

Somers Board of Education Board of Education Meeting

Monday, March 26, 2018 7:00 PM

Board of Education Room, [Address], [City], CT [Zip]

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
 1. Draft Minutes of March 12, 2018 3
Draft Minutes of March 12, 2018 for the Board to review and approve.
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Warrant of 3/26/2018 9
Board of Education to Consent to the Warrant of 3/26/2018.
 2. Resignation of Ed Cunningham
Mr. Ed Cunningham, Somers Elementary School Head Custodian, has handed in his resignation as of March 12, 2018.
 3. Second Warning DBS Policy 5114. section K Suspension and Expulsion..Due Process 15
The Board will review and approve the Second Warning DBS Policy 5114. section K Suspension and Expulsion..Due Process.
 4. Second Warning Somers DBS Policy 5118 Nonresident Attendance 17
The Board will review and approve the Second Warning Somers DBS Policy 5118 Nonresident Attendance.
 5. Second Warning Somers DBS Policy 5142.4. School Resource Officer 20
The Board will review and approve the Second Warning Somers DBS Policy 5142.4. School Resource Officer.
 6. Second Warning Somers DBS Policy 5145.53. Transgender and Gender Non-Conforming Youth 23
The Board will review and approve the Second Warning Somers DBS Policy 5145.53. Transgender and Gender Non-Conforming Youth.
 7. Second Warning Somers DBS Policy 6153 - Field Trips, School-Sponsored Tours, Non-School Sponsored Tours 29
The Board will review and approve the Second Warning Somers DBS Policy 6153 - Field Trips, School-Sponsored Tours, Non-School Sponsored Tours.
 8. Second Warning - Curriculum Proposal Discovery Education 33
The Board will review and approve the Second Warning - Curriculum Proposal Discovery Education.
 9. Second Warning - PreAlgebra Course Proposal 41
The Board will review and approve the Second Warning - PreAlgebra Course Proposal.
8. NEW BUSINESS
 1. Somers High School Art Trip 60
The Somers High Art Department is taking 12 students to New York City to visit Museums on May 4 and 5.
 2. First Warning - Curriculum Course Proposal - Honors Chorus 66
The Board will review the First Warning - Curriculum Course Proposal - Honors Chorus
 3. First Warning - Curriculum Course Proposal - Honors Band 71
The Board will review the First Warning - Curriculum Course Proposal - Honors Band.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS

1. Physical Education/Health Curriculum Report 76
Dr. Irene Zytka will give a report to the Board of Education on the Physical Education/Health Curriculum.
2. Somers High School Special Education Report 79
Dr. Denise Messina will give a report on Somers High School Special Education.
3. Superintendent Update
The Superintendent will update the Board of Education on current issues.
11. COMMITTEE REPORTS
 1. BUDGET
 2. CURRICULUM
 3. POLICY
 4. SALARY & NEGOTIATION
 5. PLANNING
 6. OTHER COMMITTEES
12. OTHER
13. ADJOURNMENT

DRAFT

Board of Education Meeting Minutes

March 12, 2018

7:00 PM

Somers High School Auditorium

Attendance Taken at 7:01 PM:

Present Board Members: S. Bollinger, D. Palmer, B. Devlin, R. Lees, J. Anderson, K. McLellan, Anne Kirkpatrick

Absent Board Members: B. Capuano, Jan Martin

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairman Devlin in the Somers High School Auditorium.

2. PLEDGE OF ALLEGIANCE

3. STUDENT REPRESENTATIVES' REPORT

Somers High School Representatives will update the Board of Education on Somers High School events.

E. Genece and M. Robbins, SHS Student Representatives, updated the Board on SHS events. On 3/14/18, SHS will conduct a walkout to show solidarity among those trying to end violence. The scheduled walkout will occur from 10:00-10:17 a.m. to represent the 17 lives lost in Florida. In the second week of February, the GSA conducted a donation drive for the Network Against Domestic Abuse. They are working on a third annual conference on 4/20/18. The Drama Club held their production of Shrek. The literary magazine is available on the school website. The NHS will hold a blood drive on 4/18/18. The NHS also participated in Read Across America last week at SES. There will be a Students Supporting Students retreat to develop team building. The Tri-Town Hockey Semi-Final is scheduled for Tuesday, 3/13/18. If they win, Finals will be on Saturday, 3/17/18. There is a Junior class meeting scheduled on 3/13/18 to plan for March Madness. Boys lacrosse will begin Saturday, and girls lacrosse will begin Monday. The Somers All District Concert will be held on 3/27/18.

4. AWARDS AND RECOGNITIONS

4.1. Student Award to Danila Babushkin - Somers High School Student Danila Babushkin is a National Merit Scholarship Finalist.

The Board of Education recognized SHS student, Danila Babushkin, for his many accomplishments, especially as a National Merit Scholarship Finalist. He was listed as one of the 2017 Connecticut Governor's Scholars. He volunteers at Johnson Memorial Hospital in the ER and established the Model UN Club. He is Co-President of the Student Advisory and NHS Secretary. He appeared in the Drama production, Shrek, and is involved in sports. He thanked the BOE.

5. APPROVAL OF MINUTES

5.1. Draft Minutes of 2/26/2018

The Board will review and approve the Board Minutes of 2/26/18.

Motion Passed: Motion to approve the Board Minutes of 2/26/18 passed with a motion by Jeremy Anderson and a second by Kate McLellan. (7-0)

6. AUDIENCE TO CITIZENS/STAFF/STUDENTS

J. Avery, J. Kaczmarek of 33 Patsun Rd., L.L. LaCasse, E. Guerin, and E. Gately expressed their concerns regarding school security, the change in the SRO, and the lack of protocol measures in the main offices. J. Avery inquired about a public security meeting. There are currently two separate security studies being performed at SPS.

7. CORRESPONDENCE

8. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

9. CONSENT AGENDA

9.1. Warrant of 3/12/2018

Motion Passed: Motion to approve Warrant of 3/12/2018 in the amount of \$362,247.93 passed with a motion by David Palmer and a second by Kate McLellan. (7-0)

9.2. 2nd Warning on Somers DBS 4118.11

The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 4118.11.

Motion Passed: Motion to accept DBS Policy 4118.11 passed with a motion by David Palmer and a second by Anne Kirkpatrick. (7-0)

9.3. 2nd Warning on Somers DBS Policy 5118.11

The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 5118.11.

Motion Passed: Motion to accept DBS Policy 5118.11 passed with a motion by Anne Kirkpatrick and a second by Kate McLellan. (7-0)

9.4. 2nd Warning on Somers DBS Policy 5141.3

The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 5141.3.

Motion Passed: Motion to accept DBS Policy 5141.3 passed with a motion by Kate McLellan and a second by Rick Lees. (7-0)

9.5. 2nd Warning on Somers DBS Policy 5145.5111

The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 5145.5111.

Motion Passed: Motion to accept DBS Policy 5145.5111 passed with a motion by Anne Kirkpatrick and a second by Kate McLellan. (7-0)

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9.6. 2nd Warning - Somers DBS Policy 0521

The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 0521.

Motion Passed: Motion to accept DBS Policy 0521 passed with a motion by Jeremy Anderson and a second by Kate McLellan. (7-0)

9.7. 2nd Warning of Somers DBS Policy 6172.5

The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 6172.5.

Motion Passed: Motion to accept DBS Policy 6172.5 passed with a motion by Kate McLellan and a second by Sarah Bollinger. (7-0)

9.8. Proposed Job Share of 4th Grade - N. Dzicek/M. Shannon

The Board is to review and approve the proposed Job Share of 4th Grade - N. Dzicek/M. Shannon.

Motion Passed: Motion to approve Job Share of N. Dzicek and M. Shannon passed with a motion by David Palmer and a second by Kate McLellan. (7-0)

10. NEW BUSINESS

10.1. 1st Warning 5114 - Suspension & Expulsion/Due Process

1st Warning 5114 - Suspension & Expulsion/Due Process

Any questions should be directed to A. Kirkpatrick or the Policy Committee.

10.2. 1st Warning Somers DBS Policy 5118- Nonresident Attendance

1st Warning Somers DBS Policy 5118- Nonresident Attendance

Any questions should be directed to A. Kirkpatrick or the Policy Committee.

10.3. 1st Warning Somers DBS Policy 5142.4 - School Resource Officer

1st Warning Somers DBS Policy 5142.4 - School Resource Officer

Any questions should be directed to A. Kirkpatrick or the Policy Committee.

10.4. 1st Warning Somers DBS Policy 5145.53 - Transgender and Gender Non-Conforming Youth

1st Warning Somers DBS Policy 5142.4 - School Resource Officer

Any questions should be directed to A. Kirkpatrick or the Policy Committee.

10.5. 1st Warning Somers DBS Policy 6153 - Field Trips, School-Sponsored Tours, Non-School Sponsored Tours

1st Warning Somers DBS Policy 5142.4 - School Resource Officer

Any questions should be directed to A. Kirkpatrick or the Policy Committee.

10.6. 1st Warning -Curriculum - PreAlgebra Course Proposal

Board of Education to review - 1st Warning -Curriculum - PreAlgebra Course Proposal

Any questions should be directed to K. McLellan or the Curriculum Committee.

10.7. 1st Warning - Curriculum Proposal - New Textbook Acquisition: Discovery Education-Science/Mabelle B. Avery Middle School

The Board is to review the 1st Warning - Curriculum Proposal

New Textbook Acquisition: Discovery Education-Science/Mabelle B. Avery Middle School. Any questions should be directed to K. McLellan or the Curriculum Committee.

11. OLD BUSINESS

11.1. SESA Pension

Board to review and approve the change of the SESA Pension Management team to Forma Group.

Motion Passed: Motion to change investment management of the SESA pension to the Forma Group pending negotiation of terms of service passed with a motion by David Palmer and a second by Jeremy Anderson. (6 – 0 – 1 abstained K. McLellan)

11.2. Somers Public Schools 2018-2019 Budget

The Board to approve the 2018-2019 Somers Public Schools Budget and to send it to the Board of Finance.

