

Board of Education Meeting
Monday, November 13, 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	3
4.	AUDIENCE TO CITIZENS/STAFF/STUDENTS	
5.	CORRESPONDENCE	
6.	OPPORTUNITY TO ADD/DELETE AGENDA ITEMS	
7.	CONSENT AGENDA	
1.	Donations	10
	Somers Public Schools has received donations in the past month. Somers Education Foundation has granted 14 staff requests and the Somers High School R & D Electrathon Program as also received donations.	
2.	Warrant of November 13, 2017	12
	Warrant of November 13, 2017 for Board approval.	
3.	2017-2018 Budget Revisions	18
	The attached report will show revisions to the 2017-2018. Mr. Boutwell will be present for any questions.	
8.	NEW BUSINESS	
1.	1st Warning - SHS Curriculum Proposal - English novel "Things Fall Apart"	21
	1st Warning - SHS Curriculum Proposal - English novel "Things Fall Apart". The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.	
2.	1st Warning - SHS Curriculum Proposal - New Course - Mathematics Skills	23
	Intervention. 1st Warning - SHS Curriculum Proposal - New Course - Mathematics Skills Intervention. The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.	
3.	1st Warning - SHS Curriculum Proposal - New Course - English - Literacy Skills.	33
	1st Warning - SHS Curriculum Proposal - New Course - English - Literacy Skills. The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.	
4.	1st Warning - SHS Curriculum Proposal - New Course - French 1.	41
	1st Warning - SHS Curriculum Proposal - New Course - French 1. The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.	
9.	OLD BUSINESS	
1.	2nd Warning - DBS 3520.13- Operations	46
	2nd Warning of DBS Code 3520.13- Operations. The Policy Committee has reviewed this policy and is recommending the attached changes.	
2.	2nd Warning of DBS Code 4112.2 - Certification.	54
	2nd Warning of DBS Code 4112.2 - Certification. The Policy Committee has reviewed this policy and is recommending the attached changes.	
3.	2nd Warning DBS Code 5144.1 - Use of Physical Force	56
	2nd Warning of DBS Code 5144.1 - Use of Physical Force. The Policy Committee has reviewed this policy and is recommending the attached changes.	
4.	2nd Warning - DBS Code 6146.2 State Testing	63
	2nd Warning of DBS Code 6146.2 State Testing. The Policy Committee has reviewed this policy and is recommending the attached changes.	

10. ADMINISTRATIVE REPORTS
 1. Curriculum Report on Art, Music and Business 66
Dr. Irene Zytka will give presentation on the Art, Music and Business Curriculums.
 2. Professional Development 78
Dr. Irene Zytka will present the Board of Education a summary of Professional Development for staff for the 2017-18 school year.
 3. Superintendent's Update
Superintendent Czapla will give the Board of Education an update.
11. COMMITTEE REPORTS
 1. BUDGET
 2. CURRICULUM
 3. POLICY
 4. SALARY & NEGOTIATION
 5. PLANNING
 6. OTHER COMMITTEES
12. OTHER
13. ADJOURNMENT

DRAFT

**Regular Board of Education Meeting
October 23, 2017 7:00 PM
Board Room in Central Office**

Attendance Taken at 7:02 PM:

Present Board Members:

Mr. Jeremy Anderson
Sarah Bollinger
Ms. Barbara Capuano
Bruce Devlin
Mrs. Anne Kirkpatrick
Rick Lees
Mrs. Kate McLellan
David Palmer

Absent Board Members:

Marybeth Marquardt

1. CALL TO ORDER

Discussion:

The regular meeting of the Board of Education was called to order at 7:02 p.m. by Chairman Devlin in the Mabelle B. Avery Middle School Board of Education meeting room.

2. PLEDGE OF ALLEGIANCE

3. STUDENT REPRESENTATIVES' REPORT

3.1. Student representatives from Somers High School

Rationale: Student representatives from Somers High School will present their report to BOE.

Discussion:

Superintendent Czapla introduced F. Sarisley, a student representative from the Superintendent's Advisory Group. Miss Sarisley updated the BOE on SHS events that have occurred and events that are planned including a Halloween dance to be held on 11/10/17; PSAT's for grades 9-11 on 10/11/17; a college fair held on 10/19/17; SADD's red ribbon week; Student Advisory Meeting; GSA fundraiser; and, a drama meeting to elect officers for the upcoming musical.

4. APPROVAL OF MINUTES

4.1. Draft Minutes of Board Meeting from October 10, 2017

Rationale: The Board is to review and amend/approve the BOE draft minutes of October 10, 2017.

Motion Passed: Draft minutes of 10/10/17 passed with a motion by Ms. Barbara Capuano and a second by Sarah Bollinger.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes

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Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. CORRESPONDENCE

7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8. CONSENT AGENDA

8.1. Warrant of October 23, 2017

Rationale: The Board to review and approve the warrant of 10/23/17.

Motion Passed: The BOE reviewed the 10/23/17 warrant in the amount of \$201,555.50 and passed with a motion by Mr. Jeremy Anderson and a second by Mrs. Kate McLellan.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

8.2. Retirement of James Griffin, Somers Elementary Gifted and Talented Teacher

Rationale: Mr. James Griffin is retiring on October 31, 2017 from the Somers Elementary School. He has been the teacher in the Gifted and Talented for the last 11 years at SES.

Motion Passed: The BOE reviewed the retirement letter of Mr. James Griffin, SES Gifted and Talented Teacher for 11 years and, with regret, passed with a motion by Mr. Jeremy Anderson and a second by Mrs. Kate McLellan.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

8.3. Resignation of Stacey Rich, nurse at Somers Elementary School

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Rationale: Ms. Stacey Rich will be resigning from her position as nurse from Somers Elementary School since May 2016.

Motion Passed: The BOE reviewed the resignation letter of Ms. Stacey Rich, SES Nurse, and passed with a motion by Mr. Jeremy Anderson and a second by Mrs. Kate McLellan.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

9. NEW BUSINESS

9.1. 1st Warning - DBS 3520.13- Operations

Rationale: First Warning of DBS Code 3520.13- Operations. The Policy Committee has reviewed this policy and is recommending the attached changes. Second warning /adoption will be included on the 11/13/17 agenda.

Discussion: Chairman Devlin advised the BOE to direct any questions to A. Kirkpatrick or another member of the Policy Committee.

9.2. First Warning of DBS Code 4112.2 - Certification.

Rationale: First Warning of DBS Code 4112.2 - Certification. The Policy Committee has reviewed this policy and is recommending the attached changes. Second warning /adoption will be included on the 11/13/17 agenda.

Discussion: Chairman Devlin advised the BOE to direct any questions to A. Kirkpatrick or another member of the Policy Committee.

9.3. DBS Code 5144.1 - Use of Physical Force

Rationale: First Warning of DBS Code 5144.1 - Use of Physical Force. The Policy Committee has reviewed this policy and is recommending the attached changes. Second warning /adoption will be included on the 11/13/17 agenda.

Discussion: Chairman Devlin advised the BOE to direct any questions to A. Kirkpatrick or another member of the Policy Committee.

9.4. DBS Code 6146.2 State Testing

Rationale: First Warning of DBS Code 6146.2 State Testing. The Policy Committee has reviewed this policy and is recommending the attached changes. Second warning /adoption will be included on the 11/13/17 agenda.

Discussion: Chairman Devlin advised the BOE to direct any questions to A. Kirkpatrick or another member of the Policy Committee.

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10. OLD BUSINESS

11. ADMINISTRATIVE REPORTS

11.1.

Pupil Services - Specialized Programming

Rationale:

Dr. Denise Messina will give the Board an update on the specialized programs within Pupil Services.

Discussion:

Dr. D. Messina, Director of Pupil Services, updated the BOE on the specialized programs within Pupil Services. The BOE's obligations include providing free and appropriate education in the least restrictive environment with a continuum of services. The Early Start Pre-K is a NAEYC-accredited (National Association for the Education of Young Children), integrated program for children ages 3-5 who are identified as children eligible for special education services as well as peer models. The curriculum framework and benchmarks are developed by the

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State Department of Education. It is a literacy-based curriculum involving a multidisciplinary team who provide a framework for learning which encompasses all areas of a child's development. The mission is to provide a challenging and nurturing learning environment while empowering children to develop their unique talents and prepare them moving forward. NAEYC is a five-year accreditation process which sets a gold standard for highly qualified programs. The self study began in Spring 2017 to prepare for the Fall 2017 accreditation. The process requires administrators, staff, and families to participate. Programs are required to meet standards that are grouped into ten areas. Dr. D. Messina and J. Oliver, SES Principal, monitor and oversee the accreditation application. The final part of the accreditation process is an "unannounced site visit" where the administrators receive a one-day notice of the visit. This includes an inspection of the site and the gathering of documentation and reports as evidence of meeting standards. The administrators received a 24-hour notice for a visit on 10/19/17. They received an informal summary of findings. A formal written report will be sent within three months. All standards were met. Smart Start was created during the 2014 legislative session with the intent of expanding public preschool statewide through competitive grant funding through the Office of Early Childhood. The operating cost of \$75,000 has to be annually renewed with subsequent grant applications. 50% of the spaces in Smart Start go to children who qualify for free and reduced price lunches. There are 10 children currently enrolled and will slowly be increasing to a total enrollment of 15-18 students. The program is staffed with a SPED-certified teacher and Paraeducator who previously worked in the Early Start Program last year. No transportation is provided unless a student is on an IEP.

11.2. Enrollment Report

Rationale: The Superintendent will present the Enrollment Report to the Board of Education

Discussion: Superintendent Czapla presented the enrollment update to the BOE. Enrollment fluctuates throughout the school year. He pointed out that Kindergarten enrollment was significantly increased from June to September. Future enrollment projections were established using the Cohort Survival Method, a complex projection system analyzing birthrate and migration patterns within the district. There has been a 77% increase in the number of students who were born and entered Kindergarten over a three-year trend. This will be closely monitored for strategic planning. **11.3. Budget Calendar for 2018-2019**

Rationale: The budget calendar for 2018-2019.

Discussion: Superintendent Czapla presented the 2018-19 budget calendar to the BOE. He stated that there haven't been any significant changes. Actual dates are yet to be determined.

11.4. Superintendent's Update Report

Rationale: Mr. Czapla will give the Board an update on current issues.

Discussion: Superintendent Czapla updated the BOE on the budget issue. There hasn't been any change in the budget. There may be a possible vote later this week. He gave an overview of the \$1.127 million cut if the executive order goes forward on 11/1/17.

12. COMMITTEE REPORTS

12.1. BUDGET

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Discussion:

As stated above under agenda item 11.4.

12.2. CURRICULUM

Discussion: K. McLellan reported that the committee met on 10/23/17. There will be a first warning in an upcoming BOE meeting.

12.3. POLICY

Discussion: A. Kirkpatrick reported that the committee met on 10/23/17. There will be four policies to warn in an upcoming BOE meeting. The next committee meeting will be held on 11/27/17 at 6 p.m.

12.4. SALARY & NEGOTIATION

Discussion: D. Palmer reported that there will be an Executive Session for the nurses during this BOE meeting. Administrators will be discussed next.

12.5. PLANNING

Discussion: No report

12.6. OTHER COMMITTEES

Discussion: None

13. OTHER

Discussion: None

14. EXECUTIVE SESSION

14.1. Executive Session: Board to Vote on reviewing the Nurses (AFSCME) Contract

Rationale: The Board will review and later vote on Nurses (AFSCME) Contract. Mr. Czapla and Mr. Boutwell are both invited into the Executive Session for informational purposes.

Discussion:

Motion Passed: Motion to enter into Executive Session at 8:12 p.m. for the purpose of reviewing and voting on the Nurses' (AFSCME) Contract and inviting Superintendent Czapla and Mr. B. Boutwell, Director of Business Services, for informational purposes passed with a motion by David Palmer and a second by Mrs. Anne Kirkpatrick.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes

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Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

Motion Passed: The BOE came out of Executive Session at 8:25 p.m. Motion to approve the Nurses' Contract as presented during Executive Session passed with a motion by David Palmer and a second by Bruce Devlin.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

15. ADJOURNMENT

Motion Passed: Adjournment at 8:26 p.m. passed with a motion by David Palmer and a second by Ms. Barbara Capuano.

