

**Board of Education Meeting**  
**Monday, September 11, 2017 7:00 PM**  
Board of Education Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
  1. DRAFT Minutes of Board Meeting of 8/28/2017 3  
Draft Minutes of the August 28, 2017 for the Board of Education to review and vote on.
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
  1. Approval of Bills 6
  2. Resignation of Mr. Alan Reichle - MBA Alt Ed Teacher 12  
Mr. Alan Reichle resigned on 8/28/17 from the Alt Ed Position at MBA.
  3. Leave of Absence request by Ed Cunningham, SES Head Custodian. 13  
The board is requested to grant Mr. Ed Cunningham, SES Head Custodian, a year leave of absence without pay.
8. NEW BUSINESS
  1. First Warning of DBS Code 6172 - Alternative Education Programs 14  
First Warning of DBS Code 6172 - Alternative Education Programs. The Policy Committee has reviewed this policy and is recommending the attached changes. Second warning /adoption will be included on the 9/25/17 agenda.
  2. First Warning DBS Code 5121 - Examinations/Grading/Rating 16  
First Warning DBS Code 5121 - Examinations/Grading/Rating. The Policy Committee has reviewed this policy and is recommending the changes. Second warning /adoption will be included on the 9/25/17 agenda.
  3. First Warning 4131 - Staff Development 19  
First Warning 4131 - Staff Development. The Policy Committee has reviewed this policy and is recommending the changes. Second warning /adoption will be included on the 9/25/17 agenda.
  4. First Warning on DBS Code 7230.2 Indoor Air Quality. 24  
First Warning on DBS Code 7230.2 Indoor Air Quality. The Policy Committee has reviewed this policy and is recommending the changes. Second warning /adoption will be included on the 9/25/17 agenda.
  5. Superintendent's Evaluation Format 28  
The Superintendent will be available to discuss this format.
9. OLD BUSINESS
  1. 2nd Warning of DBS 6145.10 Curriculum - Extracurricular Activities. 30  
2nd Warning of DBS 6145.10 Curriculum - Extracurricular Activities. The Policy Committee has reviewed this policy and is recommending adoption.
10. ADMINISTRATIVE REPORTS
  1. MBA Building Goals 31  
Mr. Clay Krevolin, Principal of Mabelle B. Avery Middle School will present the building goals.
  2. Somers High School NEASC Report 33  
Mr. Gary Cotzin, Prinicipal of Somers High School will discuss the NEASC Report with the board.
  3. Somers Summer Schools Reports 36  
Dr, Messina and Mr. Gary Cotzin will present their reports to the board on Summer School.
  4. Capital Projects Update 42

Mr. Bill Boutwell will be there at the meeting to discuss this report with the board.

5. Superintendent's Goals for School Year 2017-2018

Superintendent will be there to answer any questions on his goals for this year.

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11. COMMITTEE REPORTS

1. Budget
2. Curriculum
3. Policy
4. Salary & Negotiations
5. Planning
6. Other Committees

12. OTHER

13. ADJOURNMENT

**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 – AUGUST 28, 2017**

**Members Present:** B. Devlin, R. Lees, Jr., J. Anderson, A. Kirkpatrick, M. Marquardt, K. McLellan, B. Capuano  
**Members Absent:** S. Moynihan Bollinger, D. Palmer,  
**Administrators Present:** B. Czapla, B. Boutwell, Dr. D. Messina, Dr. I. Zytka  
**Staff Present:** E. Galloway, J. Oliver, D. Senecal, G. Cotzin, D. Carroll  
**Citizens Present:** E. Sawicki, M. Krementowski, J. Martin, B. Case  
**Students Present:**  
**Others:**

**1.0 CALL TO ORDER**

The regular meeting of the Board of Education was called to order at 7:00 pm by Chairman Devlin in the Mabelle B. Avery Middle School Board of Education meeting room.

**2.0 PLEDGE OF ALLEGIANCE**

**3.0 APPROVAL OF MINUTES**

**3.1. Draft Minutes of Board Meeting of 7/10/17**

It was **MOVED** (B. Capuano), **SECONDED** (A. Kirkpatrick) to approve the July 10, 2017 Board of Education meeting minutes as presented. **PASSED 7-0.**

**4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS**

Jan Martin – Citizen, Resident stated that she liked the new website.

**5.0 CORRESPONDENCE**

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

**7.0 CONSENT AGENDA**

**7.1. Approval of Bills – Warrant of Bills 7/18/17 \$48,749.50**

**7.2. Approval of Bills – Warrant of Bills 7/26/17 -\$193,029.88**

**7.3. Approval of Bills – 8/23/17 - 672,935.69**

**7.4. 2016-17 Final Budget Transfers**

**7.5. Resignation of Somers High School English Teacher, Brianna Stronk**

**7.6. Retirement of Somers High School Guidance Secretary, Janice O'Brien**

**7.7. Resignation of Mabelle B. Avery Paraeducator, Jennifer Frijia**

It was **MOVED** (M. Marquardt), **SECONDED** (K. McLellan) to approve the Consent Agenda - **PASSED 7-0.**

**8.0 NEW BUSINESS**

**8.1. First Warning of DBS Code 6145.10 – Curriculum – Extracurricular Activities**

The Policy Committee has reviewed this policy and is recommending to delete the policy. Second warning/adoption will be included on the 9/11/17 agenda.