Motion Passed: Motion to approve the 2018-19 school budget to be forwarded to Board of Finance for their consideration passed with a motion by David Palmer and a second by Anne Kirkpatrick. (7-0)

12. ADMINISTRATIVE REPORTS

12.1. Somers Education Technology Presentation

Staff from Somers High School will be presenting the Board what they are doing in classroom technology

T. Gowash, SHS PE Teacher, and students, Z. Schweitzer and M. Quinn, demonstrated their use of technology in Health class. T. Gowash uses Spiral.ac which is a website students utilize to view videos and answer questions simultaneously. Students also use the Dash robot with this website. Students attempt coding the robot as well as directing it through obstacles with and without drunk-driving goggles. D. Collins, SHS Language Arts Teacher, and students, J. Smith, N. Hudroge, M. Robbins, and E. Choyney demonstrated their use of technology in Language Arts. Ms. Collins utilizes the SAMR Model (Substitution, Augmentation, Modification, and Redefinition) which is designed to help teachers integrate technology into teaching. Students observe a Google slide where they reflect on the scene and log their observations, summary, questions, etc. If students are confused about a scene, they may play an attached video. Students are able to ask questions and, in turn, Ms. Collins is able to provide feedback. G. Jackson, SHS Math Teacher, and students, C. Skalski, E. Miller, and A. Golden, demonstrated their use of technology in Math, specifically Pre-Calculus. Mr. Jackson stated that math is most useful when applied to real-world problem solving. Students are able to use technology applications on their smartphones. The students demonstrated the Bubble Level application to determine the height of an area. Desmos is a graphing application students use where different parameters may be applied, and students are capable of visualizing the math activity. Audacity is an audio editor that analyzes voice composition. Students are able to change the frequencies. Students use the GeoGebra application to develop polyhedrons and then create 3D polyhedrons.

12.2. Social Studies Program Report

Dr. Irene Zytka will update the Board with the Social Studies Program Report.

Dr. I. Zytka, Director of Curriculum, updated the Board on the Social Studies Curriculum. She reported that the Social Studies staff are diligently building their curriculum into Atlas. At SES, 4th grade students integrated Google Slides with Google Docs to present a group project about a particular state in New England. Fifth grade staff is integrating the Social Studies curriculum with the ELA curriculum. At MBA, students are using the new textbooks. There has been a smooth transition with the online textbook and the new Chromebooks. The seventh grade developed an African workshop where visitors came to discuss poetry as well as demonstrate dance and musical instruments. At SHS, the SS Department has begun developing an artifact archive through a generous grant from SEF. The archive will provide a tangible experience for students studying specific time periods/events. There has been a shift at SES and MBA in the SS curriculum in order to align the SS standards. There are no long-term changes planned and no financial implications at this time.

12.3. Superintendent Update

The Superintendent will update the Board of Education.

Superintendent Czaplá commended the BOE for their hard work and dedication and presented each member of the Board with a chocolate bar for Board of Education Appreciation Month. He applauded the SHS Drama Club with their presentation of Shrek. He will continue to monitor the weather and stated April vacation will not be impacted. Superintendent Czaplá also provided Board members with information developed by CABE regarding social media use as a BOE member.

13. COMMITTEE REPORTS

13.1. BUDGET

No report.

13.2. CURRICULUM

K. McLellan reported that the committee met last week.

13.3. POLICY

A. Kirkpatrick reported that the committee's next meeting is pending.

13.4. SALARY & NEGOTIATION

D. Palmer reported that first negotiations with SESA are in a couple of weeks, 4/3/18 at 6 p.m.

13.5. PLANNING

No report.

13.6. OTHER COMMITTEES

None.

14. OTHER

Chairman Devlin acknowledged Superintendent Czaplá's participation in Read Across America. The superintendent dressed as "Harry the Dirty Dog" and read to five classes. S. Bollinger acknowledged parents' security concerns and commended the superintendent on being proactive regarding safety issues.

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15. ADJOURNMENT

Motion Passed: Motion to Adjourn at 8:09 p.m. passed with a motion by A. Kirkpatrick and a second by Sarah Bollinger. (7-0)

Rick Lees, Board of Education Secretary

Shannin Burns, Board of Education Recording Secretary

Somers Board of Education General Budget Treasury Warrant


Report # 50938

Check Batch: 19562
 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:


3/22/18

 William B. Boutwell, Director of Business Services

19562	14801	03/26/2018	V61279	A+ Pump & Service, LLC	0.00	200.00
	14802	03/26/2018	V60790	Alternative Access Assistive Technology	0.00	1,980.00
	14803	03/26/2018	V52670	SYNCB/AMAZON	0.00	2,284.51
	14804	03/26/2018	V52306	AmeriPride Services, Inc	0.00	290.49
	14805	03/26/2018	V02141	Apple Inc.	0.00	7,421.00
	14806	03/26/2018	V00884	Avery Septic Service	0.00	150.00
	14807	03/26/2018	V00121	CABE	0.00	404.93
	14808	03/26/2018	E00576	Carroll, Daniel	0.00	40.00
	14809	03/26/2018	E00053	Castro, Carla	0.00	40.72
	14810	03/26/2018	V53390	CIRMA	0.00	51,290.91
	14811	03/26/2018	V61402	Connecticut Process Serving, LLC	0.00	65.00
	14812	03/26/2018	E00076	Cotzin, Gary	0.00	104.64
	14813	03/26/2018	V60982	Creative Interventions, LLC	0.00	1,045.00
	14814	03/26/2018	V00204	CREC	0.00	14,395.50
	14815	03/26/2018	V60390	Cummins Power Systems, LLC	0.00	1,762.77
	14816	03/26/2018	V60416	DG Graphics	0.00	96.00
	14817	03/26/2018	V51849	East River Energy	0.00	5,495.75
	14818	03/26/2018	V00605	Electrical Wholesalers	0.00	243.50
	14819	03/26/2018	V52317	Ellington Board of Education	0.00	7,046.83
	14820	03/26/2018	V61189	Emergency Medical Products, Inc	0.00	148.50

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14821	03/26/2018	V61230	ENGIE Resources	0.00	17,802.33
	14822	03/26/2018	V00159	Eversource Energy	0.00	14,733.29
	14823	03/26/2018	V02186	Flinn Scientific, Inc.	0.00	6,436.60
	14824	03/26/2018	V61017	Frontier Communications	0.00	1,117.84
	14825	03/26/2018	E00779	Fry, Cheryl	0.00	110.00
	14826	03/26/2018	V61236	Gateway Enterprise Corporation	0.00	420.00
	14827	03/26/2018	V00511	Grainger	0.00	338.97
	14828	03/26/2018	V53439	Group Dynamic	0.00	27.75
	14829	03/26/2018	V51232	Hartford Hospital-Grace Webb School	0.00	5,840.00
	14830	03/26/2018	V52664	Hastie Fence Co.	0.00	475.00
	14831	03/26/2018	V01790	Heinemann	0.00	946.00
	14832	03/26/2018	V61403	Hooker & Holcombe, Inc	0.00	4,060.00
	14833	03/26/2018	V00891	Houghton Mifflin Harcourt Publishing Co.	0.00	2,489.67
	14834	03/26/2018	V54063	HSABank	0.00	176.75
	14835	03/26/2018	V00999	J.W. Pepper & Son, Inc.	0.00	501.98
	14836	03/26/2018	V61336	Johnson Plastics Plus	0.00	99.37
	14837	03/26/2018	V00665	Kelly-Fradet Lumber	0.00	203.57
	14838	03/26/2018	V61400	Lynn Ladder & Scaffolding Co	0.00	100.00
	14839	03/26/2018	V02898	MagnaKleen Services	0.00	187.06
	14840	03/26/2018	V02321	Midstate Battery	0.00	37.24
	14841	03/26/2018	V01013	NASCO Fort Atkinson	0.00	106.08
	14842	03/26/2018	V60936	New England Time Solutions, Inc	0.00	132.00
	14843	03/26/2018	V53849	NCS Pearson, Inc.	0.00	296.10
	14844	03/26/2018	V60568	Pediatric Services of America Inc	0.00	3,336.00
	14845	03/26/2018	V53914	Pitney Bowes, Inc.	0.00	105.00
	14846	03/26/2018	V60925	ReadyNurse Staffing Services	0.00	742.50
	14847	03/26/2018	V53593	ReadyRefresh by Nestle	0.00	59.89
	14848	03/26/2018	V52074	Really Good Stuff, Inc.	0.00	70.56
	14849	03/26/2018	V61379	Regional School District #16	0.00	4,317.00
	14850	03/26/2018	V60834	Remco	0.00	183.10
	14851	03/26/2018	V01292	School Specialty, Inc.	0.00	110.00
	14852	03/26/2018	V51324	Sherwin-Williams Co., The	0.00	37.54
	14853	03/26/2018	V60616	Somers Public Schools	0.00	2,151.00
	14854	03/26/2018	V61373	Somers Star Hardware	0.00	304.43
	14855	03/26/2018	V01591	Town of Somers	0.00	3,000.00
	14856	03/26/2018	V60370	Sue's Shirt Creations	0.00	287.50
	14857	03/26/2018	M02015	T. J. Conway Company	0.00	1,013.14

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14858	03/26/2018	V60374	Tecta America New England LLC	0.00	1,568.60
	14859	03/26/2018	V60248	Total Protection Security Systems LLC	0.00	530.95
	14860	03/26/2018	V60407	Trane U.S. Inc	0.00	468.66
	14861	03/26/2018	V60044	Troxell Communications	0.00	290.00
	14862	03/26/2018	M53099	Tull Brothers, Inc.	0.00	334.30
	14863	03/26/2018	V60776	UCONN	0.00	230.00
	14864	03/26/2018	M53030	United Rentals	0.00	234.00
	14865	03/26/2018	V02758	University of Saint Joseph	0.00	5,965.00
	14866	03/26/2018	V21164	Unum Life Insurance Company of America	0.00	3,912.45
	14867	03/26/2018	V61140	Van Pool Transportation LLC	0.00	5,960.00
	14868	03/26/2018	V53413	W. B. Mason Co., Inc.	0.00	88.89
	14869	03/26/2018	V02738	William V. MacGill & Co.	0.00	1,405.42
Totals:					0.00	\$187,849.58

69 Checks Listed.

Somers Board of Education General Journal Register

Report # 50937
Batch: 19526
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
19526	\$187,849.58	Posted	Lbergamini	03/20/2018	Lbergamini	03/22/2018

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
March, 2018						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			175,318.99	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	175,318.99
		Total Generated Distributions			\$175,318.99	\$175,318.99
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			24.50	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	187,874.08
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			106.08	0.00
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			26.73	0.00
	10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			1,046.00	0.00
	10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			129.99	0.00
	10-100-2-3-20-220-641-01-5-01579	SW - MUSIC			501.98	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			38.60	0.00
	10-100-2-4-16-220-641-01-5-00120	HS - ENGLISH TEXTBOOKS		Yes	2,489.67	0.00
	10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			40.72	0.00
	10-100-2-4-28-220-641-01-5-00129	HS - SCIENCE TEXTBOOKS		Yes	4,635.15	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES		Yes	1,801.45	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			494.74	0.00
	10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			5,992.00	0.00
	10-120-9-9-50-231-642-05-5-01069	SPED - PRO. LIBRARY			57.00	0.00
	10-120-9-9-98-243-611-01-5-01002	SP ED - TESTING			196.10	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			3,025.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			3,336.00	0.00
	10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES			40.00	0.00
	10-213-3-4-48-412-112-02-5-00318	HS - NURSE SALARY			742.50	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			1,429.92	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			0.00	24.50
	10-221-1-2-52-231-690-05-5-00280	K-5 - PROFESSIONAL LIBRARY			57.00	0.00
	10-221-1-3-50-251-580-05-5-00263	MA - TRAVEL/IN-SERVICE			110.00	0.00
	10-221-1-3-52-231-690-05-5-00282	MA - PROFESSIONAL LIBRARY			57.00	0.00
	10-221-1-4-50-251-580-05-5-00269	HS - PRINCIPAL'S TRAVEL			104.64	0.00

