students from low-income communities and minorities, English language learners, students with disabilities, students who are gifted and talented, students from diverse cultures and linguistic backgrounds, and students in rural areas.</p>	<p>Curriculum Director and Director of Technology with the teaching staff</p>	<p>Ongoing</p>	<p>Smarter Balance Assessment and student use of online resources</p>
<p>1.4 Use advances in learning sciences and technology to enhance STEM learning and develop, adopt, and evaluate new methodologies with the potential to inspire and enable all learners to excel in STEM.</p> <p>New technologies for representing, manipulating, and communicating data, information, and ideas have changed professional practices in STEM fields and what students need to learn to be prepared for STEM professions. Technology should be used to support student interaction with STEM content in ways that promote deeper understanding of complex ideas, engage students in solving complex problems, and create new opportunities for STEM learning throughout our education system.</p>	<p>Curriculum Director and Director of Technology with the teaching staff</p>	<p>Ongoing</p>	<p>Smarter Balance Assessment and student use of online resources</p>

<p>2.3 Conduct research and development that explores how embedded assessment technologies, such as simulations, collaboration environments, virtual worlds, games and cognitive tutors, can be used to engage and motivate learners while assessing complex skills.</p> <p>Interactive technologies, especially games, provide immediate performance feedback so that players always know how they are doing. As a result, they are highly engaging to students and have the potential to motivate students to learn. They also enable educators to assess important competencies and aspects of thinking in contexts and through activities that students care about in everyday life. Because interactive technologies hold this promise, assessment and interactive technology experts should collaborate on research to determine ways to use them effectively for assessment.</p>	<p>Curriculum Director and Director of Technology</p>	<p>9/2014</p>	<p>The development and/or purchase of these assessments</p>
<p>2.4 Revise practices, policies, and regulations to ensure privacy and information protection while enabling a model of assessment that includes ongoing gathering and sharing of data for continuous improvement.</p> <p>Every parent of a student under 18 and every student 18 or over should have the right to access the student's own assessment data in the form of an electronic learning record that the student can take with them throughout his or her educational career. At the same time, appropriate safeguards, including stripping records of identifiable information and aggregating data across students, classrooms, and schools, should be used to make it possible to supply education data derived from student records to other legitimate users without compromising student privacy.</p>	<p>Curriculum Director and Director of Technology</p>	<p>Ongoing</p>	<p>The revised policies and regulations</p>

Social networks can be used to provide educators with career-long personal learning tools and resources that make professional learning timely and relevant as well as an ongoing activity that continually improves practice and evolves their skills over time. Online communities should enable educators to take online courses, tap into experts and best practices for just-in-time problem solving, and provide platforms and tools for educators to design and develop resources with and for their colleagues.

3.3 Use technology to provide all learners with online access to effective teaching and better learning opportunities and options in places where they are not otherwise available and in blended (online and offline) learning environments.

Many education institutions, particularly those serving the most vulnerable students and those in rural areas, lack educators with competencies in reaching students with special needs and educators with content knowledge and expertise in specialized areas, including STEM. Even in areas where effective teaching is available, students often lack options for high-quality courses in particular disciplines or opportunities for learning that prepare them for the modern world. Online learning options should be provided to enable leveraging the best teaching and make high-quality course options available to all learners.

3.4 Provide in-service educators with professional learning experiences powered by technology to increase their digital literacy and enable them to create compelling assignments for students that improve learning, assessment, and instructional practices.

Just as technology helps us engage and motivate students to learn, technology should be used in the preparation and ongoing learning of educators to engage and motivate them in what and how they teach. This will require synthesizing core principles and

Curriculum Director and Director of Technology

9/2012 and ongoing

Increased use of Virtual HS and similar sites

Curriculum Director and Director of Technology

Ongoing

Increased PD on the applications of new technologies

## Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p><b>4.0 Infrastructure: Access and Enable</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p><b>Goal 4: Infrastructure for Teaching and Learning</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p><b>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</b></p>	

### Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>4.1 Ensure students and educators have broadband access to the Internet and adequate wireless connectivity.</p> <p>Students and educators need adequate broadband bandwidth for accessing the Internet and technology-based learning resources. Adequate should be defined as the ability to use the Internet in school, in the surrounding campus, throughout the community, and at home. It should also include simultaneous use of high-bandwidth resources, such as multimedia, communication and collaboration environments, and communities. Crucial to providing such access are the broadband initiatives being individually and jointly managed by various federal agencies.</p>	<p>Director of Technology</p>	<p>Done</p>	<p>It is in place</p>
<p>4.2 Ensure that every student and educator has at least one Internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.</p> <p>Only with 24/7 access to the Internet via devices and technology-based software and resources can we achieve the kind of engagement, student-centered learning, and assessments that can improve learning in the ways this plan proposes. The form of these devices, software, and resources may or may not be standardized</p>	<p>Director of Technology, Board of Education, and Board of Finance</p>	<p>9/2012 and ongoing</p>	<p>A 1 to 1 ratio of students and teachers to internet enabled devices</p>

## Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p><b>5.0 Productivity: Redesign and Transform</b>  <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p><b>Goal 5: Productivity and Efficiency</b>  <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p><b>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</b></p>	

### Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>5.1 Develop and adopt a common definition of productivity in education and more relevant and meaningful measures of outcomes, along with improved policies and technologies for managing costs, including those for procurement.</p> <p>Education has not incorporated many of the practices other sectors regularly use to measure outcomes, manage costs, and improve productivity, a number of which are enabled or enhanced by technology. As other sectors have learned, we are unlikely to improve outcomes and productivity until we define and start measuring them. This starts with identifying what we seek to measure. It also requires identifying costs associated with components of our education system and with individual resources and activities so that the ratio of outcomes to costs can be tracked over time.</p>	<p>Curriculum Director and Director of Technology in cooperation with the CT State Department of Education</p>	<p>9/2012 and ongoing</p>	<p>Does this get done</p>
<p>5.2 Rethink basic assumptions in our education system that inhibit leveraging technology to improve learning, starting with our current practice of organizing student and educator learning around seat time instead of the demonstration of competencies.</p> <p>To realize the full potential of technology for improving performance and increasing productivity, we must remove the process and structural barriers to</p>	<p>Curriculum Director and Director of Technology in cooperation with the CT State Department of Education</p>	<p>9/2012 and ongoing</p>	<p>Does this get done</p>

## Children's Internet Protection Act (CIPA) Certification

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

I, James Morrow, certify that one of the following conditions (as indicated below) exists in  
Name of Superintendent/Director

Somers

LEA

- My LEA/agency is E-Rate compliant; or  
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

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

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

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

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Signature of Superintendent/Director

Date

## Appendix A: Educational Tech Planning Resources

### Educational Technology Planning

- National Educational Tech Plan:  
Double click on this file to open

NETPFullReport11-9-10.pdf

or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:  
Double click on this file to open

CT\_Technology+Plan+2010FINAL.doc

#### Educational Technology Planning

CSDE Position Statement on Educational Technology

#### Site

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314>

National Educational Technology Plan

<http://www.ed.gov/technology/netp-2010>

CT Teacher Technology Competencies

[http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi\\_v2.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf)

International Society for Technology in Education Essential Conditions

[http://www.iste.org/Libraries/PDFs/Essential\\_Conditions\\_2007\\_EN.sflb.ashx](http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx)

National Educational Technology Standards for Administrators

<http://www.iste.org/standards/nets-for-administrators.aspx>

National Educational Technology Standards for Teachers

<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

National Educational Technology Standards for Students

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

CT Education Network (CEN)

<http://www.ct.gov/cen/site/default.asp>

CT Commission for Educational Technology (CET)

<http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=|#30930>

SETDA Toolkits

<http://www.setda.org/web/guest/toolkits>

Partnership for 21st. Century Skills

<http://www.21stcenturyskills.org/>

Documentation from 21st Century Learning Environments grantees

<https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i>

## Goal 1.0 Engaging and Empowering Learning Experiences

*What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?*

### **An exemplary plan:**

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the technology plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the technology plan.