8 Yeas - 0 Nays.

Mr. Jeremy Anderson	Yes
Sarah Bollinger	Yes
Ms. Barbara Capuano	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Absent
Mrs. Kate McLellan	Yes
David Palmer	Yes

Rick Lees, Board Secretary

Shannin Burns, Recording Secretary



Somers Board of Education Administrative Report

Title of Report: Donations

Board Meeting Date: November 13, 2017

Action
 Report
 Information
 Discussion

Submitted by: Brian P. Czapla

Executive Summary

Below are a list of generous donations by individuals, businesses and Somers Education Foundation.

Report

Grants from Somers Education Foundation

Flexible Seating for Struggling Readers	SES	S. Martin	\$1351
Printer for Art Department	SHS	K. Kipfer	\$183
School Messenger	All	B. Czapla	\$2523
Second Step Program	SES	J.Cosker/C. Reardon	\$878
Technology Grant – Dash	SHS	T. Gowash	\$900
Executive Functioning Training	SHS	P. DeMatteo/M. Baldyga	\$216
Kiln and Vent Replacement	SHS	S. Burda	\$3436
Quizlet Pro	SHS	M. Lajeunesse	\$260
Foundations for Tier 2 Instruction	SES	S. DeMonti	\$1500
SNN Equipment	SHS	R. Wilson	\$3190
Historical Archive Project	SHS	A. Drummey	\$5000
Wobble Stools	MBA	S. Lyver, J. Estes, S. Remington	\$727
Video Production in Language Arts	MBA	J. Rivard, K. Nevins	\$4409
Using UDL/Tier 1	ALI	D. Messina/I. Zytka	\$1700
Total requests Granted			\$26,273



Somers Board of Education Administrative Report

Somers High School - CT Electrathon Donations

Each year the SHS Research and Development Class engages with a program called CT Electrathon. This demands that the class engineers and builds an electric vehicle to enter into this challenge. The yearly expense for this activity yearly is about \$5500 for materials and \$1500 for transportation and registration. The event occurs twice yearly (November and May). The new vehicle is run and tested in the May event. This process has been underway in Somers since 2004 and our local business partners have been very supported. Students make contact and with businesses and schedule presentations that describe this activity. The process provides for donations or sponsorships.

Sponsors:

Conval	\$1000
Rotary	\$1000
Michelle Mercier Vargo	\$1000
Parks Superior Sales	\$ 500
Enfield Animal Hospital	\$ 500
DG Graphics	\$ 250
Accu-time Systems	\$ 250
Ruizfoods	\$ 250
Plasma Technology, Inc	\$ 250
John the Jack Man	\$ 25
Total	\$5025

Somers Board of Education General Budget Treasury Warrant


Report # 48754

Check Batch: 18474
 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:


11/9/17

 William B. Boutwell, Director of Business Services

18474	14279	11/13/2017	V61143	Air Equipment, LLC	0.00	1,265.00
	14280	11/13/2017	V02129	Sonitrol New England	0.00	16,739.38
	14281	11/13/2017	V60790	Alternative Access Assistive Technology	0.00	420.00
	14282	11/13/2017	V52670	SYNCB/AMAZON	0.00	136.20
	14283	11/13/2017	V60084	American Time & Signal Company	0.00	372.79
	14284	11/13/2017	V52306	AmeriPride Services, Inc	0.00	290.49
	14285	11/13/2017	V60041	Anthem BCBS	0.00	166,724.36
	14286	11/13/2017	V60040	Anthem Life Insurance Company	0.00	2,288.00
	14287	11/13/2017	V54164	Auto Tek LLC	0.00	34.95
	14288	11/13/2017	V00884	Avery Septic Service	0.00	150.00
	14289	11/13/2017	V54166	Bell/Simons Co., The	0.00	40.00
	14290	11/13/2017	E00024	Bouchard, Corinne	0.00	69.12
	14291	11/13/2017	V60178	Building Specialties	0.00	457.73
	14292	11/13/2017	V00121	CABE	0.00	30.00
	14293	11/13/2017	V60882	Comtech Phones	0.00	590.00
	14294	11/13/2017	V02474	Connecticut Radio, Inc	0.00	200.00
	14295	11/13/2017	V60709	DBS Financial Services LLC	0.00	2,036.00
	14296	11/13/2017	E00096	Duffy, Margaret	0.00	25.15
	14297	11/13/2017	V00605	Electrical Wholesalers	0.00	313.32
	14298	11/13/2017	V61230	ENGIE Resources	0.00	1,787.18

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14299	11/13/2017	V00159	Eversource Energy	0.00	12,851.84
	14300	11/13/2017	V54168	First Student, Inc	0.00	76,089.12
	14301	11/13/2017	V60968	Fletcher Sewer & Drain, Inc	0.00	170.00
	14302	11/13/2017	V02186	Flinn Scientific, Inc.	0.00	349.00
	14303	11/13/2017	V61236	Gateway Enterprise Corporation	0.00	534.00
	14304	11/13/2017	A00180	Girard, Ginger	0.00	173.98
	14305	11/13/2017	V61324	Global Site Services	0.00	50.00
	14306	11/13/2017	V54081	Graduate Pest Solutions, Inc.	0.00	516.00
	14307	11/13/2017	V00511	Grainger	0.00	1,086.90
	14308	11/13/2017	V52848	Intensive Education Academy, Inc.	0.00	23,493.50
	14309	11/13/2017	V02625	K & S Distributors	0.00	285.08
	14310	11/13/2017	A00047	Laska, Kevin	0.00	86.99
	14311	11/13/2017	V00039	Leonards Auto Parts Co.	0.00	50.97
	14312	11/13/2017	E00206	MacFeat, James	0.00	147.00
	14313	11/13/2017	V02898	MagnaKleen Services	0.00	200.66
	14314	11/13/2017	V61370	National Safety Consultants, LLC	0.00	612.91
	14315	11/13/2017	V60983	OMNI Group, The	0.00	26.00
	14316	11/13/2017	V60568	Pediatric Services of America Inc	0.00	4,296.00
	14317	11/13/2017	V52686	Plimpton & Hills	0.00	64.97
	14318	11/13/2017	V60864	Pullman & Comley, LLC	0.00	549.00
	14319	11/13/2017	V52476	River Valley Lawn Care LLC	0.00	875.19
	14320	11/13/2017	V53811	RJ Mase, LLC	0.00	112.00
	14321	11/13/2017	V60979	Shanahan, Jim	0.00	150.00
	14322	11/13/2017	E00410	Shea, Jackie	0.00	420.00
	14323	11/13/2017	V51324	Sherwin-Williams Co., The	0.00	341.00
	14324	11/13/2017	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	14325	11/13/2017	V61373	Somers Star Hardware	0.00	152.80
	14326	11/13/2017	V01591	Town of Somers	0.00	6,860.15
	14327	11/13/2017	V60056	Supplyworks	0.00	169.04
	14328	11/13/2017	V60374	Tecta America New England LLC	0.00	1,836.21
	14329	11/13/2017	V53615	Thurston Foods, Inc.	0.00	1,696.63
	14330	11/13/2017	V53987	U.S. Bank Equipment Finance, Inc	0.00	2,150.80
	14331	11/13/2017	V54059	Verizon Wireless	0.00	633.98
	14332	11/13/2017	V53413	W. B. Mason Co., Inc.	0.00	1,756.00
	14333	11/13/2017	E00233	Zytka, Dr. Irene	0.00	64.66
Totals:					0.00	\$334,011.75

**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 # 48753
Batch: 18444
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
18444	\$334,011.75	Posted	Lbergamini	11/06/2017	Lbergamini	11/09/2017

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2018						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			334,342.82	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	334,342.82
		Total Generated Distributions			\$334,342.82	\$334,342.82
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			763.88	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	334,775.63
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			878.00	0.00
	10-100-2-4-16-220-641-01-5-00120	HS - ENGLISH TEXTBOOKS		Yes	136.20	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			349.00	0.00
	10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES			1,696.63	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			840.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			4,296.00	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			264.60	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			25.15	0.00
	10-221-2-5-50-214-111-05-5-00659	SW - PROF DEVELOPMENT/CEU			64.66	0.00
	10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES			1,187.91	0.00
	10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			30.00	0.00
	10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES			878.00	0.00
	10-232-6-5-66-830-440-04-5-00525	CO - COPIER RENTAL			537.70	0.00
	10-240-1-2-40-258-690-04-5-00301	K-5 - OFFICE SUPPLIES			69.12	0.00
	10-240-6-2-66-830-440-04-5-00523	K-5 - COPIER RENTAL			537.70	0.00
	10-240-6-3-66-830-440-03-5-00527	MA - COPIER RENTAL			537.70	0.00
	10-240-6-4-66-830-440-04-5-00763	HS - COPIER RENTAL			537.70	0.00
	10-260-1-5-64-642-530-04-5-01217	SW - COMMUNICATION SUPPLIES			790.00	0.00
	10-260-5-2-62-722-430-08-5-01141	K-5 BUILDING REPAIRS			1,787.70	0.00
	10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE			102.36	0.00
	10-260-5-3-64-642-530-04-5-00365	MA - TELEPHONE			112.36	0.00
	10-260-5-4-20-722-430-01-5-00396	HS - MUSIC MAINTENANCE			150.00	0.00
	10-260-5-4-38-722-430-01-5-00393	HS - QUANTITY FOODS MAINT.			402.49	0.00
	10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE			103.35	0.00

Somers Board of Education General Journal Register

Report # 48753

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
18444	\$334,011.75	Posted	Lbergamini	11/06/2017	Lbergamini	11/09/2017
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE		Yes	462.91	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			1,019.74	0.00
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK			100.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			170.00	0.00
10-260-5-6-62-722-430-08-5-00438		HS - SEPTIC TANK		Yes	50.00	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			1,942.22	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			0.00	763.88
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			85.92	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			875.19	0.00
10-260-5-6-62-722-430-08-5-00443		SW - ROOF REPAIR			1,836.21	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL		Yes	1,189.70	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY			106.75	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			149.04	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			344.76	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING			516.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			313.32	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			169.04	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY			16,739.38	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			7,021.93	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			4,002.88	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			5,532.41	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY		Yes	117.80	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY		Yes	25,337.68	0.00
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY		Yes	30,435.65	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			6,790.54	0.00
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS		Yes	20,315.79	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			69.61	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE			2,288.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			166,724.36	0.00
10-320-7-3-42-880-590-06-5-00596		MA - OFFICIALS			260.97	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			23,493.50	0.00
Total User-Entered Distributions					\$335,539.51	\$335,539.51
Total for November, 2018					\$669,882.33	\$669,882.33
Grand Total for Batch # 18444					\$669,882.33	\$669,882.33

**Somers Board of Education
General Journal Register**

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
18444	\$334,011.75	Posted	Lbergamini	11/06/2017	Lbergamini	11/09/2017