Somers Board of Education General Journal Register

Report # 50937

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
19526	\$187,849.58	Posted	Lbergamini	03/20/2018	Lbergamini	03/22/2018
		10-221-1-4-52-231-690-05-5-00283	HS - PROFESSIONAL LIBRARY	Yes	57.00	0.00
		10-221-1-5-72-231-690-05-5-00284	CO - PROFESSIONAL LIBRARY		176.93	0.00
		10-221-2-5-50-251-322-01-5-00300	CURRICULUM DEVELOPMENT		230.00	0.00
		10-222-2-2-52-233-611-03-5-00144	K-5 - A.V. MATERIALS	Yes	290.00	0.00
		10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES	Yes	4,125.00	0.00
		10-231-1-5-74-134-330-10-5-00051	B.O.E. - AUDIT		3,000.00	0.00
		10-231-6-5-82-820-529-13-5-00521	SCHOOL BOARD LEGAL	Yes	2,475.00	0.00
		10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH		59.89	0.00
		10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES		44.21	0.00
		10-232-6-5-66-830-440-04-5-00525	CO - COPIER RENTAL		537.75	0.00
		10-232-6-5-66-830-440-04-5-00526	CO - POSTAGE METER		105.00	0.00
		10-240-1-2-40-258-690-04-5-00301	K-5 - OFFICE SUPPLIES		110.00	0.00
		10-240-1-3-40-258-690-04-5-00303	MA - OFFICE SUPPLIES		62.16	0.00
		10-240-1-4-40-258-690-04-5-00304	HS - OFFICE SUPPLIES		99.37	0.00
		10-240-2-5-40-830-440-01-5-00905	SW - COPIER SUPPLIES/MAINTEN.		183.10	0.00
		10-240-6-2-66-830-440-04-5-00523	K-5 - COPIER RENTAL		537.75	0.00
		10-240-6-3-66-830-440-03-5-00527	MA - COPIER RENTAL		537.75	0.00
		10-240-6-4-66-830-440-04-5-00763	HS - COPIER RENTAL		537.75	0.00
		10-259-1-2-40-123-590-04-5-00015	K-5 - FORMS & PRINTING		70.56	0.00
		10-259-1-3-40-123-590-04-5-00017	MA - FORMS & PRINTING		96.00	0.00
		10-259-1-5-72-123-590-04-5-00019	CO - FORMS & PRINTING		41.31	0.00
		10-260-5-2-62-722-430-08-5-01141	K-5 BUILDING REPAIRS		1,050.68	0.00
		10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE		330.98	0.00
		10-260-5-3-64-642-530-04-5-00365	MA - TELEPHONE		134.97	0.00
		10-260-5-4-38-722-430-01-5-00393	HS - QUANTITY FOODS MAINT.	Yes	290.49	0.00
		10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE		336.77	0.00
		10-260-5-5-64-642-530-04-5-00367	CO - TELEPHONE	Yes	315.12	0.00
		10-260-5-6-62-650-613-05-5-00377	SW - CUSTODIAL SUPPLIES		1,025.03	0.00
		10-260-5-6-62-722-430-01-5-01077	SW - COMPUTER MAINTENANCE		3,003.26	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		468.66	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		2,741.34	0.00
		10-260-5-6-62-722-430-08-5-00440	SW - EQUIPMENT REPAIR		366.00	0.00
		10-260-5-6-62-722-430-08-5-00443	SW - ROOF REPAIR		1,568.60	0.00
		10-260-5-6-62-722-430-08-5-00447	SW - GENERAL REPAIR		637.37	0.00
		10-260-5-6-62-722-430-08-5-00885	SW - ELECTRICAL SUPPLIES		313.00	0.00
		10-260-5-6-62-722-430-08-5-01646	SW - SECURITY	Yes	530.95	0.00

Somers Board of Education General Journal Register

Report # 50937

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
19526	\$187,849.58	Posted	Lbergamini	03/20/2018	Lbergamini	03/22/2018
10-260-5-6-64-630-620-05-5-00354		K-5 - FUEL #2			3,150.00	0.00
10-260-5-6-64-630-620-05-5-00356		HS - FUEL #2			2,345.75	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			19,994.08	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			12,293.05	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY			248.49	0.00
10-260-6-5-82-820-520-13-5-00515		PROPERTY/LIABILITY INSURANCE		Yes	16,858.67	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE			5,960.00	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			27.75	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,912.45	0.00
10-280-6-5-82-820-200-13-5-00516		WORKER'S COMPENSATION			28,507.24	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			176.75	0.00
10-280-6-5-82-820-520-13-5-00520		UMBRELLA LIABILITY INSURANCE		Yes	3,450.00	0.00
10-320-7-4-42-880-690-06-5-01220		HS - ATHLETIC UNIFORMS			287.50	0.00
10-613-9-9-88-955-561-14-5-00622		SPED - CREC RIVER STREET			14,395.50	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			23,168.83	0.00
Total User-Entered Distributions					\$187,898.58	\$187,898.58
Total for March, 2018					\$363,217.57	\$363,217.57
Grand Total for Batch # 19526					\$363,217.57	\$363,217.57

262 Transactions Listed.

Note: The additional wording is only under section “K. Alternative Educational Opportunity.”

Students

Suspension and Expulsion/Due Process

K. Alternative Educational Opportunity (Blue wording is from Brian)

(There have been some clarifications on this. In early January, the State BOE adopted the standards and revisions to the regulations. I suggest new language as follows based on the new standards☺)

The Board of Education recognizes its responsibility to offer an alternative educational opportunity, as prescribed by the *Connecticut State Department of Education Standards for Alternative Educational Opportunities for Students Who Have Been Expelled*, to (a) any student under 16 years old who has been expelled; and (b) any student between 16 and 18 years old who has been expelled for the first time, wishes to continue with his/her education and complies with conditions set by the Board of Education or Superintendent as designated by the Board of Education.

Now the clarification. We do have an alternative ed program that in most cases we would utilize, but there could be some instances in which we think that expelled students at SHS may not be appropriate. This gives us the flexibility to send them to another school district alt ed. program or an Adult Ed program where appropriate (at a cost though.)

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity, which shall be equivalent to alternative education, as defined by C.G.S. 10-74j, with an individualized learning plan, (1) if he Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education which includes the kind of instruction to be provided and the number of hours to be provided during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational ~~program~~ opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered such an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems, which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct, which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon,
or
2. Offering an illegal drug for sale or distribution.

If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, or deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. [10-76a](#). The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

STUDENTS:

Nonresident Attendance:

Nonresident students may attend the Somers Public Schools based upon the following criteria set forth in this policy:

1. Attendance Criteria:

- a) When required by State law.
- b) When the nonresident student is part of a specialized program (e.g. Project Choice). The specialized program must be approved by the Somers Board of Education.
- c) Individual requests recommended by the Superintendent and approved by the Somers Board of Education. Such individual requests may include a waiver, pro-ration, or reduction of tuition.
- d) When documentation is provided to the Superintendent that the student will become a resident of Somers within the school year. Parents of the student must produce verifiable documents that they have purchased a current residence or will have completed construction of a new residence within the school year. The Superintendent may waive or pro-rate any applicable tuition costs dependent on individual circumstances.
- e) When the student attends school as part of a recognized foreign exchange program.
- f) When the nonresident student is a child of a Somers Board of Education employee the child may be enrolled subject to the following:
 - (i) There is classroom space and facilities available. This shall be in effect only at the time of the student's potential enrollment.
 - (ii) A tuition fee assessed at 50% of the rate as determined by Section 2 of this policy for all employees hired after March 1, 2001.

[\(NOTE: All nonresident students of Somers Board of Education employees currently enrolled in the district as of October 1, 2000 will remain at 25% of the rate as determined by Section 2 of this policy.\)](#)

(NOTE: All current employees of the Somers Board of Education hired before March 1, 2001 shall be eligible to enroll students at 40% of the rate as determined by Section 2 of this policy.)

- (iii) The reduced tuition rate is predicated on continuous, unbroken enrollment in the Somers Public Schools. Students forfeit their eligibility and will be subject to possible rate adjustment as determined by this policy if they leave the district and then wish to re-enroll. Recognized foreign exchange programs or extended illnesses are not subject to this forfeiture.

2. Tuition Rate

The stipulated tuition rate will be based on the most current expenditure data as reported for Somers by the Connecticut State Department of Education. The following expenditure categories will be used in the calculation of the tuition: regular instruction; pupil support services; administration; fiscal and other support services; and operation/maintenance of plant. ~~Kindergarten tuition shall be 50% of stipulated rate, with all other levels being 100% of the stipulated rate, except as specified in paragraph "f" of section one.~~

- 3. Nonresident students attending Somers Public Schools will be governed by the same student discipline and behavior policies applicable to resident students.
- 4. Any nonresident student accepted into the Somers Public Schools who requires special education services, or who after admission is considered to be a candidate for special education services, shall not be referred to a Somers planning and placement team, but shall be referred to the planning and placement team in the community where the student would otherwise be attending school for all special education decisions. The Somers Board of Education will not be responsible for any special education costs of nonresident students unless required by law.
- 5. Any nonresident student enrolled in the Somers Public Schools, pursuant to this policy, may be entitled to transportation services within the Town of Somers. Upon acceptance for attendance, the parents or guardians should specify whether they will transport the child to and from school or whether they will transport the child to and from a mutually acceptable bus stop in Somers. The Board reserves the right to determine what constitutes an acceptable bus stop.

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act.
10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.
10-253 School privileges for students in certain placements and temporary shelters.

Adopted: March 10, 1986
Revised: May 9, 1994
May 8, 1995
June 14, 1999
Reviewed: May 10, 2000
Revised: October 10, 2000
February 26, 2001
July 9, 2009
August 28, 2017

Students

Safety

School Resource Officer

In order to make schools more orderly, safer and secure, the district may employ police officers to deliver security services as school resources officers (SROs).