**9.0 OLD BUSINESS****9.1. Second Warning for DBS Code 3310 – Business – Expenditures/Expending Authority – Purchasing Guides**

It was **MOVED (A. Kirkpatrick), SECONDED (J. Anderson)** to approve DBS Code 3310 – Business –Expenditures/Expending Authority – Purchasing Guides as presented. **PASSED 7-0**

**9.2. Second Warning for DBS Code 3323 – Business – Soliciting Prices (Bids and Quotes)**

It was **MOVED (B. Capuano), SECONDED (J. Anderson)** to approve DBS Code 3323 – Business –Soliciting Prices (Bids and Quotes) as presented. **PASSED 7-0**

**9.3. Second Warning for DBS Code 4112.4 – Personnel – Health Examinations**

It was **MOVED (M. Marquardt), SECONDED (A. Kirkpatrick)** to approve DBS Code 4112.4 – Personnel Health Examinations as presented. **PASSED 7-0**

**9.4. Second Warning – DBS Code 4151.3 – Personnel – Certificated: Short Leaves**

**Bereavement.** It was **MOVED (B. Capuano), SECONDED (A. Kirkpatrick)** to approve DBS Code 4151.3 – Personnel –Certificated: Short Leaves Bereavement as presented. **PASSED 7-0**

**9.5. Second Warning – DBS Code 4251.3 – Personnel – Bereavement**

It was **MOVED (M. Marquardt), SECONDED (R. Lees)** to approve DBS Code 4251.3 – Personnel – Bereavement as presented. **PASSED 7-0**

**9.6. Second Warning of DBS Code 6111 – School Calendar**

It was **MOVED (J. Anderson), SECONDED (B. Capuano)** to approve DBS Code 6111– School Calendar as presented. **PASSED 7-0**

**9.7. Second Warning for DBS Code 2130**

It was **MOVED (K. McLellan), SECONDED (A. Kirkpatrick)** to approve DBS Code 2130 as presented. **PASSED 7-0**

**9.8. Second Warning for DBS Code 4113**

It was **MOVED (B. Capuano), SECONDED (K. McLellan)** to approve DBS Code 4113 as presented. **PASSED 7-0**

**9.9. Second Warning for DBS Code 5125**

It was **MOVED (B. Capuano), SECONDED (K. McLellan)** to approve DBS Code 5125 as presented. **PASSED 7-0**

**9.10. Second Warning for DBS Code 5114**

It was **MOVED (K. McLellan), SECONDED (M. Marquardt)** to approve DBS Code 5114 as presented. **PASSED 7-0**

**9.11. Second Warning for DBS Code 5118**

It was **MOVED (B. Capuano), SECONDED (A. Kirkpatrick)** to approve DBS Code 5118 as presented. **PASSED 7-0**

**9.12. Second Warning for DBS Code 5123**

It was **MOVED (A. Kirkpatrick), SECONDED (B. Capuano)** to approve DBS Code 5123 as presented. **PASSED 7-0**

**10.0 ADMINISTRATIVE REPORTS**

- 10.1. Somers Recreation Department After School Enrichment Program at Somers Elementary School. Mr. C. Boucher, Director of Somers Recreation Department, presented the After School Enrichment Program at SES for the school year 2017-18 to the BOE.**
- 10.2. 2017-2018 Building Goals**  
**Mrs. J. Oliver, Principal of SES, presented the SES building goals for 2017-18.**  
**Mr. G. Cotzin, Principal of SHS, presented the SHS building goals for 2017-18.**
- 10.3. 2017 Smarter Balanced Scores Report**  
**Dr. I. Zytka, Curriculum Director, presented the 2017 Smarter Balanced Scores report.**
- 10.4. Student Activities Report of August 2017**  
**The BOE reviewed the Student Activities Report of August 2017.**
- 10.5. Superintendent's Update**  
**Mr. B. Czapla updated the BOE**

**11.0 COMMITTEE REPORTS**

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

- 11.1. Budget –**
- 11.2. Curriculum –**
- 11.3. Policy**  
**Policy Committee met tonight at 6 pm, next meeting 09/25/17.**
- 11.4. Salary & Negotiations –**
- 11.5. Planning –**
- 11.6. Other Committees –**

**12.0 OTHER**

**Convocation went very well.**

**13.0 EXECUTIVE SESSION**

**None**

**14.0 ADJOURNMENT**

**It was MOVED (M. Marquardt), SECONDED (K. McLellan) to adjourn the BOE meeting at 8:33 p.m. PASSED 7-0**

**Respectfully submitted,**

**Rick Lees, Jr., Secretary**  
**Shannin Burns, Recording Secretary**

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

# Somers Board of Education General Budget Treasury Warrant

Check Batch: 17939  
 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:** 9/7/17  
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 William B. Boutwell, Director of Business Services

17939	14063	09/11/2017	V01035	A W Gifford, Inc.	0.00	23.76
	14064	09/11/2017	V52404	Allstate Fire Equipment	0.00	945.00
	14065	09/11/2017	V52670	SYNCB/AMAZON	0.00	9,539.94
	14067	09/11/2017	V60041	Anthem BCBS	0.00	224,156.26
	14068	09/11/2017	V60040	Anthem Life Insurance Company	0.00	2,311.63
	14069	09/11/2017	V00282	Atwood Fire & Security	0.00	29.88
	14070	09/11/2017	V51604	Awards & More	0.00	57.75
	14071	09/11/2017	V61115	Ben Bronz Foundation, Inc	0.00	5,200.00
	14072	09/11/2017	M54301	C&A Distributors, Inc.	0.00	1,535.00
	14073	09/11/2017	V51942	CBS	0.00	1,176.37
	14074	09/11/2017	V60025	CCP Industries	0.00	314.49
	14075	09/11/2017	V53390	CIRMA	0.00	51,290.91
	14076	09/11/2017	V61231	College Steps	0.00	5,950.00
	14077	09/11/2017	V60390	Cummins Power Systems, LLC	0.00	2,769.59
	14078	09/11/2017	V60709	DBS Financial Services LLC	0.00	3,237.72
	14079	09/11/2017	V00381	Discovery Education, Inc.	0.00	1,600.00
	14080	09/11/2017	V60032	Eastfield Glass Co., Inc.	0.00	375.00
	14081	09/11/2017	V00605	Electrical Wholesalers	0.00	162.19
	14082	09/11/2017	V54168	First Student, Inc	0.00	75,114.24
	14083	09/11/2017	V61257	Garsal Industries	0.00	235.62

## Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14084	09/11/2017	V61236	Gateway Enterprise Corporation	0.00	3,494.00
	14085	09/11/2017	E00118	Gengenbach, Leslie	0.00	9.10
	14086	09/11/2017	V61324	Global Site Services	0.00	150.00
	14087	09/11/2017	V54081	Graduate Pest Solutions, Inc.	0.00	210.00
	14088	09/11/2017	V00511	Grainger	0.00	327.37
	14089	09/11/2017	V60804	Granite City Electric Supply	0.00	97.36
	14090	09/11/2017	V21177	Home Depot CRC	0.00	74.13
	14091	09/11/2017	E00155	Jaquith, Joan	0.00	279.72
	14092	09/11/2017	V02625	K & S Distributors	0.00	6,873.60
	14093	09/11/2017	V00665	Kelly-Fradet Lumber	0.00	21.46
	14094	09/11/2017	V60097	Paxton/Patterson LLC	0.00	1,016.80
	14095	09/11/2017	V53914	Pitney Bowes, Inc.	0.00	105.00
	14096	09/11/2017	V61009	Porter MD, Dr. Ross	0.00	1,500.00
	14097	09/11/2017	V61367	PT Custom Carts	0.00	1,294.90
	14098	09/11/2017	V02610	Reliable Welding & Speed, LLC.	0.00	190.49
	14099	09/11/2017	V52476	River Valley Lawn Care LLC	0.00	875.19
	14100	09/11/2017	V01292	School Specialty, Inc.	0.00	6,031.13
	14101	09/11/2017	V02325	Sheffield Pottery, Inc.	0.00	801.70
	14102	09/11/2017	V51324	Sherwin-Williams Co., The	0.00	147.73
	14103	09/11/2017	V60911	SHI International Corp	0.00	13,165.20
	14104	09/11/2017	V60940	Sid Harvey Industries, Inc	0.00	171.38
	14105	09/11/2017	V00886	Somers Lunch Program	0.00	4.95
	14106	09/11/2017	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	14107	09/11/2017	V01591	Town of Somers	0.00	30.20
	14108	09/11/2017	V61368	CTDOL CONN-OSHA	0.00	980.00
	14109	09/11/2017	V54314	Teacher Created Resources	0.00	40.94
	14110	09/11/2017	V54013	Teacher Direct	0.00	95.66
	14111	09/11/2017	V60356	TPC Associates, Inc	0.00	1,772.00
	14112	09/11/2017	V60407	Trane U.S. Inc	0.00	46.72
	14113	09/11/2017	V61247	University of Oregon	0.00	1,160.00
	14114	09/11/2017	V21164	Unum Life Insurance Company of America	0.00	3,941.37
	14115	09/11/2017	V61212	USA Led	0.00	258.12
	14116	09/11/2017	V61140	Van Pool Transportation LLC	0.00	16,405.00
	14117	09/11/2017	V54059	Verizon Wireless	0.00	632.77
	14118	09/11/2017	V53413	W. B. Mason Co., Inc.	0.00	1,446.02
<b>Totals:</b>					<u>0.00</u>	<u>\$450,865.06</u>

**Somers Board of Education  
General Budget Treasury Warrant**

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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55 Checks Listed.

# Somers Board of Education General Journal Register

Report # 47614  
Batch: 17925  
Transaction: N/A  
Show Summary Only: Yes

<b>Batch #</b>	<b>Control Total</b>	<b>Status</b>	<b>Created By</b>	<b>Created On</b>	<b>Last Updated By</b>	<b>Last Updated On</b>
17925	\$450,865.06	Posted	Lbergamini	09/05/2017	Lbergamini	09/07/2017

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>September, 2018</b>						
<b>Generated Distributions</b>						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			444,070.69	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	444,070.69
		Total Generated Distributions			<b>\$444,070.69</b>	<b>\$444,070.69</b>
<b>User-Entered Distributions</b>						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	450,865.06
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			5,521.58	0.00
	10-100-2-2-14-242-611-01-5-00846	K-5 - THIRD GRADE SUPPLIES			40.94	0.00
	10-100-2-3-02-242-611-01-5-00164	MA - ART SUPPLIES			181.20	0.00
	10-100-2-4-02-242-611-01-5-00165	HS - ART SUPPLIES			2,436.42	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			2,933.48	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			80.88	0.00
	10-100-2-4-22-242-611-01-5-00195	HS - PHYSICAL ED SUPPLIES			20.83	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			1,077.85	0.00
	10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			189.90	0.00
	10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			16,641.84	0.00
	10-120-9-9-98-242-611-01-5-00212	SP ED - K-5 SUPPLIES			95.66	0.00
	10-210-2-5-32-242-611-01-5-01681	SW - PBIS SUPPLIES			1,160.00	0.00
	10-213-3-4-48-411-330-06-5-00313	HS - PHYSICIAN'S SALARIES			1,500.00	0.00
	10-221-2-5-50-214-111-05-5-00659	SW - PROF DEVELOPMENT/CEU			279.72	0.00
	10-222-2-2-52-233-611-03-5-00144	K-5 - A.V. MATERIALS			134.94	0.00
	10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			1,600.00	0.00
	10-231-1-5-74-134-590-10-5-00049	B.O.E. - PRINTING			57.75	0.00
	10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES			4.95	0.00
	10-231-6-5-82-820-529-13-5-00521	SCHOOL BOARD LEGAL		Yes	2,475.00	0.00
	10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			9.10	0.00
	10-232-5-5-66-830-430-04-5-00454	CO - COPIER MAINTENANCE			118.18	0.00
	10-232-6-5-66-830-440-04-5-00526	CO - POSTAGE METER			105.00	0.00
	10-240-1-4-40-258-690-04-5-00304	HS - OFFICE SUPPLIES			37.94	0.00
	10-240-6-2-66-830-440-04-5-01011	K-5 - COPIER MAINTENANCE			188.90	0.00
	10-240-6-3-66-830-440-04-5-01013	MA - COPIER MAINTENANCE			548.93	0.00