214 Transactions Listed.

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

Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
ADMINISTRATIVE SALARIES	\$1,372,817	\$1,387,817	\$15,000	1.1%
FORMS AND PRINTING	\$11,500	\$11,500	\$0	0.0%
POSTAGE	\$6,945	\$6,945	\$0	0.0%
BOARD OF ED. EXPENSES	\$103,150	\$103,150	\$0	0.0%
INSTITUTIONAL DUES	\$28,800	\$28,800	\$0	0.0%
INSTRUCTIONAL SALARIES	\$10,104,445	\$10,089,445	-\$15,000	-0.1%
OTHER INST. SALARIES	\$463,551	\$471,051	\$7,500	1.6%
CLERICAL/AIDES SALARIES	\$1,490,933	\$1,490,933	\$0	0.0%
TEXTBOOKS	\$76,000	\$76,000	\$0	0.0%
LIBRARY BOOKS/SUPPLIES	\$17,750	\$17,750	\$0	0.0%
TECHNOLOGY AV MATERIALS	\$35,200	\$35,200	\$0	0.0%
SYSTEMWIDE GEN. SUPPLIES	\$44,800	\$44,800	\$0	0.0%
DEPARTMENTAL SUPPLIES	\$133,010	\$133,010	\$0	0.0%
WORKBOOKS AND TEST	\$26,565	\$26,565	\$0	0.0%
TRAVEL/CONF/IN-SERVICE	\$33,050	\$33,050	\$0	0.0%
OFFICE SUPPLIES	\$11,225	\$11,225	\$0	0.0%
MEDICAL ADVISOR SALARY	\$1,500	\$1,500	\$0	0.0%
NURSE'S SALARIES	\$180,058	\$180,058	\$0	0.0%
HEALTH SUPPLIES	\$14,500	\$14,500	\$0	0.0%
REGULAR TRANSPORTATION	\$652,000	\$661,000	\$9,000	1.4%
SPEC. ED. TRANSPORTATION	\$305,300	\$312,200	\$6,900	2.3%
ATHLETIC/FIELD TRIPS	\$36,480	\$36,480	\$0	0.0%
MAINT/CUSTODIAN SALARIES	\$773,537	\$776,737	\$3,200	0.4%
FUEL SUPPLY	\$162,700	\$162,700	\$0	0.0%
ELECTRICITY	\$415,400	\$416,800	\$1,400	0.3%
TELEPHONE	\$40,500	\$40,500	\$0	0.0%
PROPANE GAS	\$6,000	\$6,000	\$0	0.0%
CUSTODIAL SUPPLIES	\$45,000	\$45,000	\$0	0.0%
GENERAL/DEPT MAINTENANCE	\$470,100	\$470,100	\$0	0.0%
EQUIPMENT REPLACEMENT	\$2,800	\$2,800	\$0	0.0%
INSURANCE/SOC. SECURITY	\$3,810,388	\$3,774,888	-\$35,500	-0.9%
EQUIPMENT RENTAL	\$52,440	\$52,440	\$0	0.0%
COACHES	\$151,954	\$151,954	\$0	0.0%
ACTIVITY ADVISORS	\$48,643	\$48,643	\$0	0.0%
ATHLETIC/ACADEMIC ACT.	\$79,716	\$87,216	\$7,500	9.4%
CAPITAL OUTLAY/EQUIP	\$244,470	\$244,470	\$0	0.0%
TUITION-NON SPECIAL ED	\$121,500	\$121,500	\$0	0.0%
TUITION VO-AG	\$0	\$0	\$0	#DIV/0!
TUITION-SPECIAL ED.	\$961,000	\$961,000	\$0	0.0%
ADULT EDUCATION	\$12,900	\$12,900	\$0	0.0%
OTHER	\$10,000	\$10,000	\$0	0.0%
TOTAL	\$22,558,627	\$22,558,627	\$0	0.00%

SALARIES				
Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
ADMINISTRATIVE SALARIES	\$1,372,817	\$1,387,817	\$15,000	1.1%
INSTRUCTIONAL SALARIES	\$10,104,445	\$10,089,445	-\$15,000	-0.1%
OTHER INST. SALARIES	\$463,551	\$471,051	\$7,500	1.6%
CLERICAL/AIDES SALARIES	\$1,490,933	\$1,490,933	\$0	0.0%
MEDICAL ADVISOR SALARY	\$1,500	\$1,500	\$0	0.0%
NURSE'S SALARIES	\$180,058	\$180,058	\$0	0.0%
MAINT/CUSTODIAN SALARIES	\$773,537	\$776,737	\$3,200	0.4%
COACHES	\$151,954	\$151,954	\$0	0.0%
ACTIVITY ADVISORS	\$48,643	\$48,643	\$0	0.0%
	\$14,587,438	\$14,598,138	\$10,700	0.07%

PROGRAM SUPPORT				
Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
TEXTBOOKS	\$76,000	\$76,000	\$0	0.0%
LIBRARY BOOKS/SUPPLIES	\$17,750	\$17,750	\$0	0.0%
TECHNOLOGY AV MATERIALS	\$35,200	\$35,200	\$0	0.0%
SYSTEMWIDE GEN. SUPPLIES	\$44,800	\$44,800	\$0	0.0%
DEPARTMENTAL SUPPLIES	\$133,010	\$133,010	\$0	0.0%
WORKBOOKS AND TEST	\$26,565	\$26,565	\$0	0.0%
TRAVEL/CONF/IN-SERVICE	\$33,050	\$33,050	\$0	0.0%
ATHLETIC/ACADEMIC ACT.	\$79,716	\$87,216	\$7,500	9.4%
TOTAL	\$446,091	\$453,591	\$7,500	1.68%

GENERAL SUPPLIES AND MAINTENANCE				
Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
FORMS AND PRINTING	\$11,500	\$11,500	\$0	0.0%
POSTAGE	\$6,945	\$6,945	\$0	0.0%
OFFICE SUPPLIES	\$11,225	\$11,225	\$0	0.0%
HEALTH SUPPLIES	\$14,500	\$14,500	\$0	0.0%
CUSTODIAL SUPPLIES	\$45,000	\$45,000	\$0	0.0%
GENERAL/DEPT MAINTENANCE	\$470,100	\$470,100	\$0	0.0%
EQUIPMENT REPLACEMENT	\$2,800	\$2,800	\$0	0.0%
EQUIPMENT RENTAL	\$52,440	\$52,440	\$0	0.0%
CAPITAL OUTLAY/EQUIP	\$244,470	\$244,470	\$0	0.0%
OTHER	\$10,000	\$10,000	\$0	0.0%
TOTAL	\$868,980	\$868,980	\$0	0.00%

UTILITIES AND TRANSPORTATION				
Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
REGULAR TRANSPORTATION	\$652,000	\$661,000	\$9,000	1.4%
SPEC. ED. TRANSPORTATION	\$305,300	\$312,200	\$6,900	2.3%
ATHLETIC/FIELD TRIPS	\$36,480	\$36,480	\$0	0.0%
FUEL SUPPLY	\$162,700	\$162,700	\$0	0.0%
ELECTRICITY	\$415,400	\$416,800	\$1,400	0.3%
TELEPHONE	\$40,500	\$40,500	\$0	0.0%
PROPANE GAS	\$6,000	\$6,000	\$0	0.0%
TOTAL	\$1,618,380	\$1,635,680	\$17,300	1.07%

SPECIAL EDUCATION AND OTHER TUITION				
Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
TUITION-NON SPECIAL ED	\$121,500	\$121,500	\$0	0.0%
TUITION VO-AG	\$0	\$0	\$0	#DIV/0!
TUITION-SPECIAL ED.	\$961,000	\$961,000	\$0	0.0%
ADULT EDUCATION	\$12,900	\$12,900	\$0	0.0%
TOTAL	\$1,095,400	\$1,095,400	\$0	0.00%

INSURANCE				
Account Description	2017-2018 Approved	2017-2018 Revised	\$ Change	% Change
BOARD OF ED. EXPENSES	\$103,150	\$103,150	\$0	0.0%
INSTITUTIONAL DUES	\$28,800	\$28,800	\$0	0.0%
INSURANCE/SOC. SECURITY	\$3,810,388	\$3,774,888	-\$35,500	-0.9%
TOTAL	\$3,942,338	\$3,906,838	-\$35,500	-0.90%

TOTAL	\$22,558,627	\$22,558,627	\$0	0.00%
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Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: September 26th, 2017

Person(s) submitting: Mindy Lajeunesse

Content Area: English **Grade(s)** 12 **Course:** College Prep English 10

Recommended Purchase: 120 copies of *Things Fall Apart*

Title or Name of Resource: _____

Type of Resource: Novel ISBN# _____

Copyright: _____ Vendor: _____

Address: _____

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes

No

Process used to select this curriculum resource:

Things Fall Apart is used with the grade 12 AP Literature and Composition course and receives high interest response from the students. Because grade 12 has a world literature focus, this novel will be a great addition to the College Prep English curriculum. This is a modern African novel, which is unique to the rest of the grade 12 English curriculum. The novel addresses many pre and post-colonization issues, cultural and religious identity, masculinity and femininity within tribal culture and the concept of the tragic hero. All of these themes fit well within the curriculum as they come up in many other works read during the year. The students will be able to draw connections across multiple works. The addition of *Things Fall Apart* will allow the students to experience a work from a part of the world and history to which they are not regularly exposed.

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

All other College Prep Senior English units will remain the same.

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

The novel was read and discussed by both Ms Collins and Mr Serrell-Dubé over the summer. Both found the text to fit the needs of shifting the curriculum towards authentic World Literature that is accepted by the academy.

Attach a standard budget sheet to detail the purchase costs.

Quantity 3 from the following link:

[https://www.prestwickhouse.com/book/id-301118/Things_Fall_Apart -
_30_Books_and_Teaching_Unit](https://www.prestwickhouse.com/book/id-301118/Things_Fall_Apart_-_30_Books_and_Teaching_Unit)

Course Proposal Form

Date: 10/20/2017

Proposed Title: Mathematics Skills Intervention

Content Area: Math
Semester(s): Fall/Spring

(a) What need(s) does this course address?

This course will address the need for improved mathematics skills for students struggling in their Math class.

(b) How was the need identified? What data was considered?

The needs for improved math skills are identified in one of two ways. First, a Math teacher can recommend a student for Intervention through the SRBI process and the committee can decide that the student needs additional support to succeed in their Math class. The need can also be identified through standardized testing with the NWEA assessment. That data can help show both proficiency and growth in math skills. All sophomores take this exam three times with an eye on growth.

The NWEA assessment is also used for progress monitoring of all students in Intervention. This tool is used quarterly with students and growth goals are set with each student to begin the year. Student progress is monitored in reading, grammar, and math.

(c) Who was involved in determining the need?

Math teachers, the SRBI committee, and administration were involved in determining a need for improved math skills.

(d) Who designed the course?

The course was designed by the Math Intervention Teacher, Mary Baldyga, with support from SHS Math Department teachers, Mr. Dan Carroll and Dr. Irene Zytka.

(e) What implications does this course have on staffing, other curricular areas, and/or space?

This course will allow students putting in the work to improve their math skills to be awarded credit for that effort. Ideally, students will be receive $\frac{1}{4}$ (quarter) credit for each quarter term spent working in on their skills in this course. This will require the Math Intervention Teacher to input grades within the designed curriculum for students to meet the requirements of earning that $\frac{1}{4}$ credit each term. Students will receive that $\frac{1}{4}$ credit as long as they earn a passing grade from their efforts that term. Students who participate in this course on a "fading basis" may only earn a $\frac{1}{4}$ credit per semester.

- (f) What special background, if any, would the teacher need to have to teach this elective successfully?**

The teacher in place has a background in mathematics, including content from PreAlgebra through Calculus classes.

- (g) This course is designed for: (circle any or all choices)**

Freshmen Sophomore Juniors Seniors Middle School

- (h) What prerequisites must the student fulfill to take this course?**

There are no prerequisites for the students to complete. However entry into Math Intervention will be dependent on a recommendation from the SRBI committee.

- (i) Insert curriculum standards this course will address:**

1. HSA-SSE.A and B
2. HSA-CED.A
3. HSF-REI.A and B
4. HSF-IF.A, B and C
5. HSF-IF.A, B, and C
6. HSF-BF.A

- (j) How will student learning be assessed?**

Students will be assessed on a variety of skills indicated by the NWEA assessment and their content teacher. Students will use a variety of assessments including skill assessment worksheets/quizzes, Odysseyware, BrainHQ, and IXL.