~~The utilization of school resource officers in district schools is to accomplish the following goals:~~

- ~~• To provide a safe learning environment and help reduce school violence.~~
- ~~• To improve school/law enforcement collaboration.~~
- ~~• To improve perceptions and relations among students, staff and law enforcement officials.~~
- ~~• To collaborate with designated members of the school and District staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.~~

~~Duties include, but are not limited to:~~

- ~~1. The observation and reporting of any unlawful act;~~
- ~~2. The prevention of theft or misappropriation of any item of value;~~
- ~~3. The control of access to premises being protected;~~
- ~~4. The maintenance of order and safety at public activities;~~
- ~~5. Protection of district property, students, staff and persons and property on or about district property or while attending district sponsored activities.~~

The School Resource Officer supports and facilitates the educational process within the Somers Public School System by providing a safe and secure environment through establishing and maintaining meaningful relationships with students and staff. He/she proactively interacts with the school community to ensure the enforcement of city and state laws, preserves public order, protection of life and property and the prevention, detection or investigation of crimes. The SRO works effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. He/she monitors district property (internally and externally) to protect students, staff and visitors from physical harm and prevents loss to district property resulting from criminal activity.

Essential Duties

- Maintain high visibility in all schools on a daily basis including but not limited to hallways, cafeteria and classrooms.
- Assists managing traffic during morning drop off and afternoon dismissals at each school.
- Monitors district property for suspicious activity, unauthorized persons on campus or unauthorized entry to buildings.
- Attends local and regional emergency management meetings.
- Works with school officials to develop and implement safety and security protocols.
- Provides occasional in-service training to help administrators with security, effective investigation techniques and other law related topics.
- Attends staff, leadership and student intervention meetings when requested.
- Takes law enforcement action to protect against unwanted intruders.
- Helps administration identify and prevent delinquent behaviors and substance abuse. Makes arrest on campus only when necessary to protect students, staff and school property from imminent danger.
- Assists other law enforcement agencies with incidents involving local criminal activity that may impact the safety of students and staff.
- Serves as the initial first responder.
- Provides occasional classroom presentations upon request and in collaboration with teachers (e.g. law, forensics, safety.)
- Conducts security building assessments for schools and campus.

The Board shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities.

(cf. [5114](#) - Suspension/Expulsion; Student Due Process)

(cf. 5131 - Student Conduct)

(cf. 5131.2 - Assault)

(cf. [5131.21](#) - Terrorist Acts/Threats)

(cf. 5131.4 - School Grounds Disturbances)

(cf. 5131.41 - In-School Disturbances)

(cf. [5131.5](#) - Vandalism)

(cf. [5131.6](#) - Drugs, Tobacco, Alcohol)

(cf. 5131.61 - Inhalant Abuse)

(cf. 5131.612 - Surrender of Physical Evidenced Obtained from Students)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

(cf. [5131.8](#) - Off School Grounds Misconduct)

(cf. [5131.9](#) - Gang Activity or Association)

(cf. [5141.6](#) - Crisis Management)

(cf. 5142 - Safety)

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

(cf. 5145.11 - Questioning and Apprehension)

(cf. [5145.12](#) - Search and Seizure)

(cf. 5145.121 - Vehicle Searches on School Grounds)

Legal Reference: Connecticut General Statutes

[4-176e](#) through [4-180a](#). Contested Cases. Notice. Record.

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

[10-233a](#) through [10-233f](#). Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

[53a-3](#) Definitions.

[53a-217b](#) Possession of Firearms and Deadly Weapons on School Grounds.

PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Adopted: December 7, 2015

There is little to no law on transgender student accommodations. In September, the CSDE put out a guidance document that we are operating under until there is legislation or a legal case that will set future precedent. The guiding document can be accessed at http://www.sde.ct.gov/sde/lib/sde/pdf/equity/title_ix/transgender_guidance.pdf

Note: Changes are on pages 2-3 and a new legal reference on the last page.

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Transition" is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student's property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Guidance

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

~~When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.~~

Official Records

~~The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.~~

All schools will maintain and update records as prescribed by the Connecticut State Department of Education Guidelines on Civil Rights Protections and Supports for Transgender Students (September 2017)

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility and Locker Room Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the

underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. A meeting will be held between school administration and the parents of the transgender student prior to the beginning of each year to develop a plan for restroom and locker room accessibility for their child.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

(cf. [0521](#) - Nondiscrimination)

(cf. [4131](#) - Staff Development)

(cf. [5114](#) - Suspension and Expulsion/Due Process)

(cf. 5131 - Conduct)

(cf. [5131.21](#) - Violent and Aggressive Behavior)

(cf. [5131.8](#) - Out-of-School Misconduct)

(cf. 5131.912 - Aggressive Behavior)

(cf. [5131.913](#) - Cyberbullying)

(cf. 5131.91 - Hazing)

(cf. [5144](#) - Discipline/Punishment)

(cf. [5145.4](#) - Nondiscrimination)

(cf. [5145.5](#) - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

(cf. [5145.52](#) - Harassment)

(cf. [5145.6](#) - Student Grievance Procedure)

(cf. [6121](#) - Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

[10-15c](#) Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

[46a-60](#) Discriminatory employment practices prohibited Federal Law.

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

[46a-60](#) Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

[Guidance on Civil Rights Protections and Supports for Transgender Students \(Connecticut State Department of Education, September 2017\)](#)

Policy adopted: August 26, 2013

INSTRUCTION (new section added for international field trips)

Field Trips, School-Sponsored Tours, Non-School Sponsored Tours:

General:

The Somers Board of Education recognizes that surrounding communities, in-state and regional geographic areas, offer expanded teaching and learning resources for teachers, advisors, and coaches. The Board also recognizes that international experiences are beneficial to student learning and foster the ideal of global citizenship. The Board, therefore, encourages field trips and/or tours that supplement, enhance or enrich classroom or program-based activities.

Field trips must be approved by the Building Principal, subject to notification of the Superintendent. Tours must be recommended by the Building Principal and the Superintendent and approved by the Board of Education.

The following ratios are suggested as to approximate proportion of adult chaperones (inclusive of the teacher-sponsor) to students in terms of grade level, and depending upon the activity and other circumstances, may be changed on the authority of the superintendent:

Grades K-8:	One: Six
Grades 9-12:	One: Eight

In no case shall there be fewer than two chaperones regardless of the number of field trip/tour participants.

Definitions:

A school-sponsored field trip/tour is any excursion of students which is organized on school time by school personnel, and is classroom or program-based. All school-sponsored field trips/tours shall be scheduled and reviewed in detail by the Building Principal. If budgetary implications exist, the trip/tour must be submitted before budget submission, but no later than February 1 preceding the new fiscal year.

1. A school-sponsored field trip/program is short term in travel distance and duration and is concluded within a day. A field trip is normally open to all students involved with a specific classroom or program experience. The field trip/program may be affiliated with other town departments.
2. A school-sponsored tour is defined as any overnight trip, which may include non-school days. The tour may be program or classroom-based, but may also be limited to the number of students that can be accommodated or are eligible by some set of administratively approved criteria.

3. A non-school sponsored trip/program is defined as one that is:
- a) planned by a school employee(s) who acts as private agent(s);
 - b) occurs on non-school time;
 - c) results in a profit for the school employee; or
 - d) is not considered essential to classroom or program-based activities as determined by the building principal or Superintendent.

Tours or trips that fall within these criteria will not be covered or endorsed by the Somers Board of Education policy. The use of school facilities for planning, distribution of materials, or other communications in school is prohibited.

Approval:

The Board delegates to the Superintendent authority to approve field trips provided each individual trip meets all of the following conditions:

1. has educational value in the opinion of the Superintendent;
2. is directly related to either the curriculum or a school-sponsored and school approved extracurricular activity;
3. is completed within one day; and
4. ensures equity for all students within grades at the primary and elementary level and by class at the middle/senior high school levels.

Exceptions to any of the above conditions must receive specific approval of the Board of Education before the field trip may be taken.

Funding:

Students may be asked to pay all or part of the expense of a field trip/tour.

No child shall be excluded from a field trip because of inability to pay.

The building administrator may seek alternate funding sources or methods of payment for those students who do not have the ability to pay.

Fund-raising activities may be used to fund in whole or in part the cost of field trips/tours.

Other:

Participants on school-sponsored tours must show evidence of accident and health insurance. The building administrator will have on file appropriate documents, including insurance policy numbers ensuring each participant is covered by insurance.

Student and adult participants are responsible for personal travel and living expenses on the tour.

The Superintendent and/or principal will be responsible to see that all Board of Education policies and administrative procedures are followed:

Building Principals will be responsible for reviewing all details of field trips/tours with staff. The Building Principal will forward a recommendation on all suggested tours to the Superintendent for review and approval. The Superintendent shall then forward a recommendation on all suggested tours to the Board of Education for approval.

International Trips/Tours:

Any trip out of the country shall be forwarded to the Board of Education by the Superintendent with a recommendation for Board of Education consideration and approval. Recommendation will take into account any foreign travel warnings or cautions issued by the United States State Department.

A mandatory information meeting with students and their parents/guardians shall be held prior to the initiation of the trip. Parents and students shall be provided with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary

School district staff shall review acceptable standards of conduct with the students in advance of the trip.

All international field trips must utilize a reputable tour company to manage and facilitate the trip. The tour company's contract is to be reviewed by the board's attorney prior to signature.

All international field trips must register with the local United States Embassy via the State Department's Smart Traveler Enrollment Program (STEP).

The sponsoring chaperone(s) must check and recheck the United States State Department Travel Advisories (travel.state.gov) and the Centers for Disease Control and Prevention (cdc.gov). Any travel advisories must be reported to the Superintendent.

The Board of Education and/or Superintendent reserves the right to cancel any international field trip due to travel advisories, disease outbreaks, civil unrest, war, natural disasters, or any other issues that would jeopardize the safety and well-being of students, staff and chaperones. In the event of a cancellation, the Board assumes no responsibility for losses incurred by parents.

Trip cancellation insurance, if available, shall be offered to the parents and shall be optional

All trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school and central offices. Any changes before or during the trip must be communicated to the building principal and Superintendent immediately.

Chaperones must be aware of special medical problems, allergies, handicaps, special prescriptions, etc of students who are participants on the trip. Chaperones must also carry a list of any medications that students require and such medications must be carried by the Somers Public Schools staff member or the parent of the student. Pre-arrangements must be made for administering medication.

Adult chaperones who accompany the group must be briefed by the teachers or sponsor as the purpose of the trip, procedures, possible hazards, supervisory responsibilities, etc., and must receive a copy of any written procedures.

Parents are responsible for any cost incurred for students who are sent home early because of a behavioral infraction or are returning home early for any other reason.

All trips must be conducted during school vacations or when school is not in session. In special circumstances, school time may be used for trips abroad. The Superintendent and Board of Education must approve all requests for trips involving school time.

All students must be in good standing in both academics and behavior. Students must not be failing any subject, must not have repeated offenses, and must exhibit appropriate conduct both in and out of school.

The primary chaperone must be a certified teacher or administrator employed by the Somers Board of Education. Non-certified coach chaperones must be approved by school administration.