## Somers Board of Education General Journal Register

Report # 47614

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
17925	\$450,865.06	Posted	Lbergamini	09/05/2017	Lbergamini	09/07/2017
		HS - COPIER MAINTENANCE			320.36	0.00
		SW - COMMUNICATION SUPPLIES			17.23	0.00
		SW - A.V. EQUIP REPLACEMENT			497.99	0.00
		K-5 BUILDING REPAIRS			361.87	0.00
		K-5 - TELEPHONE			102.14	0.00
		MA - TELEPHONE			112.14	0.00
		HS - TELEPHONE			103.13	0.00
		CO - TELEPHONE		Yes	315.36	0.00
		SW - CUSTODIAL SUPPLIES			10,969.16	0.00
		SW - COMPUTER MAINTENANCE			2,228.71	0.00
		MA - BUILDING MAINTENANCE			421.72	0.00
		HS - BUILDING MAINTENANCE			2,686.46	0.00
		SW - EQUIPMENT REPAIR			1,294.90	0.00
		SW - GROUNDS KEEP			915.49	0.00
		SW - RUBBISH REMOVAL		Yes	1,189.70	0.00
		SW - GENERAL REPAIR			333.51	0.00
		SW - GENERAL PAINT			147.73	0.00
		SW - EXTERMINATING			210.00	0.00
		SW - ELECTRICAL SUPPLIES			517.67	0.00
		K-5 - ELECTRICITY			3,237.72	0.00
		SW - MAINTENANCE CONTRACTS			5,516.47	0.00
		PROPERTY/LIABILITY INSURANCE		Yes	16,858.67	0.00
		TRANSPORTATION - ELEMENTARY		Yes	23,183.83	0.00
		TRANSPORTATION - SECONDARY		Yes	27,848.45	0.00
		BUS FUEL			30.20	0.00
		SP ED - TRANSPORTATION AIDE		Yes	1,680.00	0.00
		SP ED - VANS		Yes	18,588.84	0.00
		SP ED - ADDITIONAL MILEAGE			20,218.12	0.00
		LIFE AND AD&D INSURANCE			2,311.63	0.00
		L.T.D.			3,941.37	0.00
		WORKER'S COMPENSATION			28,507.24	0.00
		SW - HEALTH SAVINGS ACCOUNT			224,156.26	0.00
		UMBRELLA LIABILITY INSURANCE		Yes	3,450.00	0.00
		SP ED - TUITION			11,150.00	0.00
Total User-Entered Distributions					<u>\$450,865.06</u>	<u>\$450,865.06</u>
Total for September, 2018					<u>\$894,935.75</u>	<u>\$894,935.75</u>

**Somers Board of Education  
General Journal Register**

<b>Batch #</b> 17925	<b>Control Total</b> \$450,865.06	<b>Status</b> Posted	<b>Created By</b> Lbergamini	<b>Created On</b> 09/05/2017	<b>Last Updated By</b> Lbergamini	<b>Last Updated On</b> 09/07/2017
<b>Grand Total for Batch # 17925</b>					<u><b>\$894,935.75</b></u>	<u><b>\$894,935.75</b></u>

254 Transactions Listed.

August 28, 2017

Alan Reichle  
9 Birch Circle #1  
Colchester, CT 06415

Dear Somers Board of Education,

I am writing to resign from my position as special education teacher at Mabelle B. Avery effective immediately. Please acknowledge this letter as my official notice of resignation.

Sincerely,

Alan Reichle

---

Edward Cunningham  
64 Bilton Road  
Somers, CT 06071

Bill Boutwell, Director of Business Services  
1 Vision Blvd  
Somers, CT 06071

August 25, 2017

Subject: Request for leave without pay

Dear Bill:

I am requesting leave without pay through September 1, 2018 due to health and personal issues.

Thank you for the consideration of this request.

Sincerely,

  
Edward Cunningham

*A new mandated policy.....*

## **Instruction**

### **Alternative Education Programs**

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the District. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities, which are in compliance with Guidelines for Alternative Education Settings promulgated by the Connecticut State Department of Education

It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference      Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)

10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

*Rationale for update: Updated weighting recommended by Curriculum committee*

## **Students**

### **Examination/Grading/Rating:**

The Board of Education believes that students will respond more positively to the opportunity for success than to the threat of failure. It seeks, therefore, through performance objectives in its instructional program to make achievement both recognizable and possible for students.

Students enrolled in grades 3 through 8 inclusive and grade 10 or 11 shall annually take a mastery examination in reading, language arts and mathematics, during any month of the school year. (Currently administered during the last 12 weeks of the school year.) Each student enrolled in grade 5, 8, 10 or 11 shall annually, in March or April, take a state-wide mastery examination in science. Achievement of a satisfactory score on the mastery test shall not be required as the sole criterion for promotion or graduation. The State Board of Education shall approve the provision and administration of all mastery examinations.

Students with significant cognitive disabilities in grades 3 through 8 and 11 shall be assessed with the Connecticut Alternate Assessment.

A review of progress on a regular basis serves to promote the process of continuous evaluation of each student's performance and informs the student and his/her parents.

To promote a process of continuous evaluation for academic and personal effort and citizenship, students and parents will receive reports issued on a regular basis. Said reports will include, but not be limited to, rating scales, grades, portfolio reviews, results from formal and informal assessment instruments and individual teacher reports, either written or oral. When applicable, students will be evaluated against established criteria as developed by the staff and approved by the Board of Education. The purpose of the continuous evaluation process will be to:

- a. monitor student progress;
- b. provide a vehicle to involve parents in the academic and social development of the child; and
- c. promote a process whereby the school district can develop standards of high quality throughout the entire school program.

For purposes of determining class rank and grade point average, a weighting system will be used at the high school level. No weighting system will be implemented at the middle school or elementary school. The high school handbook and course of study will publish the system that will determine grade point average and class rank.