- (k) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.**

- a. Google Classroom, Odysseyware, BrainHQ, IXL, Student Portfolio (All Subscriptions are already active so no additional costs)
- b. Texts will all include those available for free from math curriculum room or online (no cost).
- c. Students will use chromebooks and LMC computer lab (no cost)

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)



Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

Proposed Title: Math Skills Intervention

Submitted by: _____ **Date** _____

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	\$ 0	\$ 0	\$ 0
Additional Space	\$ 0	\$ 0	\$ 0
Contracted Services/Licensing	\$	\$	\$
Textbooks	\$ 0	\$ 0	\$ 0
Consumable Books	\$ 0	\$ 0	\$ 0
Resources/Support Materials	\$	\$	\$
Teacher Resource Books	\$	\$	\$
Journals/Magazines	\$	\$	\$
Consumable Supplies	\$	\$	\$
Equipment under \$200	\$	\$	\$
Software	\$	\$	\$
Field Trips	\$	\$	\$
Speakers	\$	\$	\$
Other:	\$	\$	\$
Other:	\$	\$	\$
20% shipping/handling materials & books	\$	\$	\$
TOTAL	\$ 0	\$ 0	\$ 0

Signatures of person(s) submitting this proposal:

Name Mary Baldyga Date 10-20-2017

Name _____ Date _____

Signature of Principal  Date 11/8/17

Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.

Unit/Activity	Timeline	Standards	Content/Objectives	Essential Question	Content/Concepts	Assessments	Resources/Materials	Technology Integration	Differentiation	21st Century Learning Expectations
Executive Functioning	Week 1, 2 Weeks. Week 17, 2 Weeks.	Organization, Memory	Assessment and Skills Practice, Multiple Intelligences	How can I self-regulate? How will organization help my math skills?	Memory Games, Organization Puzzles, Games, Graphic Organizers,	Executive Functioning Assessment and Multiple Intelligences Assessment Written Reflections on Results.	Executive Functioning Assessment and Multiple Intelligences Assessment (Edutopia)	Using Chromebooks and Google Classroom	Self-Evaluation, Student Choice	Problem Solving
Basic Math Skills	Week 3, 1 Week	make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics, attend to precision, use appropriate tools strategically, look for and make use of structure, look for and express regularity in repeated	Good Mathematical practices	How do I demonstrate the outcome of my work to the reader of my math work	syntax	various written assessment samples	worksheets	Chromebooks	Individual assessment	Communication

Algebra 1 Skills	Weeks 4, 30 weeks	reasoning	see standards associated with Algebra 1 course	Support student in math content class (see specific content objectives for Algebra 1)	various, see Algebra 1 scope and sequence	various, see Algebra 1 scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving
Topics in Geometry Skills	Weeks 4, 30 weeks	see standards associated with Geometry course	Support student in math content class (see specific content objectives for Geometry)	various, see Geometry scope and sequence	various, see Geometry scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving	
Geometry Skills	Weeks 4, 30 weeks	see standards associated with Geometry course	Support student in math content class (see specific content objectives for Geometry)	various, see Geometry scope and sequence	various, see Geometry scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving	
Topics in Algebra 2 Skills	Weeks 4, 30 weeks	see standards associated with Algebra 2 course	Support student in math content class (see specific content objectives for Algebra 2)	various, see Algebra 2 scope and sequence	various, see Algebra 2 scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving	
Algebra 2 Skills	Weeks 4, 30 weeks	see standards associated with Algebra 2 course	Support student in math content class (see specific content objectives for Algebra 2)	various, see Algebra 2 scope and sequence	various, see Algebra 2 scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving	

recommendations. 1 day out of STRIVE schedule. Week 4, 30 weeks.	used to supplement Executive Functioning. Week 4, 30 Weeks.	Executive Functioning Memory Tools, Organization Tools, Using iPad	How do I self-regulate, organize, and stay on task?	Organization, Memory	Completion of Tools including in participation grade	BrainHQ.com	BrainHQ.com, iPad	Activities Selection based on Executive Function Data	Problem Solving
Ongoing. 2 days out of STRIVE schedule on rotation. Week 4, 30 Weeks.	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students working on math skills for their assigned Path. NWEA Data is used to design Path based on Skill Strands	Have I mastered the skills necessary to complete the given Odysseyw are path?	skill development specific to the content class	OW percentage in Path including in Class Grade	somerssd.owschools.com	somerssd.owschools.com	Path designed based on NWEA data	Problem Solving
Ongoing. 2 days out of STRIVE schedule on rotation. Week 4, 30 Weeks.	As needed, or determined by SRBI meeting	Homework assignments, Projects, Notes, Quiz Review, Test Review, Quiz and Test corrections	How do I manage my time to meet all my responsibilities?	Various Skills used to complete related work for Math Class	Participation	Inclusion of products in participation portion of class grade	Chromebooks, Google Classroom, Powerschool	Based on individual Classroom Need	Problem Solving
3-5 Days for Each of 4 Sessions. Week 3, 1 Week. Week 9, 1 Week.	various, depending upon student skill level	Fall, Winter, Spring for Math 6+ Common Core	How do I measure my math skills?	various, depending upon student skill level	Expected Growth	None	Chromebooks and/or Computer Lab		Problem Solving

Course Proposal Form

Date: 7-26-17

Proposed Title: Literacy Skills Intervention

Content Area: English
Semester(s): Fall/Spring

(a) What need(s) does this course address?

This course will address the need for improved reading and writing skills for students struggling in their English class.

(b) How was the need identified? What data was considered?

The needs for improved literacy skills are identified in one of two ways. First, an English teacher can recommend a student for Intervention through the SRBI process and the committee can decide that the student needs additional support to succeed in their English class. The need can also be identified through standardized testing with the NWEA. That data can help show both proficiency and growth in literacy skills. All sophomores take this exam three times with an eye on growth.

(c) Who was involved in determining the need?

English teachers, the SRBI committee, and administration were involved in determining a need for improved literacy skills.

(d) Who designed the course?

The course was designed by the English Intervention Teacher, Pasquale DeMatteo, with support from Mr. Dan Carroll and Dr. Irene Zytka. A Scope and Sequence for the course is attached to this form.

(e) What implications does this course have on staffing, other curricular areas, and/or space?

None.

(f) What special background, if any, would the teacher need to have to teach this elective successfully?

The teacher in place has a background in journalism, English, and literacy classes.

(g) This course is designed for: (circle any or all choices)

Freshmen

Sophomore

Juniors

Seniors

Middle School

(h) What prerequisites must the student fulfill to take this course?

There are no prerequisites for the students to complete. However entry into Literacy intervention will be dependent on a recommendation from the SRBI committee.

(i) Insert curriculum standards this course will address:

1. RL.9-10. #1-10
2. RI.9-10 #1-10
3. Literacy.W.9-10. #1-10

(j) How will student learning be assessed?

- see scope and sequence for further details*
- Students will be assessed on a variety of skills including reading comprehension in literature and informational texts, writing, and speaking. Students will use a wide variety of sources including Google Classroom, NewsELA, Odysseyware, BrainHQ, and IXL. Students will also be expected to read short stories in class and complete writing and analysis using graphic organizers for plot, characters, setting, theme, and conflicts.

(k) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.

- a. Google Classroom, Odysseyware, NewsELA, BrainHQ, IXL (All Subscriptions are already active so no additional costs)
- b. Texts will all include those available for free from ELA book room or online (no cost).
- c. Students will use chromebooks and LMC computer lab (no cost)

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)



Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

Proposed Title: Literacy Skills Intervention

Submitted by: _____ Date _____

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	\$ 0	\$ 0	\$ 0
Additional Space	\$ 0	\$ 0	\$ 0
Contracted Services/Licensing	\$	\$	\$
Textbooks	\$ 0	\$ 0	\$ 0
Consumable Books	\$ 0	\$ 0	\$ 0
Resources/Support Materials	\$	\$	\$
Teacher Resource Books	\$	\$	\$
Journals/Magazines	\$	\$	\$
Consumable Supplies	\$	\$	\$
Equipment under \$200	\$	\$	\$
Software	\$	\$	\$
Field Trips	\$	\$	\$
Speakers	\$	\$	\$
Other:	\$	\$	\$
Other:	\$	\$	\$
20% shipping/handling materials & books	\$	\$	\$
TOTAL	\$ 0	\$ 0	\$ 0

Signatures of person(s) submitting this proposal:

Name Pasquale DeMatteo Date 7-29-17

Name _____ Date _____

Signature of Principal  Date 11/8/17

Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.

Unit/Activity	Timeline	Standards	Content/Objectives	Essential Question	Contents	Assessments	Resources/Materials	Technology Integration	Differentiation	21st Century Learning Expectations
Executive Functioning and MI	Week 1, 2 Weeks. Week 17, 2 Weeks.	Organization, Memory	Assessment and Skills Practice. Multiple Intelligences	How can I self-regulate? What are my specific needs as a reader/writer?	BreakoutEDU, Memory Games, Text Organization Games, Graphic Organizers, This I Believe Essay	Executive Functioning Assessment and Multiple Intelligences Assessment. Written Reflections on Results.	Executive Functioning Assessment and Multiple Intelligences Assessment (Edutopia)	Using Chromebooks and Google Classroom	Self-Evaluation, Student Choice	Problem Solving
Basic English Skills	Week 3, 2 Weeks	L.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	Parts of Speech, 5 Story Elements, Literary Elements Review in Music, Rhetorical Devices	How are sentences constructed for specific meaning? How do writers build stories?	Mechanics, Syntax, Literary Elements	Classroom Observation Participation and Understanding	Google Slides Presentations	Using Picklers, Quizlet, Google Classroom, Google Slides	Whole-Class Communication	Communication
Google Classroom	Ongoing. 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks	H.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. H.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students choose from a list of news articles and respond to questions in a reflective paragraph. May also be used for History Current Event Assignments.	What are my interests? What do I enjoy reading about? How do I write reflectively?	CER Paragraph Writing, Annotating Texts, Nonfiction Reading, Text Reflection	Reflective Paragraphs for each article chosen graded using communication rubric	Articles from CNN, Economist, National Geographic, Time, Brain Pickings, Writers Write, New York Times, Psychology Today, Sporting News, ESPN, TEDed	Using Google Classroom and Chromebooks	Student-Choice, Varying Lexiles, Individual Assessments	Communication Reading
NewsELA	Ongoing. 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks	H.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Students choose from a list of articles in Social Studies, Science, Literature, and Health to annotate and respond a short quiz	How do world events affect me?	Nonfiction Reading, Annotating Texts, Nonfiction Reading, PSAT style command questions	Scores on Quizzes used. Total Data Collected.	NewsELA.com	using NewsELA.com and Chromebooks	Varying Lexiles based on NWEA data. Student Choice	Reading

<p>Nonfiction Reading and Reflection</p>	<p>Ongoing, 1 Day out of STRIVE schedule on rotation. Alternating Semester with Literature Circles. Week 4, 30 Weeks.</p>	<p>L3. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 16. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Students choose from the Intervention Library and read independently before completing a reading log for each chapter</p>	<p>What is the purpose of communication? How do authors research to prepare for writing?</p>	<p>Nonfiction Reading, Annotating Texts, Discussion, Collaboration</p>	<p>Socratic Seminar (Discussion), Reading Logs</p>	<p>Texts: Outliers, David and Goliath, The Tipping Point, On Writing, 7 Habits of Highly Effective People</p>	<p>Google Classroom for Reading Journals</p>	<p>Varying Lexiles, Student Choice</p>	<p>Reading</p>
<p>Fiction Reading and Literature Circle Discussion</p>	<p>Ongoing, 1 Day out of STRIVE schedule on rotation. Alternating Semester with Nonfiction Reading. Week 4, 30 Weeks.</p>	<p>L3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. S1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students selected by choice and grade level work on independent reading and discussion of themes as they connect to texts in English classes</p>	<p>What connections can I make to a text? How does an author tell a story?</p>	<p>Reading, Plot Chart, Literary Elements, Collaboration, Discussion</p>	<p>Alphabet Book (Project), Socratic Seminar (Discussion)</p>	<p>Texts: The Stand, A Time to Kill, Watership Down, Interview with a Vampire, Looking for Alaska, Gone Girl, Jurassic Park, The Help</p>	<p>Alphabet Book on Google Slides</p>	<p>Student-Choice, Varying Lexiles, Individual Assessment, Student Groupings based on NWEA Data and Choice</p>	<p>Reading, Creative Expression, Communication</p>
<p>IXL</p>	<p>IXL used as additional skills practice based on teacher recommendations. Week 4, 30 Weeks.</p>	<p>I.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Grade-Appropriate Skills Practice on IXL</p>	<p>Grammar, Spelling, Syntax, Diction</p>	<p>IXL Percentage including in Class Grade</p>	<p>IXL.com</p>	<p>IXL.com</p>	<p>Grade-Level and Data-Based</p>	<p>Communication</p>	<p>Problem Solving</p>
<p>BrainHQ</p>	<p>used to supplement Executive Functioning. Week 4, 30 Weeks.</p>	<p>Executive Functioning</p>	<p>Executive Functioning Practice with Memory Tools, Organization Tools, Using iPad</p>	<p>How do I self-regulate, organize, and stay on task?</p>	<p>Organization, Memory</p>	<p>Completion of Tools including in participation grade</p>	<p>BrainHQ.com, iPad</p>	<p>Activities Selection based on Executive Function Data</p>	<p>Problem Solving</p>	<p>Problem Solving</p>