Travel that financially benefits the sponsoring teacher is expressly forbidden.

A final itinerary and roster of participants must be filed in the appropriate school office 10 days prior to departure

Adopted: October 26, 1981
Revised: October 28, 1996
 July 14, 2008

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: 2/28/18

Person(s) submitting: Dr. Irene Zytka

Content Area: Science Grade(s) 6-8 Course: Science

Recommended Purchase:

Title or Name of Resource: Discovery Education

Type of Resource: Digital resource ISBN# n/a

Copyright: _____ Vendor: Discovery Education

Address: Rep: Sandy Carruthers/ sandy_carruthers@discovery.com

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

Yes X

No

Process used to select this curriculum resource:

Teachers had a 3 month access to the online materials and used it extensively in their classes.

Is this the only curriculum resource for this course? no If not, what other resource(s) will be used? Other already established online resources and books

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

This online resources matches with the new NGSS standards and provides the most current application of scientific principles.

**Attach a standard budget sheet to detail the purchase costs.
See attached. Subscription is for 6 years plus 3 months (prorated)**

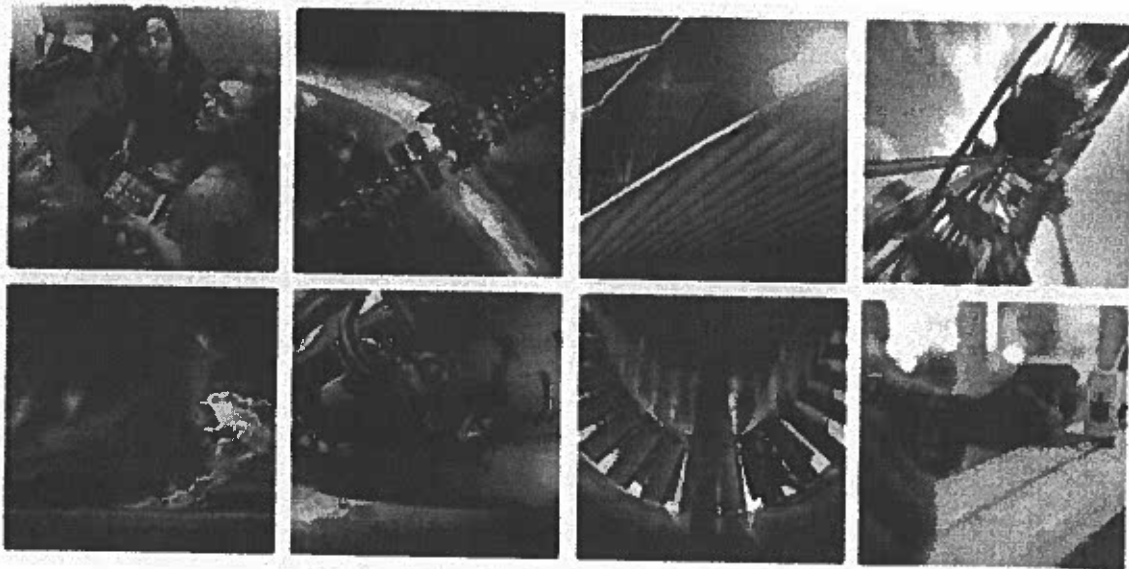


"Our Commitment to the Future"

Mabelle B. Avery Middle School

Partnership Proposal

February 20, 2018



Discovery Education is proud to partner with **Mabelle B. Avery Middle School** in creating systematic and sustainable change throughout all classrooms. Discovery Education's mission is to transform teaching and learning through innovative partnerships with districts, states, and like-minded organizations worldwide. To achieve this goal, Discovery Education leverages their extensive experience in providing comprehensive solutions through research-based professional development, robust digital content and immersive community engagements that have proven successful in positively impacting students, particularly in those schools with challenges associated with increasing the engagement and achievement of all students.

Partnership Goals

Though implementation of this partnership plan, Discovery Education will support Mabelle B. Avery Middle School's articulated goals of:

- Driving the digital transition
- Integrating digital content into middle school curriculum with professional development support
- Improving educators' content knowledge and efficacy
- Impacting academic achievement
- Increasing student engagement
- Fostering community, business and key stakeholder engagement
- Building educator and administrative leadership capacity
- Promoting college and career readiness
- Maximizing the investment in district technology

Partnership Outcomes

As a result of this successful partnership, **Mabelle B. Avery Middle School** will have:

- Middle school grade students have access to up-to-date, relevant, standards-aligned digital content
- One day of onsite professional development accelerating high-quality digital instruction

ABOUT DISCOVERY EDUCATION

Discovery Education is the global leader in standards-aligned digital content for K-12 classrooms and is empowering educators to transform teaching and learning through award-winning digital textbooks, multimedia content, professional development, and the largest professional learning community of its kind. Serving 4.5 million educators and over 50 million students around the globe, Discovery Education's services are in half of U.S. classrooms, 50 percent of all primary schools in the UK, and more than 50 countries worldwide.

Digital Solutions



Discovery Education Streaming Plus is a comprehensive K-12 digital service that motivates students to learn and helps teachers in every content area to transform their instruction. Containing thousands of standards-aligned resources, Streaming Plus provides teachers with the tools to teach students to think critically about the content they use, see, and experience in their daily lives and to ask questions about the world around them.



Discovery Education Math Techbook™ is a breakthrough digital textbook that will change the way students and teachers experience math. Using a balanced inquiry approach, Math Techbook engages students with real-world problems worth solving while supporting any device, anywhere, anytime in any secondary instructional setting.



Discovery Education Science Techbook™ is a powerful, simple-to-use, digital resource that boosts the rigor and relevance of your K-12 Science program, fuels digital transformation, and supports implementation of the Next Generation Science Standards. Built around the 5E model of instruction, Techbook™ is a non-linear curriculum pathway that promotes inquiry-based learning, enhances critical thinking, and improves student achievement.



Discovery Education Social Studies Techbook™ builds instruction around complex essential questions that students use to guide their inquiry, analyze issues, and propose solutions to better understand the present. Aligned with the C3 Framework, Social Studies Techbook™ emphasizes key literacy and writing skills and provides a multitude of resources to prepare students for college, career, and a civic life. Courses include: World Geography and Cultures, World History, a U.S. History series covering Prehistory to Present, and Civics and Government.

Deliverables		STUDENT LICENSE	
Discovery Education FREE Value-Add	Implementation Support <ul style="list-style-type: none"> • Dedicated Project Management • Ongoing Consultation Communications, Community & Awareness <ul style="list-style-type: none"> • Partner Update Meetings • Discovery Special Events • Teacher Professional Network • Student Engagement Opportunities 	FREE	FREE
Digital Content	SCIENCE TECHBOOK FOR USE WITH NGSS 359 LICENSES K-8	\$51/ student license	\$18,309
Digital Content	PRORATE FROM 4/1 – 6/30 SCIENCE TECHBOOK FOR USE WITH NGSS 359 LICENSES K-8	\$2.13/ student license	\$764.67
Professional Learning	INTERACTIVE LIVE WEBINAR SERIES	FREE	FREE
Professional Learning	ONE ONSITE DAY OF PROFESSIONAL LEARNING (MAXIMUM OF 25 EDUCATORS PER 6 HOUR SESSION)	\$2,800	\$2,800*
Total Investment			\$21,873.67**

EXECUTIVE INVESTMENT SUMMARY– 6 Year Investment

**** Pricing above is for 6 Years and 3 months.**

**** OPTIONAL**

TERMS

1. Upon award of this proposal, Discovery Education will provide a Subscriber Agreement to School District that must be signed before Discovery Education services will be provided.
2. This offer is valid till 12/31/17. The terms and conditions set forth herein shall not be binding on either party until such time as the parties enter into and execute a Subscriber Agreement.
3. Any rates, fees, or prices offered or proposed in connection with a multiple-year agreement are subject to the execution of a multiple-year agreement between School District and Discovery Education, such agreement not to include any right or option to terminate due to lack of funding or budget.
4. Maximum of 25 participants per Professional Development Session.
5. This proposal is for discussion purposes only. The terms contained herein are non-binding and nothing herein is intended to constitute an agreement between the parties. The terms herein are confidential and may not be disclosed without written consent of Discovery Education.

THANK YOU.

Sandy Carruthers
National Partnerships Consultant
Discovery Education
Direct Line: 704-557-2471
Fax: 704-557-2459
Sandy_Carruthers@discovery.com

PD Deliverables	Details
Session 1: Getting Started with Science Techbook™	<p>Audience: K-12 Science Educators</p> <p>Through active engagement in inquiry, teachers will explore how Discovery Education Science Techbook™ can help cultivate scientific thinking in and beyond the classroom. Not only will teachers leave with an understanding of the Techbook™ features, but also they will be immersed in collaborative activities that provoke conversation and serve to ground them in the 5E Instructional Model. Engaging uses of digital resources will be modeled as an effective means of inspiring inquiry and meeting the needs of diverse learners.</p>

Course Proposal Form

Date: 1/31/2018

Proposed Title: Pre-Algebra

Content Area: Math

Semester(s): Full year

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

Students who lack the prerequisite skills for successful completion of Algebra 1.

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

The need was identified through teacher observations of student's class performance. Quarter grades and midterm grades were analyzed.

(c) Who was involved in determining the need?

The high school math department

(d) Who designed the course?

The high school math department

(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?

Secondary Math (7-12) Certification - 029 endorsement

(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?

Teacher recommendation

(i) Insert curriculum standards this course will address:

Content Standard

4.NF.3: a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

6.EE.2.a Write expressions that record operations with numbers and with letters standing for numbers.

6.EE.2.b Identify parts of an expression using mathematical terms (sum, terms, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems.

6.EE.3 Apply the properties of operations to generate equivalent expressions.

6.EE.4 Identify when two expressions are equivalent

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real world and mathematical problems by writing and solving equations of the form $x+p=q$ and $px=q$ for cases in which p , q , and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.NS.1: Interpret and compute quotients of fractions.

6.NS.4 Use Distributive Property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

6.NS.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts...

6.NS.6: Extend number line diagrams from previous grades to represent points on the line with negative number coordinates

6.NS.6.a: Recognize opposite signs of numbers as indicative locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite

6.NS.6.b Understand signs of numbers in ordered pairs as indicated locations in quadrants of the coordinate plane.

6.NS.6.c Find and position integers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7: Understand ordering and absolute value of rational numbers

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.2 Understand the concept of a unit rate, and use rate language in the context of a ratio relationship

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems.

6.RP.3.a Make tables of equivalent ratios relating quantities with whole-number measurements and find missing values in tables.

6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed.

7.NS.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram

7.NS.1.c: Understand subtraction of rational numbers as addition the additive inverse

7.NS.2: Apply and extend previous understanding of multiplication and division of fractions to multiply and divide rational numbers

7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.