The following will serve as guidelines:

Grade	Numerical	I	II	III	IV
A+	100-97	13	14.5	16.0	17.5
A	96-93	12	13.5	15.0	16.5
A-	92-90	11	12.5	14.0	15.5
B+	89-87	10	11.5	13.0	14.5
B	86-83	9	10.5	12.0	13.5
B-	82-80	8	9.5	11.0	12.5
C+	79-77	7	8.5	10.0	11.5
C	76-73	6	7.5	9.0	10.5
C-	72-70	5	6.5	8.0	9.5
D+	69-67	4	5.5	7.0	8.5
D	66-63	3	4.5	6.0	7.5
D-	62-60	2	3.5	5.0	6.5
F	59 Below	0	0	0	0

Beginning with the 2017-2018 school year, the high school uses the following grading policy: Grade Point Average (GPA) is calculated using a 100 point weighted scale. This weighted GPA is used to determine honor roll status and class rank and is recorded on the student's official high school transcripts. Academic and College Preparatory courses will carry a 1.0 weighted factor. Honors level courses will carry a 1.1 weighted factor. AP and AP/ECE level courses will carry a 1.2 weighted factor. The student's numerical average on the 100 point scale will be multiplied by the designated weight factor in determining course grade point average. The grading scale will be as follows:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 0-59

INC INCOMPLETE

Students also receive a 1-4 rating for 21st century learning expectations, which include Reading, Communication, Problem Solving, Technology, Creative Expression, and Social and Civic Expectations. These marks will be recorded on a student's report card at the end of each quarter.

Legal Reference: Connecticut General Statutes

[10-14n](#) State-wide mastery examination (as amended by PA 13-207 and Section 115 of PA 14-217)

[10-14q](#) Exceptions. (Students to whom provisions do not apply.)

[10-221a](#) High school graduation requirements.

**Adopted: December 27, 1979**

**Revised: May 9, 1994**

**November 22, 1999**

**May 26, 2015**

*(Revisions recommended by CABE 8/14/17: Compliance with new legislation)*

## Personnel -- Certified

### Staff Development

"Staff development" is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Each certified employee, ~~beginning July 1, 2013,~~ shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group setting. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository or best practices for teaching methods developed by educators within each school.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, **shall be consistent with the goals identified by the Board.** ~~shall be guided by activities designed to:~~

- ~~improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,~~
- ~~include strategies to improve English language learner instruction into instructional practice,~~
- ~~improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,~~

- ~~be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,~~
- ~~be aligned with state student academic achievement standards,~~
- ~~foster collective responsibility for improved student performance.~~

Teachers must review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. [10-220\(b\)](#), and (2) on or after July 1, 2012, be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body, ~~including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision making.~~ The in-service program shall fulfill all applicable statutory requirements, especially those delineated in C.G.S. [10-220a](#) as amended.

Such in-service training program for certified staff shall provide information on

(1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse,

(2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance

abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse,

(3) school violence prevention, conflict resolution, the prevention of a response to youth suicide and the identification, prevention of and response to bullying,

(4) cardiopulmonary resuscitation and other emergency life-saving procedures,

(5) the requirements and obligations of a mandated reporter,

(6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in CGS 10-3d.

(7) awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. [10-220a](#), subsection (a).

~~The District, as required, will participate in compliance audits of the professional development program, conducted by the State Department of Education.~~

#### **Professional Development Pertaining to Teacher Evaluation and Support Program**

~~The Board, prior to implementing the teacher evaluation and support program contained within P.A. 12-116, An Act Concerning Educational Reform, but not later than July 1, 2014, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program.~~

(cf. [4115](#) - Evaluation)

Legal Reference: Connecticut General Statutes

[10-27](#) Exchange of professional personnel and students.

[10-220a](#) In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1 and PA 10-91 and PA 12-116, ~~An Act Concerning Educational Reform~~)

[10-153b](#) Selection of teachers' representatives

[10-226f](#) Coordinator of intergroup relations.

[10-226g](#) Intergroup relations training for teachers.

[10-145b](#) Teaching certificates (as amended by PA 01-173)

[10-151\(b\)](#) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Educational Reform)

[PA 17-32 An Act Concerning Human Trafficking](#)

[PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educators](#)

**Policy adopted:**

rev 3/00  
rev 7/00  
rev. 6/04  
rev 7/08  
rev 11/09  
rev 6/10  
rev 6/12  
rev 9/13  
rev 11/15

## 4131 Appendix

### Connecticut General Statutes [10-220a](#) - In-service Training

#### A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence, child abuse and youth suicide.
- ~~3. Growth and development of exceptional children, including handicapped and gifted and talented children including but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs.~~
- ~~3~~ 4. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended.
- ~~5. Identification and prevention of bullying and response to bullying, as defined in [10-222d, subsection \(a\) as amended.](#) (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on prevention of bullying.)~~
- ~~4~~ 6. Cardiopulmonary resuscitation and other emergency life saving procedures.
- ~~7. Computer and other information technology as applied to student learning and classroom instruction, communications and data management.~~
- ~~8. Teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive.~~
- ~~5~~ 9. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.

6 10. Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years)

~~11. Training in the teacher evaluation and support program (not later than July 1, 2014) developed pursuant to subsection (b) of Connecticut General Statute 10-151b, as amended.~~

~~12. Certified staff with an endorsement in special education, holding a position requiring such endorsement shall have at least ten hours of training every five years in the implementation of student individualized education programs (IEPs) and the communication of individualized education program procedures to parents/guardians of students who require special education or related services.~~

7 13. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.

~~14. Training in cultural competency including instruction concerning awareness of students' background and experience that lead to the development of skills, knowledge and behaviors that enable educators and students to build positive relationships and work effectively in cross-cultural situations.~~

8. awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

## **NEW CONSTRUCTION**

### Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

### Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report **biennially**, ~~annually~~, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, ~~and~~ on its air quality program **and green cleaning program**.

Prior to January 1, 2008 and every five (5) years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Indoor Air Quality for Schools Program. **The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.**

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;

7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;
9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks) ;
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board directs the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

### **Indoor Air Quality in New or Renovated Facilities**

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code, which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. [29-252](#).
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.

