

Board of Education Meeting
Monday, August 27, 2018 7:00 PM
Board of Education Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. AWARDS AND RECOGNITION
 1. Introduction of the new Somers Elementary School's Assistant Principal, Melissa Mucci
Introduction of the new Somers Elementary School's Assistant Principal, Melissa Mucci
4. APPROVAL OF MINUTES
 1. Draft Minutes of July 9, 2018 meeting 4
The Board to review and approve the Draft Minutes of July 9, 2018 meeting.
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
6. CORRESPONDENCE
7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
8. CONSENT AGENDA
 1. Retirement of Christine Hillebrecht, Gr 6 Language Arts Teacher at MBA
Retirement of Christine Hillebrecht, Gr 6 Language Arts Teacher at MBA on June 30, 2018
 2. Retirement of Donna Norige, the Media Specialist at Somers High School
Retirement of Donna Norige, the Media Specialist at Somers High School on July 13, 2018.
 3. Resignation of Alexandra Maciolek, Somers High School Paraeducator
Alex Maciolek, a Paraeducator at Somers High School, handed in resignation on July 9, 2018.
 4. Resignation of Maria King, Math Intervention Tutor at Somers High
Maria King, Math Tutor at Somers High, has handed in her resignation on August 8, 2018.
 5. Resignation of Robert Baillargeon, English Intervention Tutor at Somers High School
Robert Baillargeon, English Intervention Tutor at Somers High School, has handed in his resignation on August 18, 2018.
 6. 2nd Warning Board of Education Bylaws 9123 10
2nd Warning Board of Education Bylaws 9123 - Secretary of the Board. Policy Committee will answer any questions Board Members have.
 7. 2nd Warning - Board of Education ByLaw Standing Committees - 9132 11
2nd Warning - Board of Education ByLaw Standing Committees - 9132 for the Board to review.
 8. 2nd Warning Board of Education Bylaws 9230 15
2nd Warning Board of Education Bylaws 9230 Orientation of Members. Policy Committee will answer any questions Board Members have.
 9. 2nd Warning Board of Education Bylaws 9321 16
2nd Warning Board of Education Bylaws 9321 Time/Place/Notification of Meetings. Policy Committee will answer any questions Board Members have.
 10. 2nd Warning Board of Education Bylaws 9321.1 17
2nd Warning Board of Education Bylaws 9321.1 Meetings. Policy Committee will answer any questions Board Members have.
 11. 2nd Warning Board of Education Bylaws 9321.2 18
2nd Warning Board of Education Bylaws 9321.2 Notification. Policy Committee will answer any questions Board Members have.
 12. 2nd Warning Board of Education Bylaws 9326.1 19
2nd Warning Board of Education Bylaws 9326.1 Minutes. Policy Committee will answer any questions Board Members have.
 13. 2017-18 Budget Transfers 20
 14. Warrant of July 20, 2018 45

	Warrant of July 20, 2018 in the amount of \$61,774.39	
15.	Warrant of 7/26/18 Warrant of 7/26/18 in the amount of \$648,792.64	49
16.	Warrant of 8/27/18 Warrant of 8/27/18 in the amount of \$382,749.45	55
9.	NEW BUSINESS	
1.	Teacher Evaluation Plan State has given their approval of the Somers Teacher Evaluation Plan. Now, the Board has to review and give their approval.	62
2.	1st warning - Somers DBS Policy 2120 - Organizational Chart - to delete policy 1st warning - Somers DBS Policy 2120- Organizational Chart - to delete policy. Board Policy Committee will answer any questions on the policy.	127
3.	1st warning - Somers DBS Policy - 2131 - Superintendent of School 1st warning - Somers DBS Policy - 2131 - Superintendent of School Board Policy Committee members will answer any questions members might have.	128
4.	1st Warning on Somers Policy DBS 2400 - Evaluation of Admins. Personnel 1st Warning on Somers Policy DBS 2400 - Evaluation of Admins. Personnel Board Policy Committee members will answer any questions members might have.	131
5.	1st Warning on Somers Policy DBS 9030 -Board/Staff Communications 1st Warning on Somers Policy DBS 9030 -Board/Staff Communications Board Policy Committee members will answer any questions members might have.	132
6.	1st Warning Somers Policy DBS 9123 - Secretary of the Board 1st Warning Somers Policy DBS 9123 - Secretary of the Board Board Policy Committee members will answer any questions members might have.	134
7.	1st Warning Somers Policy DBS 9125 - Custodian of Moneys - to delete 1st Warning Somers Policy DBS 9125 - Custodian of Moneys - to delete Board Policy Committee members will answer any questions members might have.	135
8.	1st Warning on Somers Policy DBS 5114 - Suspension and Expulsion 1st Warning on Somers Policy DBS 5114 - Suspension and Expulsion Board Policy Committee members will answer any questions members might have.	136
9.	1st Warning on Somers Policy DBS 5141.4 - Reporting by Mandated Reporters 1st Warning on Somers Policy DBS 5141.4 - Reporting by Mandated Reporters Board Policy Committee will answer any questions on the policy.	152
10.	1st Warning Somers Policy DBS 4111/4211 - Recruitment and Selection 1st Warning Somers Policy DBS 4111/4211 Recruitment and Selection Board Policy Committee will answer any questions on the policy.	157
11.	1st Warning Somers Policy DBS 5113.2 - Truancy 1st Warning Somers Policy DBS 5113.2 - Truancy Board Policy Committee will answer any questions on the policy.	160
10.	OLD BUSINESS	
1.	2nd Warning of 2019-2020 CIP Requests 2nd Warning of 2019-2020 CIP Requests	164
11.	ADMINISTRATIVE REPORTS	
1.	Somers Elementary Building Goals Somers Elementary Building Goals will be presented by Mrs. Dina Senecal, Prinicipal.	165
2.	SBAC/NGSS Test Results Dr. Irene Zytka, Curriculum Director, will present a summary of the SBAC/NGSS Test Results.	167
3.	Student Activity Report Mr. Boutwell will be here to answer any questons on the Student Activity accounts.	173
4.	New Hires Attached is a list of New Hires for Somers Public Schools for the 2018-2019 year.	179
5.	Strategic Planning	181