7.RP.2 Recognize and represent proportional relationships between quantities.

7.RP.2.a Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

7.RP.2.b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal description of proportional relationships.

7.RP.2.c Represent proportional relationships by equations.

7.RP.2.d Explain what a point (x, y) on the graphs of a proportional relationship means in terms of the situation, with special attention to the point $(0, 0)$ and $(1, r)$ where r is the unit rate.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.4.a Solve word problem leading to equations of the form $px+q=r$ and $p(x+q)=r$, where p , q , and r are specific rational numbers.

7.G.1 Solve problems involving scale drawings of geometric figures

8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities...

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities...

8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a line intercepting the vertical axis at b .

8.EE.7 Solve linear equations in one variable.

8.EE.7.b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.EE.8 Analyze and solve pairs of simultaneous linear equations.

8.EE.8.a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

8.EE.8.c Solve real-world and mathematical problems leading to two linear equations in two variables.

8.F.3 Interpret the equation $y=mx+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

8.F.4 Construct a function to model a linear relationship between two quantities.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g. where the function is increasing and decreasing).

8.SP.1 Construct and interpret scatter plots for bi-variate measurement data to investigate patterns of association between two quantities.

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in a real-world and mathematical problems in two and three dimensions.

Mathematical Practices

MP1: Make sense of problems and persevere in solving them

MP2: Reason abstractly and quantitatively

MP3: Construct viable arguments and critique the reasoning of others

MP4: Model with mathematics

MP5: Use appropriate tools strategically

MP6: Attend to precision

MP7: Look for and make use of structure

(j) How will student learning be assessed?

- In-class summative and formative assessment (including: tests, quizzes, projects, exit tickets, warmups,...)
- Homework
- iXL

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

Possible Textbook: Meets curricular standards and will get students familiar with the Algebra 1, Geometry, and Algebra 2 textbooks that are in the same series. Online access will make for more dynamic instruction and work.

Glencoe Pre-Algebra
McGraw-Hill Education
Copyright: 2012
ISBN-13: 9780078960017

Cost (for enrollment of 15 students): \$ 1520.03

Software:

iXL

Cost: \$0 (the district already has a subscription to this program)

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



Course Department Sign-Off

Proposed Title: Pre-Algebra

Signatures of content area members indicate that the proposal has been discussed and feedback has been elicited on the proposal prior to its completion. Interdisciplinary unit proposals require the signatures of members of all involved content areas/departments.

NAME	CONTENT AREA	DATE
Carla Castro <i>Carla Castro</i>	Math	1/29/18
Mary Besdyga <i>Mary Besdyga</i>	Math	1/29/18
GREGORY JACKSON <i>Gregory Jackson</i>	MATH	1-29-18
Stan Kargonski <i>Stan Kargonski</i>	Math	1-29-18
Jenna Collins <i>Jenna Collins</i>	Math	1/29/18
Kendra Anderson <i>Kendra Anderson</i>	Mathematics	29 Jan. 2018
Sarah McNamee <i>Sarah McNamee</i>	Math	1/29/2018

Date: 11/28/17	PLC Department <hr/> Math	Location: rm. 135
Members in Attendance		
Greg Jackson Kendra Anderson Mary Baldyga	Carla Castro Sarah McNamee Jenna Collins	
Guests		
Goals	Major Discussion Points	Next Steps
1. Critical Friends	<ol style="list-style-type: none"> 1. Word problems in precalc <ol style="list-style-type: none"> a. Brainstormed word problems for content b. Word problems for each section 2. Intervention Update <ol style="list-style-type: none"> a. Teachers got list of students currently enrolled b. Should there be extra time for students on homework if they are in intervention? No c. Can we have access to who is referred? d. Mary will send out update after meetings of what was discussed 3. SAT and Khan Academy link <ol style="list-style-type: none"> a. Each teacher created Khan Academy account b. Setup account as coaches c. Brainstormed process and how to use 4. Algebra 1 for all concern <ol style="list-style-type: none"> a. SPED students were grouped heavily into one section of Algebra 1, making 	

	<p>differentiation and support difficult</p> <ul style="list-style-type: none"> b. Some students showing struggle beyond intervention and differentiation support c. Students who pass Algebra 1 with a D, can they be successful in Geometry and Algebra 2? d. How do we make all students successful in Algebra 1? e. Building pre-requisite skill in in Pre-Algebra course? This would allow students to then continue on the college prep level courses 	
<p>2. Curriculum Writing</p>	<ul style="list-style-type: none"> 1. Carla and Jenna: Algebra 1 2. Kendra and Greg: Algebra 2 3. Sarah: Consumer 4. Mary: Algebra 1 Test Translation 	

3.		
4.		
Action Items	Person Responsible	Completion Date
Date & Location of the Next Meeting	Agenda Items for the Next Meeting	

Date: 01-02-18	PLC Department _____ Math _____	Location: rm. 135
Members in Attendance		
Stan Targonski Greg Jackson Kendra Anderson	Carla Castro Sarah McNamee Jenna Collins	
Guests		
Goals	Major Discussion Points	Next Steps
1. Course of Studies	<ul style="list-style-type: none"> • Thoughts of offering a Pre-Algebra course or an Intermediate course • This would benefit students by developing strong prerequisite skills to ensure more success • Teacher recommendation required • Students who cannot be successful in Algebra 1 and currently get moved to fundamentals go where after that? • What about students who fail regular ed classes and get placed in lower level without teacher approval? • Developmentally some students need more time before they are ready for the abstract concepts of Algebra 1 • Some students currently in Alg 1, according to Gr 8 teacher, only passed because of para support, we don't have those types of resources at the HS • Reviewed course of studies document 	Carla will meet with Gary and Irene on 1/4/18
2. Rigor	<ul style="list-style-type: none"> • Using iXL as homework grade because it is accuracy based • Removing completion grades for homework from all honors courses • Lowering %age of homework grade 	

	per term for college level courses freshman and sophomore year	
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3.		
----	--	--

4.		
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Action Items	Person Responsible	Completion Date
Date & Location of the Next Meeting	Agenda Items for the Next Meeting	

Date: 1/29/18	<p style="text-align: center;">PLC Department</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Math</p>	Location: rm. 135
Members in Attendance		
Stan Targonski Greg Jackson Kendra Anderson Mary Baldyga	Carla Castro Sarah McNamee Jenna Collins	
Guests		
Goals	Major Discussion Points	Next Steps
1. Pre-Algebra	<ul style="list-style-type: none"> • Wrote course proposal for Pre-Algebra • Discussed curriculum standards • Began book evaluation process with samples that were available 	
2.		

3.		
4.		
Action Items	Person Responsible	Completion Date
Date & Location of the Next Meeting	Agenda Items for the Next Meeting	

Course Budget Sheet

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

Proposed Title: Pre-Algebra

Submitted by: Carla Castro Date 1/31/18

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$ 0	\$0	\$0
Professional Development	\$ 0	\$0	\$0
Additional Space	\$ 0	\$0	\$0
Contracted Services/Licensing	\$ 0	\$0	\$0
Textbooks	\$ 1175.85	\$0	\$0
Consumable Books	\$ 0	\$0	\$0
Resources/Support Materials	\$	\$0	\$0
Teacher Resource Books	\$ 238.74	\$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:	\$	\$0	\$0
Other:	\$	\$0	\$0
20% shipping/handling materials & books	\$ 105.44	\$0	\$0
TOTAL	\$ 1520.03	\$ 0	\$ 0

Signatures of person(s) submitting this proposal:

Name  Date 2/5/18

Name _____ Date _____

Signature of Principal _____ Date _____

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



Because learning changes everything.™

QUOTE PREPARED FOR:
Somers High School
5 VISION BLVD
SOMERS, CT 06071-1946
ACCOUNT NUMBER: 240317

CONTACT:
Carla Castro
carla.castro@somers.k12.ct.us
(860) 749-2270

SUBSCRIPTION/DIGITAL CONTACT:
Carla Castro
carla.castro@somers.k12.ct.us
(860) 749-2270

SALES REP INFORMATION:
Carol Rossi
carol.rossi@mheducation.com

Section Summary		Value of All Materials	Free Materials	Product Subtotal
Pre-Algebra		\$2,536.23	(\$1,121.64)	\$1,414.59
		\$2,536.23	(\$1,121.64)	\$1,414.59
	PRODUCT TOTAL*			\$105.44
	ESTIMATED S&H**			TBD
	ESTIMATED TAX**			
	GRAND TOTAL*			\$1,520.03

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-963-8691

QUOTE DATE: 01/31/2018 **ACCOUNT NAME:** Somers High School **EXPIRATION DATE:** 03/17/2018
QUOTE NUMBER: ZJOHN-01312018-002 **ACCOUNT #:** 240317 **PAGE #:** 1



Because learning changes everything.™

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Pre-Algebra					
GLENCOE PRE-ALGEBRA STUDENT EDITION	978-0-07-895773-4	15	\$78.39	\$0.00	\$1,175.85
GLENCOE PRE-ALGEBRA ONLINE E-STUDENT EDITION 6 YEAR SUBSCRIPTION	978-0-07-895998-1	15	\$58.86	\$882.90	*Free Materials
GLENCOE PRE-ALGEBRA TEACHER EDITION	978-0-07-895774-1	2	\$119.37	\$0.00	\$238.74
GLENCOE PRE-ALGEBRA ONLINE E-TEACHER EDITION 6 YEAR SUBSCRIPTION	978-0-07-896001-7	2	\$119.37	\$238.74	*Free Materials

Pre-Algebra Subtotal: \$1,121.64

\$1,414.59

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

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 Email: orders_mhe@mheeducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 01/31/2018 ACCOUNT NAME: Somers High School EXPIRATION DATE: 03/17/2018
 QUOTE NUMBER: ZJOHN-01312018-002 ACCOUNT #: 240317 PAGE #: 2



Because learning changes everything.™

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Somers High School
 5 VISION BLVD
 SOMERS, CT 06071-1946
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CONTACT:

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SUBSCRIPTION/DIGITAL CONTACT:

Carla Castro
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 (860) 749-2270

Comments:

VALUE OF ALL MATERIALS	\$2,536.23
FREE MATERIALS	(\$1,121.64)
PRODUCT TOTAL *	\$1,414.59
ESTIMATED SHIPPING & HANDLING**	\$105.44
ESTIMATED TAX**	TBD
GRAND TOTAL	\$1,520.03

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.
 **Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for, ('Subscriber') agrees to be bound by the Terms of Service. Subject to Subscriber's payment of the fees set out above, McGraw-Hill School Education, LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mheducation.com).