4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Legal Reference: Connecticut General Statutes

[10-220 Duties of boards of education.](#)

[10-231\(f\) Indoor air quality committees](#)

[10-282\(19\) Definitions](#)

[10-283 Applications for grants for school building projects](#)

[10-286 \(a\)\(9\) Computation of school building project grants](#)

[10-291 Approval of plans and site. Expense limit.](#)

[10-292](#) Review of final plans by Commissioner of Education.

[10-231g](#) Green Cleaning Program at schools: Definitions, Implementation, Notice

[P.A. 03-220](#) An Act Concerning Indoor Air Quality in Schools.

P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.

**Adopted: November 10, 2003**



# Somers Board of Education Administrative Report

Title of Report: Superintendent Written Evaluation Format

Board Meeting Date: September 11, 2017

Action       Report       Information       Discussion

Submitted by: Brian P. Czapla

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### ***Executive Summary***

Below is the recommended Superintendent evaluation format for school year 2017-18. Per contract, a verbal evaluation is due by December 30, 2017 with a written evaluation completed by June 30, 2018.

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### ***Report***

Domains for Evaluation:

BOE Interactions: The Superintendent works with the Board of Education to establish trusting relationships, a vision, goals and objectives for the district. The Superintendent communicates regularly and clearly with the Board and provides necessary data and information to assist them with the evaluation of district programs and operations.

Educational Leadership: The Superintendent develops a comprehensive vision for the district. He/she identifies the values under which the schools function, sets high performance expectations for students and staff, and advocates for and supports quality research-based programs to enhance teaching and learning.

Community/Public Relations: The Superintendent, in cooperation and consultation with the Board of Education, maintains positive working relationships with the community, local, regional and state organizations and agencies.

Organizational Management: The Superintendent, as the Chief Executive Officer, efficiently and effectively facilitates the day-to-day operations of the school district and its policies.



## Somers Board of Education Administrative Report

Human Resources Management: The Superintendent recruits, hires, and retains personnel (in compliance with BOE policy) who show the potential to best meet the needs of all students and/or the school district. A system of support, supervision and consistent evaluation should be in place to ensure that all staff are effective in their positions.

Personal Qualities: The Superintendent is principled, has strong interpersonal skills, leads ethically, and interacts effectively in the full range of his/her professional activities.

## **DBS CODE 6145.10**

*(Policy Committee recommends this policy be deleted.)*

### INSTRUCTION:

#### Curriculum - Extracurricular Activities:

#### Home Schooled Child's Participation in Extracurricular Activities:

School-age children residing in the town of Somers who are receiving their education in the home are eligible to participate in extracurricular activities of the Somers Public School district provided:

- a) A notice of intent pursuant to Board of Education DBS Code [6172.3](#) is on file with the Superintendent of Schools;
- b) The inclusion of the home-schooled child is not to the exclusion of a Somers Public Schools educated child;
- c) The participation of the home-schooled child is without cost to the Somers Public Schools;
- d) There exists sufficient student space, supplies and/or equipment in the activity;
- e) The parent or person in charge of the home-schooled child assumes responsibility in writing, for transportation to and from the child's home and the Somers Public Schools; and
- f) Permission of the Superintendent of Schools is obtained.

Curricular activities are defined as any activity that is directly related to classroom instruction that occurs within the school day.

Extracurricular activities are defined as any activity that occurs outside of the school day, specifically, but not restricted to, such examples as clubs and after-school programs.

Participation in any such extracurricular activity subjects the child to the same rules, regulations, and policies applicable to students enrolled in the Somers Public Schools and permission to participate pursuant to this policy may be revoked for cause by the Superintendent.

Cross Reference: DBS Code [6172.3](#) - Home Schooling Policy

**Adopted: October 28, 1996**

**Revised: September 13, 2004**



Somers Board of Education  
Administrative Report

Title of Report: **MBA Building Goals 2017-2018**

Board Meeting Date: September 11, 2017

Action

Report

Information

Discussion

Submitted by: Clay Krevolin, Principal

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***Executive Summary***

MBA Building Goals for 2017-2018 will be presented in Literacy, Mathematics and Positive Behavior Intervention Supports (PBIS). *“Projected Growth”* in Literacy and Mathematics will be calculated for individual students based on National Norms for students with the same starting RIT. Through the implementation of PBIS, we will be looking at lowering the incidents of *“Inappropriate Use of Technology”* and of *“Defiance”*.

---

***Report***

**Goal 1: Literacy**

***All students at MBA will meet or exceed their individual MAP Projected Growth Goal in Reading, and Language Usage.***

**Goal 2: Mathematics**

***All students at MBA will meet or exceed their individual MAP Projected Growth Goal in Mathematics.***

- ***Projected Growth is the amount that an individual student’s RIT score is predicted to change, based on student growth norms. The student’s initial score plus projected growth equals projected RIT.***
- ***Targets are based on National Norms for student with the same starting RIT score and grade.***

*Strategies for helping to achieve these goals will be discussed.*



## Somers Board of Education Administrative Report

### ***How do we know if MBA students are on track to hit their targets?***

- *For each student, we will calculate a Winter MAP target RIT score based on MAP national norms.*
- *The Winter MAP RIT scores can be used to determine if a student is growing at the rate appropriate to achieve his or her Spring MAP target.*
- *We will closely monitor students identified with 504 Accommodation Plans, special education and students in intervention.*
- *Target students not previously identified for intervention.*

### **Goal 3: Positive Behavior Intervention Supports (PBIS)**

*As measured by the System Wide Information Service (SWIS) data collection system, MBA students will show a 20% reduction in the **Inappropriate Use of Technology** and in **Defiance** compared to SWIS data collected during the same period of time during the 2016-17 school year.*

### ***Objectives of School-Wide PBIS***

- *Improve School Climate for staff and students.*
- *Universal approach to discipline*
- *Clear expectation of positive behaviors*
- *Procedures for teaching and modeling behaviors*
- *Continuum of procedures for reinforcing behavioral expectations*



# Somers Board of Education Administrative Report

Title of Report: NEASC Report

Board Meeting Date: September 11, 2017

Action

Report

Information

Discussion

Submitted by: Gary Cotzin and Cheryl Gustafson

## ***Executive Summary***

This report is a summary of the evaluation Somers High School received after our NEASC visit in March 2017. We have highlighted some of the numerous commendations bestowed upon us and some of the recommendations received by the visiting committee. We have also included some information on the process leading up to and during the visit along with what needs to be accomplished over the next 2 to 5 years.