OdysseyWare	Ongoing, 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks.	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)	Students working on reading comprehension and Writing for their assigned Path. NWEA Data is used to design Path based on Skill Strands	How does word-choice affect meaning? What is the purpose of applying mechanical writing skills to my writing?	Reading, Text Analysis	OW Path including in Class Grade	somer.ssd.owschools.com	somer.ssd.owschools.com	Path designed based on NWEA data	Communication, Reading
Mini Writing Lessons	Week 4, 30 Weeks		Intro, Hook, Thesis, Transitions, Quotes in Context, Claims, Evidence, Reasoning, Closure	How do I organize my writing? How do I cite my sources? How do I support my claims with evidence?	Argumentative Writing, Expository Writing, Narrative Writing, Descriptive Writing	Building a Thesis, Writing a Hook, CER Paragraphs, Inserting Quotes for Evidence, Conclusion Writing	somer.ssd.owschools.com	Google Classroom, Google Docs	Whole-Class	Communication
Homework Assistance	Ongoing, 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks.	As needed	Essays, Novel Questions, Projects, History Notes, Test Review, Independent Reading	How do I manage my time to meet all my responsibilities?	Various Skills used to complete related work for English and History classes	Participation	Chromebooks, Google Classroom, PowerSchool	Based on individual Need	Communication, Reading, Creative Expression	
DRAW Activities	Week 4, 30 Weeks.	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 11. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All-Class Discussion, Reading, Analysis, Writing on topical issues presented in class	How do I share my thoughts on a text in writing and speaking?	Discussion, Reading, Graphic Organizers, Expository Writing	Graded using Discussion participation (1, 2, or 3 Comments) and Writing using Communication Rubric	Google Docs, Google Slides, YouTube	Whole-Class, Student Choice	Reading, Communication, Creative Expression	

NWEA Testing	3-5 Days for Each of 4 Sessions. Week 3, 1 Week. Week 9, 1 Week. Week 16, 1 Week. Week 26, 1 Week.		Fall, Winter, Spring for Reading 6+ and Language 2-12	How do I measure my reading and language skills?		Growth?	None	Chromebooks,		Reading, Communication, Creative Expression
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Course Proposal Form

Date: September 25, 2017

Proposed Title: French 1

Content Area: World Language

Semester(s): 4 (Full-year)

(a) What need(s) does this course address?

Currently, there is no introductory-level French course offered to students at the high school. By offering a Level 1 course, students who have not had the opportunity to study a world language in grades 7 and 8 will have the opportunity to choose between French and Spanish study at the high school. (Currently, only Spanish is offered at the introductory level at the high school.) This course will also provide intermediate and upper-level Spanish students the opportunity to pick up a second language to study.

(b) How was the need identified? What data was considered?

French enrollments have been down over the past few years, and offering a French 1 course would bolster enrollments at the higher level. Parents have also expressed an interest to the French teacher in having their students (who hadn't previously studied a language) have the option to try French. Also, when Secondary School Reform is implemented in 2023, students will be required to complete a minimum of two years of a world language. By offering a French 1 course, the Somers High School will be better able to serve the needs of all students.

(c) Who was involved in determining the need?

K-12 language teachers

(d) Who designed the course?

Cheryl Gustafson, High School French Teacher

(e) What implications does this course have on staffing, other curricular areas, and/or space?

There should not be an impact in staffing during the first year rollout; if there is a successful first year with a high enrollment, however, it may be necessary to bring .2 on in the future (2, probably 3 years out). There will be no implications on space as classes would take place in the current French classroom. There is a possibility that the addition of a French 1 class may impact Spanish 1 enrollment, though Spanish 1 is a popular choice, and would still enjoy high enrollments (and would therefore continue to require 2.8 FTE teachers.)

What special background, if any, would the teacher need to have to teach this elective successfully?

Teacher must hold an 018 certification (French, 7-12).

(f) This course is designed for: (circle any or all choices)

Freshmen

Sophomore

Juniors

Seniors

Middle School

This class is primarily geared to 9th and 10th grade students, but students in grades 11 and 12 may also enroll in this course.

(g) What prerequisites must the student fulfill to take this course?

None.

(h) Insert curriculum standards this course will address:

COMMUNICATION

How do I use another language to communicate with others? (Interpersonal Mode)

How do I understand what others are trying to communicate in another language? (Interpretive Mode)

How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

CULTURES

How do I use my understanding of culture to communicate and function appropriately in another culture?

CONNECTIONS

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

COMPARISONS AMONG LANGUAGES

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

COMPARISONS AMONG CULTURES

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

COMMUNITIES

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

(i) How will student learning be assessed?

Student learning will be assessed in a variety of ways to provide the instructor with multiple measures of student growth that address all seven standards, and that are differentiated to the learning styles of all students. In addition to standard tests and quizzes will include assessment of the "four-skills" – *reading, writing, listening, speaking*. Students will also have opportunities to demonstrate their skills through project-based-learning. Frequent formative assessments will be administered both via pen and paper and technology-based methods.

(j) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.

Somers High School currently holds adequate licenses for the Bien Dit I! textbook series for a full class (20) students to pursue French I study. As our textbook series runs on a

digital platform. Chromebooks will be necessary in order to access the textbook series and any related ancillary materials.

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)

Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

Proposed Title: French 1

Submitted by: Cheryl Gustafson

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$0	\$ (maybe .2)*	\$0
Professional Development	\$0	\$0	\$0
Additional Space	\$0	\$0	\$0
Contracted Services/Licensing	\$0	\$0	\$0
Textbooks	\$0	\$0	\$0
Consumable Books	\$0	\$0	\$0
Resources/Support Materials	\$0	\$0	\$0
Teacher Resource Books	\$0	\$0	\$0
Journals/Magazines	\$0	\$0	\$0
Consumable Supplies	\$0	\$0	\$0
Equipment under \$200	\$0	\$0	\$0
Software	\$0	\$0	\$0
Field Trips	\$0	\$0	\$0
Speakers	\$0	\$0	\$0
Other:	\$	\$	\$
Other:	\$	\$	\$
20% shipping/handling materials & books	\$	\$	\$
TOTAL	\$	\$	\$

* Depends on enrollment during year 1.

Signatures of person(s) submitting this proposal:

Name Cheryl A. Gustafson Date October 18, 2017

Name _____ Date _____

Signature of Principal  Date 11/2/17

Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.

(4 date changes and additional legal references)

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues

The Board of Education (Board) may, pursuant to this policy, enter into a contract with a third party for either or both of the following purposes:

1. To provide services, including Cloud-based services, for the digital storage, management, and retrieval of student records.
2. To provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records in accordance with the contractual provisions listed below.

The Board, on or after ~~October 1, 2016~~, **July 1, 2018**, when entering into a contract with a contractor for purposes listed above, shall ensure the contract includes, but is not limited to the following:

1. A statement that student records, student information and student generated content continues to be the property of and under the control of the Board. (They are not the property of, or under the control of a software or electronic service contractor.)
2. A description of the means by which the Board, students, their parents or legal guardians, may retain possession and control of student-generated content, and if applicable, means by which a student, parent or legal guardian of a student may transfer student-generated content to an electronic mail account.
3. A statement that the contractor will not use student information, student records, or student-generated content for any purposes except those the contract authorizes.
4. A description of the procedures by which a student, parent or legal guardian, of a student may review personally identifiable information (PII) contained in the student's record, student information or student-generated content and correct erroneous information, if any in such student material.

5. A statement that the contractor shall take actions designed to ensure the security and confidentiality of student records, student information, and student-generated content.
6. A description of the procedures that a contractor will follow for notifying a student, the parent or legal guardian of a student, parent, legal guardian of a student, and the Board, as soon as practical, but not later than forty-eight (48) hours after the contractor becomes aware of or suspects that any student record, student information, or student-generated content under the contractor's control has been subject to unauthorized access or suspected unauthorized access.
7. A statement that a student's records, student information, or student-generated content shall not be retained or available to the contractor upon completion of the contracted services unless a student, parent or legal guardian of a student chooses to establish or maintain an electronic account with the contractor for the purpose of storing student-generated content.
8. A statement that the contractor and the Board shall ensure compliance with the federal Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g.
9. A statement that Connecticut laws shall govern the rights and duties of the contractor and the Board.
10. A statement that if any provision of the contract or the application of the contract is held invalid by a court of competent jurisdiction, the invalidity does not affect other provisions of the contract which can be given effect without the invalid provision or application.
11. A prohibition against the contractor using personally identifiable information contained in student records to engage in advertising or for any other purposes other than those authorized pursuant to the contract.

Any provision of a contract entered into between a contractor and the Board on or after ~~October 1, 2016~~, July 1, 2018 that conflicts with the provisions listed above shall be void.

Any contract entered into on and after ~~October 1, 2016~~, July 1, 2018 that does not include the provisions listed above shall be void, provided the Board has given reasonable notice to the contractor and the contractor has failed within a reasonable time to amend the contract to include the required provisions.

Not later than five business days after executing a contract pursuant to this policy, the Board shall provide electronic notice to any student and the parent or legal guardian of a student affected by the contract. The notice shall (1) state that the contract has been executed and the date that such contract was executed, (2) provide a brief description of the contract and the purpose of the contract, and (3) state what student information,

student records or student-generated content may be collected as a result of the contract. The Board shall post such notice and the contract on the Board's Internet website.

The Board expects that an operator shall implement and maintain reasonable security procedures and practices, in accordance with current industry standards to protect student information from unauthorized access, destruction use, modification and disclosure; and to delete any student information if a student or his/her parent/legal guardian or the Board requests the deletion of such student information.

Notice of Breach of Security/Data Breaches

Upon notice of a breach of security by a contractor, the Board shall, ~~within forty-eight (48) hours~~ **not later than two business days after receipt of such notice** notify the students and the parents/legal guardians of the students whose student information, student records, or student-generated content was involved in such breach. The Board shall also, as required, post notice of the breach on its website.

Upon the discovery of a breach of security that results in the unauthorized release of student information, excluding directory information, the contract shall contain the provision that the contractor must notify the Board of such breach without unreasonable delay, and in no case later than thirty (30) days from the discovery of the breach.

Upon the discovery of a breach of security that results in the unauthorized release of directory information, student records, or student-generated content, the contract shall contain the provision that the contractor must notify the Board without unreasonable delay and in no case later than sixty (60) days from the discovery of the breach.

Definitions

1. "**Contractor**" means an operator or consultant that is in possession of or has access to student information, student records or student-generated content as a result of a contract with a local or regional Board of Education.
2. "**Operator**" means the operator of an Internet website, online service, online application, or mobile application with actual knowledge that such Internet website, service, or mobile application is used primarily for school purposes and was designed and marketed for school purposes and who collects, maintains or uses student information.
3. "**Student**" means a Connecticut resident enrolled in a preschool program participating in the state-wide public school information system, pursuant to section 10-10a of the general statutes, or enrolled in grades K to 12, inclusive, in a public school, or receiving special education and related services under an individualized education program, or otherwise the responsibility of the Board.