School Purchase Order Number: _____

Name of School Official (Please Print) Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 01/31/2018 **ACCOUNT NAME:** Somers High School **EXPIRATION DATE:** 03/17/2018
QUOTE NUMBER: ZJOHN-01312018-002 **ACCOUNT #:** 240317 **PAGE #:** 3

FIELD TRIP REQUEST

School: Somers High Date: 3-5-18

Requested by: Mary Curran Department: ART

Destination: N.Y.C. (art museums) Date of trip: 5-4-18 through 5-5-18

Departure time: 5-4-18 @ 8:15 AM Approximate time of return: 5-5-18 @ 9:50 PM

Number of students involved: 12 Number of chaperones: 2

Type of transportation: Greyhound bus, foot, subway - (parents to Bus station + from)

Expense to students: \$183.20 plus \$ for food/subway. This price will be reduced by our fundraiser.

Expense to school system: 2 substitute teachers needed for 5-4-18

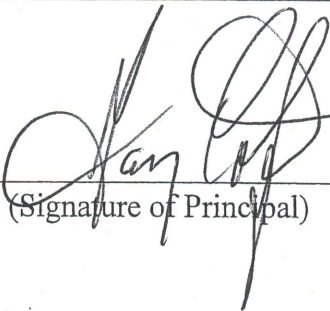
Written Objectives/Relationship to curriculum:

See attached objectives.

Comments:

TRIP LOG

Approved by: _____



(Signature of Principal)

(To be completed and verified by trip chaperone
and returned to Accounting Supervisor, Central Office)

Actual departure time: May 4 2018 8:15 am

Actual time of return: May 5 2018 9:50 PM

Total time of trip (hours/minutes): 1 37 Hrs 35 min

Bus number(s): Public Greyhound Bus

Driver name(s): _____

Verified by: _____
(Signature of chaperone)

CENTRAL OFFICE USE ONLY

(For overnight and private vehicle requests only)

Approved Disapproved

[Signature] 3/9/18
Superintendent or Designee's Signature Date

- Copy: Accounting Supervisor (Superintendent if overnight/private vehicle request) after Principal's approval.
- Copy: Accounting Supervisor (after completion of trip log)
- Copy: Principal's copy

FIELD TRIP PERMISSION FORM

Date of Trip: 5-4-18 → 5-5-18

Destination: New York City (Art Museums)

Time of Departure: 5-4-18 8 AM

Place of Departure: Springfield Union Station

Time of Return: 5-5-18 10 PM

Place of Return: " ↑ Springfield MA.

The Group will be traveling by: Greyhound BUS
(Bus/Foot/Car)

Lunch will will not be provided.

Activities: Visit Museum of Modern Art & Metropolitan Museum of Art.
See attached itinerary for more information

Parent Comment/Concerns: _____

Supervising Teacher(s): _____



Date of Trip: _____ Destination: _____

Parent/guardian contact information:

Home: _____ Work: _____ Cell: _____

Alternate contact and phone number: _____

List any known allergic reactions: _____

Will student be taking any medication on this trip that has been prescribed by a physician: _____

If yes, what is that medication: _____

What was the date of the student's last tetanus shot: _____

Insurance Company: _____ Policy Number: _____

Family Doctor: _____ Phone number: _____

Name any other medical concerns: _____

I give my permission for the Somers Public Schools staff members to seek medical assistance for my child in the case of any injury or illness incurred while participating in this school-sponsored activity. If I cannot be reached to give my consent to medical personnel, this form will serve to give my permission to carry out necessary treatment. I understand that this trip begins and ends at school. I also understand that I must make provisions for the transportation of my child, from the school to our home, at the end of any educational trip that terminates after the regular school day.

Student's Name

Parent/Guardian Signature

Date

Teacher

School/Grade

NYC Field Trip
Honors Art/AP Art
May 4 and 5, 2018

Mary Curran, Art Teacher
Somers High School

Summary and Objectives

The students in Honors And Advanced Placement Art are creating art at a sophisticated, advanced level. Students are encouraged to explore art and artists, both historic and contemporary at all times. Much of this exploration is done online, which is wonderful, but viewing art in person is essential.

A famous painting that they have only seen in a power point presentation will take on special significance when the actual scale and true colors are seen for the first time. To discover that an iconic painting is actually quite small, or that a sculpture that a student has only seen in a 2-dimensional photograph actually has a fascinating alternative side, are things that can only happen in real time, looking at and responding to original works of art. Seeing the work of contemporary artists and curated, one-time-only thematic collections are rare and unique experiences that are unique to an art museum.

New York City has some of the finest art museums in the world and on this trip students will visit the Museum of Modern Art on our first day (Friday) and the Metropolitan Museum of Art on our second day (Saturday). If time and weather permit, we will walk the Highline walking trail into Chelsea on Friday evening, viewing many contemporary art installations that dot this reclaimed rail line. Through this, students will be able to experience art firsthand, in person.

Artists in Honors Art and AP Art will be planning their itinerary ahead of time for their museum visit. They will research what exhibits (permanent or featured) they wish to spend time with at the museums. In keeping with their development of independence as artists, they will design their assignment and implement a method to communicate what they learned to the larger group. The assignments might take the form of drawn studies, written responses or inquiries into the artist's intention and historical context, or a photo essay of a style of art or particular collection they found fascinating. Students will be encouraged to create the kind of response and presentation they feel most suits the work itself and their own learning and artistic style.

Honors Art
Field Trip to NYC
May 4, 5, 2018
Itinerary and notes

Friday, 5-4:

Parents will drive students to the Peter Pan Bus station in Springfield, MA to meet no later than 7:45 for a 8:15 AM bus departure. Early arrival will ensure partner seating on the bus. Students may NOT drive themselves, as per district policy.

We will arrive at Port Authority Bus Station in NYC at 11:30 AM. We will walk through Times Square to the POD Hotel, 230 East 51st St. NYC. We will drop off bags in temporary storage at the hotel (rooms will not be ready yet) and walk/take a subway ride to the Museum of Modern Art, beginning our visit at 2:30 PM. Although we will travel in a group, students will ALWAYS be with a partner (at a minimum) at the museums, NO EXCEPTIONS.

After our visit to the MOMA, we will head back to the hotel for check in and some rest. IF the weather is cooperative, we will take a short subway ride and start walking the Highline into Chelsea. Our plan is to take our time with that, watch the sunset, see the art installations, maybe walk through Chelsea market and eat pizza for dinner. Then we'll take a subway/walk back to the hotel.

IF the weather is bad, we have our choice of several restaurants right near the hotel or we can head over to Grand Central Station and use that very cool food court area. All of this will be decided as a group at the time.

Saturday, 5-5:

There is a little breakfast café at the hotel, so we can eat something there. We will then check out of the hotel, then walk/take subway to the Metropolitan Museum of Art to be there at 11:00 AM. You might be able to grab something to eat on the way as well. We will take ALL of our luggage with us, to be stored in the group locker while we are at the Met.

We will have required "check-ins" every 2 hours in the same location at the Met. It is a huge museum, and will take you a great deal of time. I suggest you talk to your partner(s) and decide on a plan based on the map you'll get of the museum, or whatever you may have learned in your research about the collections and shows currently there.

We will leave the museum promptly at 4:30 PM, taking ALL of our luggage and by walking and subway, head to Penn Station for a 6:00 PM bus departure. We will arrive in Springfield at 9:50PM.

IMPORTANT ADDITIONAL INFORMATION:

BRING MONEY for subway fees and food. If the weather is bad, you may spend more on the subway. I recommend earmarking at least \$25 for subway fees **JUST IN CASE**. We will eat lunch at the museums or along the way (street vendors...yay).

I suggest bringing **MORE** than you think you need. Bring at **LEAST** another \$40 to be safe. **ALL** food is the responsibility of the student!!!! Bring enough money and snacks to make sure you will eat properly!! Obviously, if you want to buy a trinket on the street or something from the gift shops, you're on your own!

PACK a backpack. This is your best bet. Do not bring a rolling suitcase, or a lot of clothing. We will need to carry this a long way in a crowded city! Wear super comfortable shoes, as you will be walking and standing **A LOT!** (just like a real New Yorker). Bring a lightweight rain jacket or umbrella, too. You each have a little tv for yourselves in your room, so don't bring ipads or lap tops.

BRING a CELLPHONE. On Thursday, before our trip, we will have a phone number exchange. You will **ALL** have everyone's cell phone number, including your chaperones. This is a safety precaution, so **don't forget your charger!!!!** You also might want to take a lot of photos, so you might need to charge your phone during the day trips as well. So keep your charger with you. Phones need to be charged and available at all times.

Date: 1/11/18

Proposed Title: Honors Chorus

Content Area: Music

Semester(s): Full Year

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

This course provides an honors level option for chorus class. Honors Choir is only offered to students by audition. This course would be for those students who are strong musicians who are not able to participate in Honors Choir. The course would run concurrently with the High School Chorus class. This would help increase the retention of older students in Chorus.

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

We are losing Chorus students in grades 10-12. If they don't make Honors **Choir**, many students choose to leave the **Chorus** program all together. This Honors Chorus level would raise the bar in our Chorus class, increasing leadership, responsibility, and retention.

(c) Who was involved in determining the need?

The Band director, Chorus Director and several parents and students who have requested an honors level class.

(d) Who designed the course?

The Band & Chorus directors.

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

This course has minimal impact on staffing and space, as it would run concurrently with the college prep level chorus course and be taught by the same teacher during the same class period.

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

Music certification k-12 with a specialization in vocal music.

(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?

Minimum of 1 year experience in high school chorus and students must complete an application process.

(i) Insert curriculum standards this course will address:

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

MU:Cr3.2.E.IIIa Share varied, personally- developed musical works – individually or as an ensemble – that address identified purposes and contexts.

MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU:Cr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

MU:Re7.1.E.IIIa Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

(j) How will student learning be assessed?

Students will be assessed through additional learning activities that will be primarily completed independently outside of class time. (see the list below)

Honors Band and Chorus Requirements

Requirements:

Midterm: Students will complete a 5 page music research paper complete with sources

Final: Students will compose an original piece of music

Select one in each column per quarter.


Performance	Academic	Extended Learning
-Private lessons on main instrument	-Attending a concert and writing a reflection	-Private lessons on an additional instrument
-Rehearsal & performance with an outside organization	-Submitting a 5 page research paper on a music topic	-Enrollment in off site music course
-NCCC Music Festival/Eastern Region/All State Auditions and Festival	-Compose a piece of original music	-Fulfilling a leadership role within the music department
-Auditioning/performing for a	-Complete a Teoria music	-Assisting at MBA Concerts

solo or feature for an SHS Concert	theory session	
-Performing for special events/field trips	-Complete an Active Listening assignment	-Performing scales/etudes/sight singing/etc...
-Submitting a video recording of a solo performance	-Complete a Practice Reflection assignment	-Mentoring a younger music student

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

There will be no change to the existing needs for resources for this class. All expenses and materials are already covered under the budget for the High School Chorus. The only additional expense will be a school fee of \$100/year for membership in Tri-M (Music National Honor Society).