## ***Report***

From the fall of 2015 to spring 2017, the faculty of Somers High School engaged in a multifaceted process of self-study, whereby faculty reflected, engaged stakeholder groups, collected evidence, and drafted reports to address Somers High School's standing, with regard to each of the seven standards for accreditation. The standards are as follows:

### **TEACHING AND LEARNING STANDARDS**

- Core Values, Beliefs about Learning, and 21st-Century Learning Expectations
- Curriculum
- Instruction
- Assessment of and for Student Learning

### **SUPPORT STANDARDS**

- School Culture and Leadership
- School Resources for Learning
- Community Resources for Learning

In addition to meeting regularly, during faculty meeting, PLC time, and designated professional development days, the faculty also utilized the following resources to guide the process, to inform the community, and to substantiate their findings:

**Endicott Survey** - 53 Faculty members, 453 students, and 162 parents shared their perspectives regarding the school's compliance with the seven standards for accreditation.

**NEASC Website** - Co-Chairs of the steering committee developed a website that was used to seamlessly and transparently communication guiding documents and also to archive digital evidence and drafts of standards reports.



## Somers Board of Education Administrative Report

**Participation on visiting teams** - Seven faculty members participated on eight different visiting committees between 2015 - 2016.

**Self-study workshops** - Steering committee co-chairs, standards chairs, and administration attended information sessions regarding self-study and visitation procedures.

The self-study was guided by Co-Chairs, the Steering Committee, Standards Chairs and Committees and actively sought parent feedback, and student participation in executing the events during the visitation week.

During their 4-day visitation, the 14-member visiting team substantiated the results of the faculty's self study through:

- a review of self-study materials (report and digital evidence)
- pening presentation featuring student presentations and testimonials
- meetings with twenty-eight individual teachers
- a welcoming reception that showcased student groups and innovation at SHS
- classroom observations - every classroom was visited at least once
- student shadows - all visiting team members shadowed a student for a half-day
- facility tours; two groups led by students, one group was led by Supervisor of Buildings and Grounds and custodial staff
- multiple stakeholder group meetings - Students, Parents, Faculty, Staff Administration, Board of Education

### **Commendations:**

- the clear reflection of the Spartan Code across the culture of Somers High School
- the involvement of all student viewpoints and stakeholders in the creation of the Spartan Code
- the inclusive process for developing the school's core values and beliefs
- the use of a common, digital curriculum platform
- the focused use of technology within the curriculum to support student learning
- the formal PLC time built into the school schedule
- the purposeful use of technology for instructional purposes
- the prevalence of teacher-run professional development opportunities
- the variety of screenings and interventions available to ensure student individual learning needs are met
- the use of technology to facilitate formative and summative assessments
- the relationships that exist among the students, staff, and administration
- the effective student load and class size that supports student learning
- the administrative initiative to implement the PBIS Spartan Code
- the decision-making authority provided to the principal by the school board and superintendent
- the availability of support staff to address the social/emotional needs of at-risk students
- the range of technology support, equipment, and access for teachers and students to support the learning expectations
- the safe, clean environment which is a result of the purposeful cleaning and maintenance plan
- the partnerships within the greater school community that provide increased opportunities for students

Recommendations



## Somers Board of Education Administrative Report

- to purposefully design curriculum across all grade-levels and content areas to ensure that the school's 21<sup>st</sup>-century learning expectations (21st CLEs) are included and that all students have opportunities to practice and achieve each of them
- implement a common curricular format that includes units of study with essential questions, concepts, content, and skills, the school's 21st CLEs, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course specific rubrics
- develop and implement a formal process to ensure the written and taught curriculum are aligned
- ensure that all stakeholders understand and implement active and self-directed learning
- utilize differentiated instructional practices to reflect the needs of all learners
- develop and implement a process to aggregate individual student data from assessments of the school's 21st CLEs to determine whole school progress in achieving the school's 21st CLEs and communicate that progress to the school community
- ensure students understand the connection between their learning and the school-wide rubrics
- increase formal opportunities for teachers, students and parents to participate in shared decision-making
- integrate library/media services into the school's curriculum

### **Next Steps:**

Follow-up committee will meet to review recommendations and set action plan.

Follow-up committee will coordinate faculty work and standards committees will draft and submit 2 year report by October 1, 2019.

Upon receipt of NEASC response to 2 year report, follow-up committee will re-evaluate progress, possibly adjust action plan, and will submit 5 year report in 2023.



## Somers Board of Education Administrative Report

Title of Report: 2017 SHS Summer School Report

Board Meeting Date: September 11, 2017

Action       Report       Information       Discussion

Submitted by: Gary Cotzin

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### ***Executive Summary***

This is a report of the 2017 summer school program. For the 4th year we ran summer school at Somers High School using the online Odysseyware program.

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### ***Report***

- 5 Students enrolled in 5 courses.
- 4 Students earned credit by completing the coursework and earning a 70 or higher.
- 1 Student did not complete the coursework and/or failed to earn a 70 or higher for credit.

4 Week Session: July 5, 2017 – August 1, 2017  
Location: Somers High School, 5 Vision Boulevard, Somers, CT 06071  
Time: 9:00am - 10:45 (Monday – Thursday)  
Tuition/ Fees \$250.00 (per course)

Due to enrollment, the program was only offered from 9-10:45am.