4. "**Deidentified information**" means any information that has been altered to prevent the identification of an individual student.
5. "**Eligible student**" means a student who has reached 18 years of age.
6. "**Student-generated content**" means materials created by a student, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, or photographs. "Student-generated content" does not include student responses to a standardized assessment.
7. "**Student records**" means any information directly related to a student that is maintained by the school district, the State Board of Education or the Department of Education or any information acquired from a student through the use of educational software assigned to the student by a teacher or other district employee.

"Student records" does not mean any of the following:

- a. De-identified information, allowed under the contract to be used by the contractor to improve educational products for adaptive learning purposes and for customizing student learning.
 - b. De-identified information, used to demonstrate the effectiveness of the contractor's products in the marketing of such products.
 - c. De-identified information, used for the development and improvement of the contractor's products and services.
8. "**Online service**" includes Cloud computing services, which must comply with this policy if they otherwise meet the definition of an operator.
 9. "**Student information**" means personally identifiable information regarding a student that in any media or format that meets any of the following:
 - a. Is created or provided by a student, or the student's parent or legal guardian, to the operator in the course of the students', parents', or legal guardians' use of the operators' website, online service, or mobile application for school purposes.
 - b. Is created or provided by an employee or agent of the school, school district, local education agency, to an operator for school purposes.
 - c. Is gathered by an operator through the operation of the operator's Internet website, online service, or mobile application and identifies a student including but not limited to information in the student's educational record or email account, first and last name, home address, telephone number, email address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile dependency records, grades, evaluations, criminal

records, medical records, health records, social security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or geo location information.

10. "**School purposes**" means purposes that customarily take place at the direction of a teacher, or school district or aid in the administration of school activities, including, but not limited to, instruction in the classroom, administrative activities, and collaboration among students, school personnel, or parents/legal guardians. The Board, through this policy, places restrictions on an "operator" as defined in this policy. An operator shall not knowingly engage in any of the following activities with respect to their site, service, or application.

11. "**Targeted advertising**" means presenting an advertisement to a student where the selection of the advertisement is based on student information, or inferred from the usage of the operator's Internet website, online service or mobile application by such student.

The Board, through this policy, places restrictions on an "operator" as defined in this policy. An operator shall not knowingly engage in any of the following activities with respect to their internet website, online service or mobile application:

1. Engage in targeted advertising on the operator's site, service, or application, or on any other Internet website, online service or mobile application;
2. Use student information to create a profile of a student for purposes other than the furtherance of school purposes;
3. Sell student information, unless the sale is part of the purchase, merger, or acquisition of an operator by a successor operator and the operator and the successor operator continue to be subject to the provisions of this policy regarding student information; or
4. Disclose student information, unless the disclosure is made (a) in furtherance of school purposes of the Internet website, online service or mobile application, provided the recipient of the student information uses such student information to improve the operability and functionality of the Internet website, online service or mobile application and complies with this policy; (b) to ensure compliance with federal or state law; (c) in response to a judicial order; (d) to protect the safety of users or others, or the security of the Internet website, online service or mobile application; or (e) to an entity hired by the operator to provide services for the operator's Internet website, online service or mobile application, provided the operator contractually (i) prohibits the entity from using student information for any purpose other than providing the contracted service to, or on behalf of, the operator, (ii) prohibits the entity from disclosing student information provided by the operator to subsequent third parties, and (iii) requires the entity to comply with this policy.

The Board recognizes that an operator may:

1. Use student information (1) to maintain, support, evaluate or diagnose the operator's Internet website, online service or mobile application, or (2) for adaptive learning purposes or customized student learning.
2. Use de-identified student information (1) to develop or improve the operator's Internet website, online service or mobile application, or other Internet websites, online services or mobile applications owned by the operator, or (2) to demonstrate or market the effectiveness of the operator's Internet website, online service or mobile application.
3. Share aggregated de-identified student information for the improvement and development of Internet websites, online services or mobile applications designed for school purposes.

Nothing in this policy shall be construed to:

1. limit the ability of a law enforcement agency to obtain student information from an operator as authorized by law or pursuant to a court order;
2. limit the ability of a student or the parent or legal guardian of a student to download, transfer or otherwise save or maintain student information;
3. impose a duty upon a provider of an interactive computer service, as defined in 47 USC 230, as amended from time to time, to ensure compliance with this section by third-party information content providers, as defined in 47 USC 230, as amended from time to time;
4. impose a duty upon a seller or provider of online services or mobile applications to ensure compliance with this policy with regard to such online services or mobile applications;
5. limit an Internet service provider from providing a student, parent or legal guardian of a student or local or regional Board of Education with the ability to connect to the Internet;
6. prohibit an operator from advertising other Internet websites, online services or mobile applications that are used for school purposes to parents or legal guardians of students, provided such advertising does not result from the operator's use of student information; or
7. apply to Internet websites, online services or mobile applications that are designed and marketed for use by individuals generally, even if the account credentials created for an operator's Internet website, online service or mobile application may be used to

access Internet websites, online services or mobile applications that are designed and marketed for use by individuals generally.

The Board, upon determination that a request for directory information is related to school purposes, may disclose directory information to any person requesting such directory information. If the Board determines that a request for directory information is not related to school purposes, the Board shall not disclose such directory information.

(cf. [3520.1](#) - Information Security Breach and Notification)

(cf. [3520.11](#) - Electronic Information Security)

(cf. [3520.12](#) - Data-Based Information Management System Confidentiality Policy)

(cf. [5125](#) - Student Records)

(cf. [5145.15](#) - Directory Information)

(cf. [6162.51](#) - Surveys of Students/Student Privacy)

Legal Reference: Connecticut General Statutes

[1-19\(b\)\(11\)](#) Access to public records. Exempt records.

[7-109](#) Destruction of documents.

[10-15b](#) Access of parent or guardians to student's records.

[10-209](#) Records not to be public.

[10-234aa](#) Definitions.

[10-234bb](#) contracts between boards of education and contractors re: student data. Requirements.

[10-234cc](#) Requirements for operators re: student data.

[12-234dd](#) Duties re unauthorized release, disclosure or acquisition of student data.

[11-8a](#) Retention, destruction and transfer of documents

[11-8b](#) Transfer or disposal of public records. State Library Board to adopt regulations.

[46b-56\(e\)](#) Access to Records of Minors.

Connecticut Public Records Administration Schedule V -
Disposition of Education Records (Revised 1983).

P.A. 16-189 An Act concerning Student Privacy

[P.A. 17-200 An Act Making Revisions to the Student Data Privacy Act of 2016](#)

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

Dept. of Educ, 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. § 1232g (2014)

Children's Online Privacy Protection Act (COPPA) 15 U.S.C. §§6501 et seq. (2014)

Policy adopted: September 11, 2016

PERSONNEL – CERTIFICATED see new wording from CABA.....

Certification:

Every instructional employee shall be certified according to the provisions of applicable state law.

It is the responsibility of the employee to submit proof of appropriate certification to the school system prior to the commencement of employment with the Somers Public Schools. The school system will maintain a record of the employee's credential as required by law.

It shall be the sole responsibility of the certified employee to see that his/her credentials for certification are completed before the date of expiration and to file the completed certification with the school system.

In the event of a lapse in certification, employee's status shall be immediately changed to "Substitute" (per diem) with no benefits, and his/her salary will be reduced to the current rate of pay for substitutes. If employee fails to obtain appropriate certification within 40 days s/he may be subject to termination of employment. If, within a reasonable period of time following a lapse in certification, employee provides evidence of appropriate certification, the employee's salary and benefits shall be reinstated, retroactive to the effective date of certification.

On or after July 1, 2018, to qualify for a professional educator certificate, an individual with a provisional educator certificate must hold a master's degree in an appropriate subject matter area, as determined by the State Board of Education, related to the teacher's certification endorsement area.

Upon application, a teacher from another state who has taught under an appropriate certificate in such other state, U.S. possessions or territories of the District of Columbia or the Commonwealth of Puerto Rico for ~~a minimum~~ of two or more years in the past ten years, and is nationally board certified, and satisfies the requirements of the appropriate interstate agreement shall be issued a teaching certification by the State Board of Education as permitted by statute. Such teacher shall be exempt from completing the beginning educator program based on such teaching experience upon a showing of effectiveness as a teacher, as determined by the State Board of Education, which may include, but not be limited to, a demonstrated record of improving student achievement.

Also, upon application, a teacher from an approved Connecticut private school shall be subject to the same provisions as listed above.

Distinguished Educator Designation

The Board of Education encourages certified staff to aspire and to achieve the designation of "Distinguished Educator." To achieve this designation, the individual must hold a professional educator certificate, have taught successfully for at least five years, have advanced education in addition to a master's degree, that can include training in mentorship or coaching teachers, and meets the performance requirements established by the State Board of Education. Teachers, so designated, will be considered eligible to serve as mentors for the District's teacher education and mentoring program.

Legal Reference: Connecticut General Statutes

[10-145b](#) Teaching certificate as amended by P.A. 12-116 An Act Concerning Educational Reform and P.A. 15-108 An Act Concerning Teacher Certification Requirements for Shortage Areas, Interstate Agreements for Teacher Certification Reciprocity, Minority Teacher Recruitment and Retention and Cultural Competency Instruction [and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 17-68, An Act Concerning Various Revisions and Additions to the Education Statutes](#))

[10-146c](#) Interstate agreements to facilitate educator certification (as amended by P.A. 15-108)

[10-145d](#) State board regulations for teacher certificates et. al. (as amended by P.A. 12-116, An Act Concerning Educational Reform)

[10-145o](#) Teacher education and mentoring program (as amended by P.A. 12-116, An Act Concerning Educational Reform)

20 U.S.C. 1119 - No Child Left Behind Act of 2001

34 C.F.R. 200.55 - Federal Regulations Regarding Highly Qualified Teachers

Adopted: February 9, 1981

Reviewed: April 16, 2001

October 24, 2001

Revised: February 22, 2010

Revised: October 9, 2012

Revised: November 9, 2015

DBS CODE: 5144.1

Students *A new policy to consider. P.A. 15-141 requires boards of education to have a policy and procedure pertaining to this topic*

Use of Physical Force

Physical Restraint(s)/Seclusion

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; the use of helmets, or other protective gear used to protect a person from injuries due to a fall, helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public

elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.

Seclusion means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

A. School employees shall not use a life-threatening physical restraint on a student.

B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

C. No student shall be placed in seclusion unless:

a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.

c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with section [17a-543](#) of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:

a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:

- i. Conducting or revising a behavioral assessment of the student;
- ii. Creating or revising any applicable behavioral intervention plan; and
- iii. Determining whether such student may require special education.

b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.

F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.

G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.

H. Beginning July 1, 2016, the Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:

a. Record each instance of the use of physical restraint or seclusion on a student;

- b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program
- ~~J. shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.~~
- K. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
- a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- L. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to ~~school professionals, paraprofessional staff members and administrators regarding~~ the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be ~~phased in over a period of three years beginning with~~ provided during the school year commencing July 1, 2015, 2017 and each year thereafter and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. (Such overview is to be provided by the Department of Education ~~on or~~ after July 1, 2015, commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)

2. The creation of a plan by which the Board will provide ~~school professionals, paraprofessional staff members and administrators with training and professional development~~ regarding the prevention of incidents requiring physical restraint or seclusion of students.
- 1- Such plan is to be implemented not later than July 1, ~~2017,~~ 2018, and ~~must include a provision to require the training regarding the prevention of incidents requiring physical restraint or seclusion of students. of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.~~
 2. The Board will create a plan, to be implemented not later than July 1, ~~2017,~~ 2018 requiring the training of ~~all school professionals, paraprofessional staff members and administrators by~~ regarding the proper means of ~~physically restraining or secluding a~~ physical restraint or seclusion of a student, including, but not limited to:
 - a. a. Verbal defusing and de-escalation;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques; and
 - f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.
 - g. Recording and reporting procedures on the use of physical restraint and seclusion.