### **The data:**

- Lists goals and objectives that are or are not met, including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the technology plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

### **The results:**

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

## Goal 2.0 Assessment

*What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for assessment?*

### **An exemplary plan:**

- Identifies and addresses goals in the school improvement plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

### **The results:**

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

## Educational Technology Plan Review Guide

### 5.0 Productivity and Efficiency

Name of District:	District Contact:	Email	Phone:
What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?			
Cover Page: Superintendent/ Executive Director Signature		RESC Reviewer Signature	Additional information required/comments
Cover Page: Board of Education; Date Submitted		RESC Reviewer Signature	
Cover Page: Board of Education; Date for review		RESC Reviewer Signature	
Educational Technology Plan Expectations, etc.		RESC Reviewer Signature	
Agent Signature		RESC Reviewer Signature	
Local Education Agency (LEA) Federal Grant Program Compliance		RESC Reviewer Signature	
Director Signature		RESC Reviewer Signature	
LEA Profile		RESC Reviewer Signature	
Technology Committee		RESC Reviewer Signature	
Vision Statement		RESC Reviewer Signature	
Needs Assessment		RESC Reviewer Signature	
Goal 1: Engaging and Empowering Learning Experiences		RESC Reviewer Signature	
Goal 2: Assessment		RESC Reviewer Signature	
Goal 3: Connected Teaching and Learning		RESC Reviewer Signature	
Goal 4: Infrastructure for Teaching and Learning		RESC Reviewer Signature	
Goal 5: Productivity and Efficiency		RESC Reviewer Signature	
CIPA Form: Superintendent/ Executive Director Signature		RESC Reviewer Signature	
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

(print) Name of RESC Reviewer

Signature of RESC Reviewer

Date

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini  
Connecticut LEA Educational Technology Plans  
LEARN  
44 Hatchetts Hill Road  
Old Lyme, CT 06371

## 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 – May 7, 2012

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

**Members Absent:** M.Cicciarella

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

**Staff Present:** C.Smith, L.Gengenbach

**Citizens Present:**

**Students Present:**

**Others:**

#### 1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:04 p.m. by Chairman Palmer in the Mabelle B. Avery Middle School Board of Education meeting room.

#### 2.0 PLEDGE OF ALLEGIANCE

#### 3.0 APPROVAL OF MINUTES

April 23, 2012 – It was MOVED (B.Pellissier) SECONDED (B.Devlin) to approve the April 23, 2012 Board of Education meeting minutes as presented. PASSED 8-0

#### 4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

##### 4.1 Lunch Program Report

Co-Directors of Food Service, Catti Smith and Leslie Gengenbach, and Director of Business Services, Bill Boutwell, presented an update regarding the district's lunch program to the Board. The update included information regarding the three schools lunch waves: SES has five lunch waves for 30 minutes each ranging from 11:00 a.m. to 1:30 p.m, MBA has three waves for 23 minutes each ranging from 11:38 a.m. to 12:50 p.m., and SHS has four waves for 22 minutes each ranging from 10:58 a.m. to 12:31 p.m. Breakfast is also served at SHS from 7:00 a.m. to 10:00 a.m. daily. Current school year pricing is as follows: SES \$2.25 and MBA/SHS at \$2.00 dollars. The report also covered services provided during Storm Alfred with the staffed shelter for eight days serving over 2,880 meals total (3 meals per day).

#### 5.0 CORRESPONDENCE

Chairman Palmer received a letter from CABE regarding Student Leadership award assembly.

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

#### 7.0 CONSENT AGENDA

##### 7.1 Approval of Bills 05/07/12 (\$289,832.43)

It was MOVED (R.Lees) SECONDED (B.Pellissier) to approve the 04/09/12 Bills in the amount of \$289,832.43 as presented. PASSED 8-0

#### 8.0 NEW BUSINESS

##### 8.1 Second Warning/Adoption of DBS Code: 1316 – Conduct on School Property (Civility)

The Policy Committee has reviewed the policy and has first and second warned it, as recommended by CABE.