Somers Board of Education  
Administrative Report

***Comparative Data: 2016 Summer School***

- 12 Students enrolled in 13 different courses.
- 7 Students earned credit in 8 different courses.
- 2 Students completed course but did not earned the 70%
- 3 Students did not complete the coursework for credit
- 2 Students were allotted extra time for coursework

4 Week Session: July 5, 2016 – July 29, 2016

Location: Somers High School, 5 Vision Boulevard, Somers, CT 06071

Time: 9:00am - 10:45 and 11-12:45pm (Monday – Thursday)

Tuition/ Fees \$250.00 (per course)



# Somers Board of Education Administrative Report

Title of Report:

Board Meeting Date:

Action

Report

Information

Discussion

Submitted by:

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### ***Executive Summary***

This report summarize the 2017 summer school programming at Somers Elementary School.

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### ***Report***

#### **SOMERS EXTENDED SCHOOL YEAR (ESY)**

ESY is the **rare** exception. Not every child on an IEP receives ESY. Once ESY is not always ESY. It is determined annually by the PPT. ESY does NOT apply to all who might *benefit*, or all who are behind. ESY is for those students who have significant regression after separation from instruction. We include ESY if the student meets the criteria for documented significant regression. While we have an obligation to include ESY in the IEP; student participation is not mandatory. While a student does not appear to have academic regression, we recognize that compliance with school-like instructional expectations as well as language / social pragmatics are areas that a student is likely to regress.

#### **SES ESY & Summer SLAM (Supporting Language Arts and Mathematics)**

Our ESY / SLAM program integrates ELA (reading and written language/ literacy/communication), math and physical education. This provides continuity of instructional expectations and school based social interactions (peers and staff) in the natural school setting. This provides an enrichment and remedial opportunity for non disabled students and while providing an inclusion / integrated setting for students with extended school year (ESY) on their individualized education plans (IEP). We do provide direct ESY speech / language / social pragmatics if the student has it as an IEP service, and the PPT made the recommendation that it was required to prevent regression in this area.

Our SES ESY / SLAM (10 hours per week / 4 weeks, with integrated physical education, literacy, language and math components) is effective in meeting that need. Additionally, we



## Somers Board of Education Administrative Report

position our four weeks of ESY after the July 4 week, so that students do not have an extended absence period of programming at either end of the school year. We meet our middle and high school ESY obligation generally through direct one to one tutoring.

### **ESY / SLAM 2017**

July 10<sup>th</sup> - August 3<sup>rd</sup>

Monday – Thursday

two week sessions

8:30-11:00

2

### STUDENTS SERVED

- 51 total students
- 18 Tuition students (\$190 session)
- 42 attended session 1 and 42 attended session 2.
- 33 students on IEPs w/ESY
- 11 ESY students required transportation

### STAFFING

- ESY coordinator: Lori Polis, SES Special Education teacher
- 9 SpEd and GenEd teachers (including 1 physical education teacher)
- 1 SLP
- 1 nurse
- 6 paraprofessionals
- 2 student volunteers from the high school

Breakdown of students attending SES ESY /SLAM:

- PreK/K--7 (an additional 2 students came for speech/language services only)
- grades 1/2--19
- grades 3/4--13
- grades 5/6—12

ESY themes ranged from "Going on a Safari" (gr.1/2) to "ocean life" and "rainforests" (gr. 3/4) to "Australia" (gr. 5/6)

In addition to daily reading and math activities, daily physical education sessions were incorporated again this year, as well as the following executive functioning weekly focus:

week 1--What do I need to do to get started?



## Somers Board of Education Administrative Report

week 2--What am I listening for?

week 3--How can I tell how I am doing? What are the clues?

week 4--What do I need to do when something isn't working?

SES sensory room was closed for summer maintenance/cleaning, however, a corner of the library was set aside for a summer sensory area.

### **ESY Middle School and High School tutoring**

- 3 Special Education teachers
- 3 middle school students
- 7 high school students

Tutoring sites:

- Town library
- Central Office

### **Out of District (OOD) Summer Placements**

Total participating in OOD ESY: 7 OOD students. Additionally, one SHS student participated in an offsite specialized camp for ESY.

Out of District sites

- Ellington High School (1)
- Stowe Elementary School in Enfield (1)
- IEA (2)
- Gengras (1)
- River Street (1)
- Speech Academy / JCC specialized camp (1)
- Camp Horizons (1)

Range of dates / hours

- June 26 - August 11
- 8:00 am - 2:30 pm
- 5 days per week

Tuition is set per site by a daily ESY/ summer rate



## Somers Board of Education Administrative Report

Transportation to these sites are typically required

We have 13 OOD students; not all of our OOD require or participated in ESY.



# Somers Board of Education Administrative Report

Title of Report: Capital Projects Update

Board Meeting Date: 9/11/17

Action

Report

Information

Discussion

Submitted by: Bill Boutwell

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### ***Executive Summary***

Report summarizes prior year projects as well as current year projects funded through CIP. Bonding projects are listed as well.

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### ***Report***

#### **Capital Projects (CIP) Update September 2017**

##### **2016-2017 CIP Projects**

The following projects were funded through CIP in 2016-2017.

- SES Roof Membrane Coating (\$19,299)
- MBA Floor Auto Scrubber (\$6,850)
- SW Utility Van (\$21,648)

SES & SHS Fire Alarm Projects and SES Generator Project were funded through bonding.

##### **2017-2018 CIP Projects**

The following projects are currently funded through CIP in 2017-2018.

- SES Roof Membrane Coating (\$19,299)

A \$50,000 discretionary allocation is available for emergency needs.



# Somers Board of Education Administrative Report

Title of Report: Superintendent Goals School Year 2017-18

Board Meeting Date: September 11, 2017

Action       Report       Information       Discussion

Submitted by: Brian Czapla

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## ***Executive Summary***

The following are the goals for the Superintendent for school year 2017-18.

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## ***Report***

1. Establish strong, collaborative, and trusting relationship with the Board of Education.
2. Foster meaningful relations with staff and community by high visibility in schools and community.
3. Develop understanding of operations and implement efficiencies where applicable.
4. Learn about the needs of the school community to prepare for strategic planning.
5. Work with the director of curriculum to evaluate and identify the curricular needs and professional development needed to develop a comprehensive and engaging K-12 curriculum.
6. Effectively manage budget in light of state fiscal crisis.