Crisis Intervention Teams

~~By July 1, 2015, and~~ For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of ~~school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.~~ any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. [4148/4248](#) - Employee Protection)

(cf. [5141.23](#) - Students With Special Health Care Needs)

(cf. [5144](#) - Use of Physical Force)

Legal Reference: Connecticut General Statutes

[10-76b](#) State supervision of special education programs and services.

[10-76d](#) Duties and powers of boards of education to provide special education programs and services.

[10-236b](#) Physical restraint and seclusion of students by school employees. (as amended by PA 17-220)

[46a-150](#) Definitions. (as amended by PA 07-147)

[46a-152](#) Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

[46a-153](#) Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by P.A. 12-88)

[53a-18](#) Use of reasonable physical force or deadly physical force generally.

[53a-19](#) Use of physical force in defense of person.

[53a-20](#) Use of physical force in defense of premises.

[53a-21](#) Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted: January 12, 2009

Revised: June 28, 2010

November 26, 2012

December 7, 2015

INSTRUCTION

Statewide Proficiency/Mastery Examinations

Each student enrolled in grades three through eight inclusive shall annually take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during any month of the school year. (Currently administered during the last 12 weeks of the school year.) Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics.

Each student enrolled in grade five, eight, and ten (Grade 11, in lieu of Grade 10 beginning in the 2018-2019 school year) shall, annually, in March or April, take a state-wide mastery examination that measures essential and grade appropriate skills in science. The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

Student scores on each component of the statewide tenth or eleventh grade state assessment may be included on the permanent record and transcripts for each eleventh grade student. For each eleventh grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component.

The school district may not require achievement of a satisfactory score on a mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

~~Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the mastery examination. These students must take the Language Assessment Scales (LAS Links).~~

~~Limited English proficient students eligible for special education due to significant cognitive impairment must be tested, regardless of the one school year exemption option.~~

All English learners (ELs) including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

All students identified as English Learners (EL) regardless of how long they have been enrolled in school shall take the mastery examination in all content areas (reading/language arts, mathematics, science). Scores on each component of the mastery examination for English learners who have been enrolled in school in this state or another state for fewer than twenty (20) school months shall not be used for the purposes of calculating the school accountability index as defined in C.G.S. 10-223e.

Scores from year 1 is ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived ELs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Limited English proficient students eligible for special education due to significant cognitive impairment ~~shall~~ **must** be tested on the appropriate recommended state assessment ~~CMT/CAPT? Skills Checklist~~, regardless of the one school year exemption option.

~~In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.~~

Any alternate assessment of students enrolled in special education shall be available only to those students with significant cognitive disabilities. In compliance with federal law, out-of-level testing is not an option for students enrolled in special education. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in the English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the CMT/CAPT Skills Checklist/Science in grades five, eight and ten.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. [5121](#) - Examination/Grading/Rating)

(cf. [5125](#) - Student Records; Confidentiality)

(cf. [6146](#) - Graduation Requirements)

Legal Reference: Connecticut General Statutes

[10-14n](#) Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174 and PA 03-168 and PA 13-207), [Section 115 of PA 14-217, PA 15-238 and PA 17-14.](#)

[10-14o](#) Compensatory education grant. Financial statement of expenditures.

[10 14p](#) Reports by local and regional boards re instructional improvement and student progress.

[10-14q](#) Exceptions (as amended by PA 01-205)

[10-223e](#) Statewide education accountability plan.

PL 107-110 - Title I, 34 CFR Part 200

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Adopted: November 10, 2003

Revised: July 13, 2009

May 26, 2015

January 11, 2016



**Somers Board of Education
Administrative Report**

Title of Report: Music

Board Meeting Date: November 13, 2017

Action

Report

Information

Discussion

Submitted by: Dr. Irene Zytka, Director of Curriculum

Executive Summary

The following report is a summary of curricular offerings and updates in the music department.

Report

What is the sequence of courses in Grades K-12?

<i>Grades</i>	<i>Content</i>
PreK-5	Music K-5 Instrument 4th-5th
6th	Band 6 Band 6A Chorus 6 Chorus 6A
7th	Band 7 Band 7A Chorus 7 Chorus 7A
8th	Band 8 Band 8A Chorus 8 Chorus 8A
9th-12th	Band Music Theory I Chorus Honors Choir Music in Society

Were there any major changes in your program's curriculum this past year?

SES Grades K-5

- In March 2017, the Advanced Band and Chorus participated in the 1st annual District-wide Concert combined with MBA and SHS.
- Of the 105 fifth graders enrolled at SES, 32 participate in band and 31 participate in chorus.
- Of the 86 fourth graders enrolled at SES, 48 participate in band and 31 participate in chorus.
- This September the Smart Start Pre-K started attend music 30 minutes per week.

MBA/SHS

Professional goals this year were to create a more concrete, useful curriculum for Chorus grades 6-12 with special attention to: lessons, unifying vocabulary between band and chorus, supporting more courses interdepartmentally, and aligning genres with grade levels so that musical goals are met at every grade level. The music department has altered their technology practices to conform with Chromebooks as opposed to iPads. This takes away GarageBand and Name That Note, two resources which really have no equivalent. The department has modified a fantastic music technology composition project and moved to some web based platforms.

What are the long-term plans for change and direction in accordance with the current curriculum/program review?

Jazz Choir is now "Honors Choir," drawing focus to the honors level work and expectations. Curriculum is moving toward higher level music in a multitude of genres and away from the limitations of "jazz." MBA and SHS staff are researching the possibility of also creating an "Honors Level Band and Honors Level Chorus" class with additional requirements and expectations. The department continues to search for ways to include music appreciation into the middle school curriculum as well as increase learning opportunities at SHS such as music technology, drama, musical theatre, and ECE UConn and AP Music Theory (we have teachers certified to teach both). However, as much as the SHS is limited by scheduling and staffing, staff continue to give our students as much information as they can through the courses and extracurricular activities offered. The concert band has need for a

comprehensive warm up system. Jessica Wolf is researching several method books which may be appropriate. In addition we are looking into ways to incorporate a Jazz Band at the high school level.

What program objectives (current and future) have financial implications for the upcoming year?

For the elementary program, the present budget allows them to maintain their program.

For the MBA and SHS programs, music patrons have helped when the district was unable to pay for transportation. We have kept in place NCCC Chorus and Band, marching events, adjudication for the Honors Choir, and holiday performances at assisted living centers. High school students continue to accompany the middle school choirs (we've hired one accompanist for two of the three MBA concerts in the past). Staff have reduced their curriculum to fewer contemporary works and selected mostly the music from their music library. Teachers have used more pdfs and fewer photocopies (very difficult for students to hold chromebooks while standing and impossible to balance them safely on their stands.)



**Somers Board of Education
Administrative Report**

Title of Report: Art

Board Meeting Date: November 13, 2017

Action

Report

Information

Discussion

Submitted by: Dr. Irene Zytka, Director of Curriculum

Executive Summary

Report

What are the sequence of courses in Grades K-12?

Grades	Content
PreK-5th	Art K-5
6th	Art 6
7th	Art 7
8th	Art 8
9th	Introduction to Art and Design Ceramics I Computer Art Drawing and Painting I Printmaking Sculpture I
10th	Introduction to Art and Design Ceramics I Ceramics II Computer Animation Drawing and Painting II Advanced Drawing and Painting



**Somers Board of Education
Administrative Report**

	Sculpture I Sculpture II Independent Study
11th	Introduction to Art and Design Ceramics I Ceramics II Computer Animation Drawing and Painting II Advanced Drawing and Painting Sculpture I Sculpture II Independent Study
12th	Introduction to Art and Design Ceramics I Ceramics II Computer Animation Honors Art Advanced Placement (AP) Studio Art Drawing and Painting II Advanced Drawing and Painting Sculpture I Sculpture II Independent Study

What are some of the staff and student achievements this year?

District

District Art Show- Spring 2017. Somers Public Library Allowing people from the community to view what the students in the art programs K-12 are working on.

-150 SES Students grade K-5 represented at show; MBA, there are 75 students represented in this art show.

-Over 500 Guests from the community signed the Guest Book with positive feedback !
News Release in Local Newspapers

Students participated in Square 1 Art Fundraiser for PTO. This fundraiser supported student field trips and activities outside of the regular classroom.



Somers Board of Education Administrative Report

SES/MBA Art Teachers attended Wadsworth Atheneum PD Day in Hartford, CT for teachers, Nov. 2016.

Three district art teachers, one from each level, attended (along with Dr. Zytka) a presentation of the new National Arts Standards and their implications for curriculum.

SES

Internationally Recognized Fast Painter Artist and Motivational Speakers Rob Surette presented at SES. He showcased his paintings and positive message.

Spotlighted a local former SES Student and Published illustrator Allyssa Norton at a school wide assembly. She shared the steps in the process of illustrating the Song Book, *Momma, Buy Me a China Doll*.

Continued to work with High School Transition Program incorporating High School Students in the Elementary Art Room Setting.

MBA

Last school year, students in Grade 7 & 8 art classes worked on an interdisciplinary unit with Diane Jennings that raised awareness to the current refugee crisis. The students created artwork as they work collaboratively to demonstrate their understanding and empathy for refugees.

This school year, students in grade 8 worked on an interdisciplinary project with Mr. Estes in science class. We created origami butterflies in the art room to compliment their Monarch Butterfly Citizenship unit.

This school year, the grade 7 students will be working on an interdisciplinary project with their math teacher, Mrs. Scholes. The students will be creating buildings in art class and working on proportions in math class.

MBA's Art teacher currently co-advises an after school art club that meets 2 times a month from October-February with a total of 25 students in grades 6-8. This provides students an opportunity after school to work with students in different grade levels and create a variety of art projects.

SHS

Of the three AP Studio Art students during school year 16-17, two received perfect scores of 5 on their portfolio submissions, with the remaining student receiving a 4.

The year long Honors and AP Art students took their annual two day trip to NYC in



**Somers Board of Education
Administrative Report**

May, visiting both the Museum of Modern Art and the Metropolitan Museum of Art.

The annual Honors and AP Art show (the capstone project for these students) was held again this year, but for the first time, the opening of the show coincided with the music department showcase, creating the first "Celebration of the ARTS" evening. We hope to continue this new tradition in the spring of 2018.

All three HS art teachers attended the CAEA (Connecticut Art Education Association) Conference in the fall of 2016.

Several 2017 graduates are now attending art programs at the following universities: SUNY Purchase (sculpture), RIT (graphic design).

Were there any major changes in the program's curriculum this past year?

SES

Staff is currently working on developing a curriculum for the new Preschool classroom

Increased implementation of technology and iPads. ie: iPad use and research, designing using Doodle Buddy, Paper53, etc.

SHS

The academic levels at the high school have changed for all classes, which has had the effect of giving AP Art additional GPA weight.

All art department classes are now leveled as follows:

Academic:

Introduction to Art and Design

Drawing and Painting One

Sculpture One

Ceramics One

Printmaking

Computer Art

Computer Animation

College Prep:

Drawing and Painting 2

Sculpture 2

Ceramics 2

Honors:

Honors Art (full year)

Honors Drawing and Painting (1/2 year, formerly Advanced Drawing and



**Somers Board of Education
Administrative Report**

Painting/Portfolio). This change of name has been confusing and we will propose changing the name to Honors Level Portfolio in the future.

AP: AP studio Art (full year)

What are the long-term plans for any changes?

Addition of National Standards (NCCAS) to be developed and implemented in the next 3-5 years. New standards in “Creating, Presenting, Responding and Connecting”.

Computer Art and Animation are continuing to integrate more applications of our school's subscription to the Adobe Creative Suite.

What program objectives (current and future) have any financial implications?

SES

No art supplies were ordered for this year 2017-18 before July 1 because the Somers Recreation Department utilized the art rooms to conduct classes. We believed the delivery of dozens of boxes of art supplies during the summer art classes would have complicated the situation.

SHS

We just received an SEF grant for a new Kiln and ventilation system, as well as a new printer for the Intro to Art Room. The kiln in particular alleviates the need for this as a line item on the long range budget.