It was MOVED (A.Kirkpatrick) SECONDED (S.Bollinger) to adopt DBS Code: 1316 – Conduct on School Property (Civility) as recommended by CABE as presented. PASSED 8-0

**8.2 Second Warning/Adoption of DBS Code: 4118.12/4218.12 – Nondiscrimination of the Basis of Disabilities**

The Policy Committee has reviewed the policy and has first and second warned it, as recommended by CABE.

It was MOVED (A.Kirkpatrick) SECONDED (S.Bollinger) to adopt DBS Code: 4118.12/4218.12 – Nondiscrimination of the Basis of Disabilities as recommended by CABE as presented. PASSED 8-0

**8.3 Second Warning/Adoption of DBS Code: 5118.4 – Educational Opportunities for Military Children**

The Policy Committee has reviewed the policy and has first and second warned it, as recommended by CABE.

It was MOVED (A.Kirkpatrick) SECONDED (S.Bollinger) to adopt DBS Code: 5118.4 – Educational Opportunities for Military Children as recommended by CABE as presented. PASSED 8-0

**8.4 Technology Report/Approval of Educational Technology Plan 7/2012-6/2015**

Jim Morrow, Director of Technology and Information Services, presented his annual technology report, and requested board approval of the 3-year CSDE required Technology Plan presented. Mr. Morrow explained that Somers Public Schools meets the guidelines set by CSDE. All classroom teachers and administration have laptops for on/off campus usage, and all noncertified staff has a computer they can use during the school day. Technology PD activities offered in the last year include: Navigating MIST, Webpage creation, using iPods in the classroom, using AIMSweb, and using PowerSchool gradebooks.

Wireless Internet is available campus-wide in each building. In all school buildings, each room is connected with voice, data, and video as well as connected to the LAN (with all buildings on WAN). The WAN is connected to the Internet via CEN and all drops are 100mps. E-Rate returns about \$7,000, which is used to purchase additional technology equipment such as wireless access points, iPods, and printers.

J.Morrow also noted that a current technology goal and expectation is working towards a 1:1 ratio with students. Each school building has two laptop carts with 25 laptops per cart. Emerges issues noted include: ubiquitous mobile technology, continuous access 24/7, changes in tools and delivery, equity, the need for more IPs, and the need for more access points. The Educational Technology Plan was discussed, as the plan is designed to fully incorporate technology into Somers learning and instruction models for students, teachers, and classrooms by the 2015-2016 school year.

It was MOVED (B.Devlin) SECONDED (B.Pellissier) to approve the Educational Technology Plan dating 7/2012 – 6/2015 as presented. PASSED 8-0

**9.0 OLD BUSINESS**

## **10.0 ADMINISTRATIVE REPORTS**

Dr. Suffredini updated the Board regarding the Somers High School Research and Development program as they recently went to the electric car competition in Lime Rock, Connecticut. They received 1<sup>st</sup> place honors for best vehicle, and 5<sup>th</sup> place for the best classic car award.

Somers High School Technology Education and Engineering program will be presented and honored at the annual CTEA (Connecticut Technology Education Association) conference held at Central Connecticut State University on May 24<sup>th</sup>. They were previously selected as the 2012 Connecticut Technology Education High School Program of the Year. An award and banner will be received; the banner will be hung at Somers High School. Dr. Suffredini commended the Somers High Technology Education and Engineering program for their hard work and dedication, being quite an honor to be recognized and pronounced a “model program” by CTEA.

## **11.0 COMMITTEE REPORTS**

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

**11.1** Budget – A referendum meeting will take place on May 22<sup>nd</sup> at Town Hall.

**11.2** Curriculum – The curriculum committee will meet on May 21<sup>st</sup> before the regular Board of Education meeting.

**11.3** Policy – The Policy Committee met prior to tonight’s 5/7/12 BOE meeting. The next meeting will take place on Thursday, May 31<sup>st</sup> at 6:30 p.m.

**11.4** Salary & Negotiations – The Salary and Negotiations committee will meet on May 15<sup>th</sup> at 7:00 p.m.

**11.5** Planning Committee – No Update

**11.6** Other Committees  
Technology Ad Hoc Committee – No Update

## **12.0 OTHER**

## **13.0 ADJOURNMENT**

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to adjourn the regular meeting of the Board of Education at 8:49 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.