Proposed Title: Honors Chorus

Signatures of content area members indicate that the proposal has been discussed and feedback has been elicited on the proposal prior to its completion. Interdisciplinary unit proposals require the signatures of members of all involved content areas/departments.

NAME

CONTENT AREA

DATE

Course Budget Sheet

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

Proposed Title: Honors Chorus

Submitted by:

Date

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	\$	\$	\$
Additional Space	\$	\$	\$
Contracted Services/Licensing	\$	\$	\$
Textbooks	\$	\$	\$
Consumable Books	\$	\$	\$
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	\$	\$	\$

Signatures of person(s) submitting this proposal:

Name

Date

Name

Date

Signature of Principal

Date

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

Course Proposal Form

Date: 1/2/18

Proposed Title: Honors Band

Content Area: Music

Semester(s): Full Year

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

This course provides an honors level option for band class.

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

Currently there is a college prep level band class, a college level chorus class, and an honors choir class. There was no option for an honors level class for students who play an instrument. There are many students enrolled in band class who take other honors and AP level courses and could absolutely handle the level of work required for an honors band course.

(c) Who was involved in determining the need?

The Band director, Chorus Director and several parents and students who have requested an honors level band class.

(d) Who designed the course?

The Band director and Chorus director.

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

This course has minimal impact on staffing and space, as it would run concurrently with the college prep level band course and be taught by the same teacher during the same class period.

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

Music certification k-12 with a specialization in instrument music.

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

Freshmen – NO Sophomore, Juniors, Seniors - YES Middle School - NO

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

Minimum of 1 year experience in band and students must complete an audition process.

(i) Insert curriculum standards this course will address:

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

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-Auditioning/performing for a solo or feature for an SHS Concert	-Complete a Teoria music theory session	-Assisting at MBA Concerts

-Performing for special events/field trips	-Complete an Active Listening assignment	-Performing scales/etudes/sight singing/etc...
-Submitting a video recording of a solo performance	-Complete a Practice Reflection assignment	-Mentoring a younger music student

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

There will be no change to the existing needs for resources for this class. All expenses and materials are already covered under the budget for the High School Band. The only potential additional expense will be a fee of \$100/year for membership in Tri-M (Music National Honor Society).



Course Budget Sheet

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

Proposed Title: _____

Submitted by: _____ **Date** _____

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	\$	\$	\$
Additional Space	\$	\$	\$
Contracted Services/Licensing	\$	\$	\$
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Consumable Books	\$	\$	\$
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	\$	\$	\$

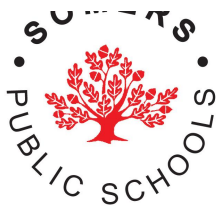
Signatures of person(s) submitting this proposal:

Name _____ **Date** _____

Name _____ **Date** _____

Signature of Principal _____ **Date** _____

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



Somers Board of Education Administrative Report

Title of Report: PE, Health

Board Meeting Date: March 26, 2018

Action Report Information Discussion

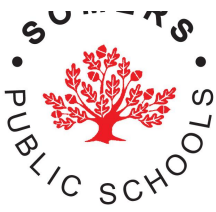
Submitted by: Dr. Irene Zytka, Director of Curriculum

Executive Summary

Report

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

Grades	Content
PreK-5	All grades are involved with basic movement and fitness activities. These include cooperative games, team sports and playground games. In addition, grades 4 and 5 also participate in the Connecticut Fitness Assessment each spring.
6th-8th	Grades 6-8 are involved in team sports, cooperative games and the Connecticut Fitness Assessment.
9th-12th	Grades 9/10: Family Life, 7 Habits of Highly Effective Teens, Nutrition, Individual: Orienteering, Golf, Track and Field, Pickleball, Fitness, Connecticut Fitness Assessment. Grades 11/12: Family Life, Substance Abuse, Contraceptives, STD's, CPR, Stress/Depression/Suicide



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

District- All PE and Health teachers are continuing to write curriculum into Atlas.

SES - Mr. Tarpinian and Mrs. Messenger choreographed and produced a jump rope program with 5th graders for the Winter Assembly. They piloted a new curriculum from “Grow Fit” during the Fall. Mr. Tarpinian had a job shadow student from the High School. They are currently meeting with a tennis professional from USTA(United States tennis Association) to bring a possible tennis program to our school. This program includes free equipment. They are also in contact with a company that specializes in fitness and inclusive outdoor equipment to possibly access equipment through a grant. Plans the end of year field day are in process.

MBA - Mr. McCarthy piloted parts of a new curriculum from “Grow Fit” earlier this year. He was inducted into the Connecticut Chapter of US Lacrosse Hall of Fame this fall. This spring he is once again serving on the Connecticut HS All American selection committee.

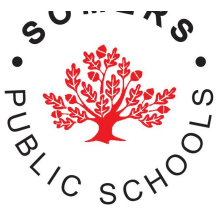
SHS - Mr. Hanover taught abroad in Indonesia this year, and Eric Henne took over for him and did a great job. Mrs. Gowash has been working on a Master's in Educational technology. Health students completed many different projects from storybooks to web pages, to blogs. Students in Health, also had many successful soapbox sessions.(soapbox:students share experiences with other students to foster learning)

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

SES - They constantly are changing and adapting our units to improve student achievement and provide meaningful instruction and follow best practices in our field. Having a student intern this year helped build enthusiasm and excitement for students. Last Spring they were able to have a new Field Day activity when a local business person brought a Futsal Soccer Field for our students to try. We hope to make this a yearly activity.

MBA - We have added more fitness equipment for students to be able to work on their own according to their own needs during our fitness unit.

SHS - Dash Robots were added to the substance abuse unit. They were not only used for impaired driving with the DWI goggles, they also fostered cooperation, collaboration, and problem solving with the students.



What are the long-term plans for any changes?

SES - Would like to develop a more meaningful curriculum with lessons that include lifetime skills that students will be able to utilize outside of school. And encourage more family activities. Besides our yearly field day we would like to have a winter snow fest during a school day.

MBA - Would like to include more fitness equipment to stay current with fitness trends.

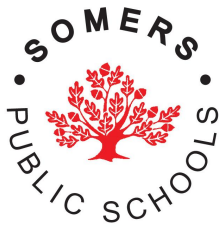
SHS - Would love to introduce bowling into individual (lifetime fitness), but it would require a fairly big financial endeavor and I am not sure if the equipment would be heavy enough to use with high school students.

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

SES - With the increase of equipment prices and students needing more activity during recess time, our normal P.E. budget cannot cover the extra equipment. At this time we feel there is a need for a playground equipment budget to encourage more recess activity.

MBA - My current budget (without a freeze) will help increase equipment.

SHS - DDR mats need replacements but it is a fairly big expense . If bowling were introduced, it would require an additional expense.



Board of Education Administrative Report

Title of Report: Somers High School - Special and Alternative Education Review

Board Meeting Date:

Action

Report

Information

Discussion

Submitted by: Dr. Denise Messina

Executive Summary

Program Evaluation Question:

How can the service delivery model and resources in the special education and alternative education programs be maximized for greater efficiency and educational impact?

Report

Service Delivery Model

- Special education students appear to receive most of their special education services through a “pull out” model.
- Students receive services through PRIDE, Aspire, and resource room.
- Primarily “pull out” model tends to create two systems, general education and special education, that work independently of each other.

Program and Services Description

- Four special education teachers (including Transition teacher) work with caseloads from 9 to 22 in primarily “pull out” resource room settings
- Special education teachers teach some Special Education courses for credit.
- A few co-teaching assignments in the general education classroom are provided by some of the special education teachers.
- A full time social worker and part time school psychologist provide support. The social worker provides time limited counseling groups and individual sessions. The school psychologist is primarily responsible for testing and some counseling.
- More than a quarter of the students in the high school are involved in special education or multi-tiered intervention.
- Service delivery and support relies on taking students out of the general education environment to receive assistance.



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ASPIRE and PRIDE serve primarily non special education students

The PRIDE program

- Participation of students in PRIDE varies by student and throughout the day.
- PRIDE provides structured periods for credit each day to explicitly teach executive skills (2 periods).
- In PRIDE study students are supported in completing their assignments and receive emotional support.
- The PRIDE teacher also co-teaches a gen ed class and is a member of the Multi-Tiered System of Support Team (MTSS).
- Some PRIDE students also receive services from the social worker individually or in a small group.

The ASPIRE program

- Participation of students in ASPIRE varies by student and throughout the day.
- The ASPIRE teacher provides academic subjects instruction and support with homework, counseling, etc.
- ASPIRE teacher monitors students assigned to ASPIRE for credit recovery.
- ASPIRE students receive services from the social worker individually or in a small group.

Commendations

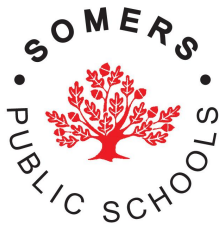
The staff is very dedicated to the students and the culture in the special education and alternative education programs is based on positive relationships with the students.

The district has well-supported the special education and alternative education programs and services with sufficient staffing.

Recommendations

Goal #1:

Develop a 3-year high school strategic plan with goals and parameters for implementation and collaboration/communication. § Administrators meet together to discuss the vision, mission and priorities of the programs and services.



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- Collaboration and involvement of the special education staff, related services and alternative education staff for input, to review goals and provide ideas for implementation.
- A subcommittee of general and special education staff, with administrators, to develop a three year action plan that will provide activities and dates for completion aligned to each goal.

Goal #2:

Create more opportunities for special and alternative education students to receive support and services in the general education classrooms by modifying the service delivery model

- Create more co-teaching and supported general education classes; design more opportunities for students to be included in the general education classes with supports.
- Provide opportunities for teachers and related staff to meet together to strengthen collaboration and communication.
- Increase Tier 1 interventions in general education classrooms (differentiated instruction, Universal Design for Learning, etc.) to meet the needs of ALL students.

Goal #3:

PRIDE - Provide a variety of research-based behavioral intervention services and provide more explicit teaching of skills in a variety of settings. Use data to determine entry and exit.

- Revise PRIDE program description and purpose as part of multi-tiered system of support; MTSS referral.
- Revise / update PRIDE entry and exit criteria determined and based on data (from a variety of sources such as attendance, student progress on behavior and academic activities, teacher feedback, etc.).
- Provide tiered scientific research based behavior interventions; consult with general and special classrooms; student progress monitored, data collected on application of skills.
- PRIDE teacher to design and implement behavior interventions in structured PRIDE study and design curriculum for behavioral and executive skills for credit course.

Goal #4:



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ASPIRE – Revise the program goals to be an alternative education and therapeutic program for students with and without an IEP.

- Define exit and entry criteria.
- Limit to students who require more intense intervention.
- Will credit recovery continue to be a function of ASPIRE?