We continue to operate with the same budget that we have had for 10 years, despite art supplies (consumables) increasing in price dramatically over that time. There is a need to look at a budget increase.



**Somers Board of Education
Administrative Report**

Title of Report: Business

Board Meeting Date: November 13, 2017

Action

Report

Information

Discussion

Submitted by: Dr. Irene Zytka, Director of Curriculum

Executive Summary

Report

What are the sequence of courses in Grades K-12?

Grades	Content
PreK-5th	N/A
6th	N/A
7th	N/A
8th	N/A
9th	Introduction to Business Computer Applications I Computer Applications II - Integrated
10th	Introduction to Business Computer Applications I-Personal Finance Computer Applications II - Integrated Accounting I 933 SHS Yearbook Team



**Somers Board of Education
Administrative Report**

11th	Computer Applications I-Personal Finance Computer Applications II - Integrated Accounting I Accounting II Entrepreneurship Marketing Effective Leadership Business Law I Business Law II SHS Yearbook Team
12th	Computer Applications I-Personal Finance Computer Applications II - Integrated Accounting I Accounting II Entrepreneurship Marketing Effective Leadership Business Law I Business Law II SHS Yearbook Team

What are some of the staff and student achievements this year?

The SHS Yearbook team was recognized in both regional and national competitions:

- Columbia Scholastic Press Association Gold Medalists (national competition, categorized)
- New England Scholastic Press Association 2nd Place All-New England
- NESPA "Highest Honor" overall quality
- NESPA "Special Achievement" for Theme and Cover Design
- 3rd place "Lifetouch National School Studios Yearbook Showcase Contest" for all of the U.S. and Canada.

For more info visit: www.SomersHighYearbook.com

Future Business Leaders of America (FBLA) Update

A group of 18 students attended the America Spring Leadership Conference in Cromwell. Students competed in subject matter events and also attended workshops. Our students



**Somers Board of Education
Administrative Report**

represented our school with class and received many awards. Special recognition goes to the following:

Accounting 1 - Matt Kiernan - 4th place

Accounting 2 - Sean Gay - 1st place, Robbie Samson - 2nd place, Gina Catellier - 4th place

Business Calculations - Ashley Reed - 3rd place

Entrepreneurship - Team consisting of Dom Giachello and Rachel Gosselin - 2nd place

Intro. to Business - Christian Chlebowski - 1st place, Rose Karvandi - 2nd place

Christian Chlebowski also attended the National Leadership Conference in Anaheim, CA.

BusTech Update

Since 2013 the Business and Technology departments collaborate to prototype, engineer, market, and sell a new product on the actual marketplace, based on market research the business students perform. To end the last school year the students sold planter benches, custom cheese/serving boards, and custom decorative signs. This year yielded the highest level of sales the program has seen since its first year.

Were there any major changes in the program’s curriculum this past year?

Although not a change, we feel it’s noteworthy to mention we’re running the Effective Leadership Independent Study course again this year, with three students engaging in an online course. The students also have in-person coaching sessions to enhance their leadership skills. They apply these skills to a chosen extracurricular activity and engage in a live final exam where they resolve a major leadership case study / challenge.

What are the long-term plans for any changes?

We’ve discussed potential interest in collaborating with the English department for purposes of enhancing students’ journalism skills, as it applies to writing within the SHS Yearbook Team (ie. potentially leading to a journalism course). We’re at the very infancy of this discussion and have worked hard to already enhance team members’ skills once on the team. We’re now looking to see how such skills can be acquired prior to team membership.

What program objectives (current and future) have any financial implications?

A potential financial almost occurred this year, but was averted... A business department member was invited to speak at a yearbook conference at Columbia University, where they



Somers Board of Education Administrative Report

spoke in previous years. Due to budgetary concerns, there's a restriction on substitute teachers. The school's yearbook publisher offered to cover this cost, which would have allowed the trip to occur. However, in collaboration with school administration the teacher made the decision to attend this conference every other year, if again requested to speak.



Somers Board of Education Administrative Report

Title of Report: Professional Development

Board Meeting Date: November 13, 2017

Action

Report

Information

Discussion

Submitted by: Dr. Irene Zytka, Director of Curriculum

Executive Summary

Enclosed is a summary of the professional development offerings for the 2017-2018 school year. This year will be focused on two main objectives: Designing a rigorous curriculum aligned to the Common Core Standards and Diversity/Equity training. In addition, staff will have a choice of technology offerings as well.

Report

Workshop:Atlas-Curriculum Writing

Presenter: N/A

Description	Design a foundation that supports curriculum flexibility, vertical/horizontal alignment
Learning Objective	Ensure alignment to all targeted standards through curriculum design and integration. Ensure that implementation is uniform and equitable for all students
Teacher/Student Outcome	Identify opportunities for integration across disciplines with full transparency to what's being taught in any class. Look across course and grade levels to make sure students are reaching learning targets for successful transitions.



**Somers Board of Education
Administrative Report**

Workshop: OER/Open Educational Resource

Presenter: Rob Wilson

Description	Open educational resources (OER) are freely accessible, openly licensed text, media, and other digital assets. You can use these resources to help build your lesson plans. Many OER are linked to specific standards so you can customize your lessons based on those needs. In this session, we will discuss how to access the resource and explore how they can apply to your classroom.
Learning Objective	Learn about free resources to help build the curriculum
Teacher/Student Outcome	New lesson plans are developed which can be used to enhance the student's learning

Workshop: SEL training

Presenter: Clay Krevolin/Rob Kapner

Description	Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Learning Objective	Increase teachers awareness of the evolving social and emotional needs of our students with implication on teaching and learning.
Teacher/Student Outcome	Identify ways to address these emerging needs in our classrooms and school. This will translate into increased student achievement and a better understanding of early adolescent's needs.



**Somers Board of Education
Administrative Report**

Workshop: Domestic Violence, Teen Violence and the effects on Children
Presenter: Annalisa.... The Network

Description	The Network assists families and individuals who have experienced domestic and interpersonal violence. They educate to promote healthy relationships, and advocate for safer communities. The Network leads North Central Connecticut in preventing domestic abuse and fostering, healthy, violence-free relationships.
Learning Objective	<ul style="list-style-type: none"> ● Discuss the services the domestic violence agencies provide ● Recognize the cycle of domestic violence ● List the red flags/warning signs of domestic violence ● Provide examples of stalking behavior ● Identify the signs of teen dating violence ● Describe the effects domestic violence has on children ● Explain resources available to you and the students
Teacher/Student Outcome	Steps to respond if a student makes you aware that domestic violence is happening in their home

Workshop: Discovery Education
Presenter: Brian Czapl

Description	Discovery Education transforms classrooms, empowers teachers and captivates students by providing high quality, dynamic, digital content across content areas. Learn the basics and the structure of this resource at this session. For a preview, visit http://www.discoveryeducation.com/what-we-offer/streaming-plus-digital-media/
Learning Objective	Teachers will become familiar with the digital resources of Discovery Education and how they can be integrated into instruction
Teacher/Student Outcome	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Learn how to search Discovery Education Streaming. ● Save and organize content to be used in instruction. ● Collaborate with other grade level/subject specific teachers in order to share resources. ● Develop and create online learning environments utilizing DE



**Somers Board of Education
Administrative Report**

	<p>resources.</p> <ul style="list-style-type: none"> ● Discuss how DE resources can be integrated into blended learning or flipped classroom. <p>Students will:</p> <ul style="list-style-type: none"> ● Benefit from a differentiated approach to instruction. ● Become more engaged through interaction with digital content.
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***Workshop: IEP Direct Training
Presenter: IEP Direct Staff***

Description	This is a two part workshop to gain competencies when using the special education web-based special education data management system, IEPDirect. The morning session is for those new to case management: Writing IEP, Scheduling Meetings, Process Log, Printing
Learning Objective	Gain initial knowledge, skill/competency as a case manager utilizing the special education student data base, IEPDirect
Teacher/Student Outcome	Case-managers (Special Education Teachers and SLPs new to case-management) will be able to independently navigate and enter data in IEPDirect as required for district and state compliance.

***Workshop: IEP Direct Training
Presenter: IEP Direct Staff***

Description	This is a two part workshop to gain competencies when using the special education web-based special education data management system, IEPDirect. The afternoon session is for all case managers:
Learning Objective	Increase knowledge, skill/competency and efficiency as a case manager utilizing the special education student data base, IEPDirect
Teacher/Student Outcome	Case-managers will be able to efficiently navigate and enter data in IEPDirect as required for district and state compliance.



**Somers Board of Education
Administrative Report**

Workshop: Responsive Classroom

Presenter: Responsive Classroom Staff

Description	In this one-day introduction to the Responsive Classroom Approach you'll learn how Responsive Classroom practices help teachers to foster positive community, integrate academics with the teaching of social and emotional skills, and create the conditions for positive student behavior. You will also have an opportunity to discuss ideas with colleagues, experience Responsive Classroom strategies as an adult learner, and see video of Responsive Classroom teachers implementing the strategies with students in grades K–5.
Learning Objective	<ul style="list-style-type: none">● Hear about the characteristics of teacher language that promote respectful, kind, and positive classroom communities● Explore interactive modeling—a structure to introduce routines and procedures in a clear and concise way● Participate in interactive learning structures you can use with your class to make lessons more engaging● Examine how the Responsive Classroom approach to discipline can establish a calm, orderly, and safe environment for learning
Teacher/Student Outcome	Implement Responsive classroom practices at the Tier 1 level

Workshop: Responsive Classroom (Specials training)

Presenter: Dina Senecal

Description	In this ½ day introduction to the Responsive Classroom Approach in Specials Areas, you'll learn how Responsive Classroom practices help teachers to foster positive community, integrate academics with the teaching of social and emotional skills, and create the conditions for positive student behavior.
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**Somers Board of Education
Administrative Report**

Learning Objective	<ul style="list-style-type: none"> ● Hear about the characteristics of teacher language that promote respectful, kind, and positive classroom communities ● Explore interactive modeling—a structure to introduce routines and procedures in a clear and concise way ● Participate in interactive learning structures you can use with your class to make lessons more engaging ● Examine how the Responsive Classroom approach to discipline can establish a calm, orderly, and safe environment for learning
Teacher/Student Outcome	Implement Responsive classroom practices at the Tier 1 level

Workshop: Implicit Bias

Presenter: Gloria Mengual (CREC)

Description	Participants will learn more about implicit racial bias, the attitudes and stereotypes that affect our understanding, decisions and actions in an unconscious manner
Learning Objective	Reading and discussion will focus on where and how implicit bias surfaces within educational settings, the impact on student outcomes and strategies to counteract it.
Teacher/Student Outcome	Teacher will gain an understanding of how to utilize strategies to facilitate discussion regarding bias, diversity and equity issues as they arise in schools.



**Somers Board of Education
Administrative Report**

Workshop: Universal Design for Learning

Presenter: Lisa Fiano (CREC)

Description	<p>Schools are more diverse than ever, with students arriving in our schools and classrooms from very different backgrounds and with widely differing ability levels. A “one size fits all” curriculum isn’t sufficient to reach all children. Universal Design for Learning, or UDL, is foundational to Tier 1 (MTSS) and has emerged as an effective set of principles for curriculum development focused on giving all students equal opportunity to learn. UDL was named by the writers of the Common Core State Standards as one of the tools that would be required for all students to have the greatest opportunity for success with those standards.</p> <p>Tier 2 & Tier 3 levels of support and intervention are dependent on the quality and fidelity of support and intervention in Tier 1. UDL begins with a commitment to flexibility. Adaptability and flexibility must be built in at the design or planning level, rather than attempting to adapt your classroom and instruction after the fact.</p>
Learning Objective	<p>Participants will explore the Key Principles of UDL: multiple means of engagement, representation, action and expression. This PD will extend the work accomplished through SPDG and MTSS previously, and supports NEASC recommendations.</p>
Teacher/Student Outcome	<p>Teachers will embed the UDL principles into their curriculum and use the guidelines as a means of assessing equal access to the curriculum for all students.</p>