The Superintendent will discuss Strategic Planning

6. Superintendent Update

The Superintendent will update the Board on recent events including a Back-to-School update.

12. COMMITTEE REPORTS

1. BUDGET

2. CURRICULUM

3. POLICY

4. SALARY & NEGOTIATION

5. PLANNING

13. OTHER

14. ADJOURNMENT

DRAFT

Somers Board of Education Meeting

Monday, July 09, 2018

7:00 PM

Board of Education Room

Attendance Taken at 7:00 PM:

Present Board Members: Barbara Capuano, David Palmer, Rick Lees, Jeremy Anderson, Kate McLellan, Anne Kirkpatrick

Absent Board Members: Bruce Devlin, Jan Martin, Sarah Bollinger

Others: Bill Boutwell, Gary Cotzin

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Draft Minutes of June 25, 2018 Board of Education Meeting

Rationale: Board of Education to review and approve the Draft Minutes of June 25, 2018 Board of Education Meeting

Motion Passed: BOE Draft minutes of the June 25, 2018 meeting passed with a motion by Barbara Capuano and a second by Jeremy Anderson.

PASSED – 6-0

4. AUDIENCE TO CITIZENS/STAFF/STUDENTS

5. CORRESPONDENCE

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

7.1. Warrant of July 9, 2018

Rationale: Warrant of Bills (July 9, 2018) for Board to consent to.

Motion Passed: Warrant of Bills for July 9, 2018 in the amount of \$349,059.39 passed with a motion by Rick Lees and a second by Barbara Capuano.

PASSED – 6-0

7.2. Retirement of Jennifer Henson, ParaEducator at SES

Rationale: Retirement of Jennifer Henson, ParaEducator at SES for the last 19 years.

Motion Passed: Retirement of J. Henson, ParaEducator at SES for the last 19 years, passed with a motion by Rick Lees and a second by Barbara Capuano.

PASSED – 6-0

8. NEW BUSINESS

Discussion: Second warnings for agenda items 8.1 thru 8.7 will be addressed at the next BOE meeting.

8.1. 1st Warning Board of Education Bylaws 9123

Rationale: 1st Warning Board of Education Bylaws 9123 - Secretary of the Board. Policy Committee will answer any questions Board Members have.

8.2. Board of Education ByLaw Standing Committees - 9132

Rationale: Board of Education ByLaw Standing Committees - 9132 for the Board to review.

8.3. 1st Warning Board of Education Bylaws 9230

Rationale: 1st Warning Board of Education Bylaws 9230 Orientation of Members. Policy Committee will answer any questions Board Members have.

8.4. 1st Warning Board of Education Bylaws 9321

Rationale: 1st Warning Board of Education Bylaws 9321 Time/Place/Notification of Meetings. Policy Committee will answer any questions Board Members have.

8.5. 1st Warning Board of Education Bylaws 9321.1

Rationale: 1st Warning Board of Education Bylaws 9321.1 Meetings. Policy Committee will answer any questions Board Members have.

8.6. 1st Warning Board of Education Bylaws 9321.2

Rationale: 1st Warning Board of Education Bylaws 9321.2 Notification. Policy Committee will answer any questions Board Members have.

8.7. 1st Warning Board of Education Bylaws 9326.1

Rationale: 1st Warning Board of Education Bylaws 9326.1 Minutes. Policy Committee will answer any questions Board Members have.

8.8. Long-Range Facilities Plan

Rationale: Superintendent will give a presentation to the Board on the Somers Public Long-Range Facilities Plan.

Discussion: Superintendent Czaplá updated the BOE on the Long-Range Facilities Plan. The BOE had approved the plan in December which was a direct result from the Tecton study. He presented a report highlighting the status of each lined item as being "completed," "in-progress," "partially completed," or due to be completed. He stated that they are either on schedule or just ahead of schedule as far as what was to be completed from the operational budget. All Priority 1 items were completed. Priority 2 and 3 items will start next year but may be more challenging due to the budget cut. Superintendent Czaplá commended J. MacFeat for his diligence in completing projects.

8.9. 2019-2020 CIP Requests

Rationale: The Superintendent will review with the Board the 2019-2020 CIP Requests.

Discussion: Mr. B. Boutwell, Director of Business Services, updated the BOE

on the 2019-20 CIP requests. Four people make up the CIP Committee. The CIP list is developed from the Long-Range Facilities Plan. All projects are included from the Tecton report including lintel repairs at SES, MBA, and SHS; SES Media Center air handling unit; SHS Auditorium lighting; MBA Tech Ed ventilation and dust collection; door canopies; SES roof scuppers; and, the SES oil tank. The oil tank must be completed early in the 2019-20 fiscal year. An agenda item will be included in the August BOE meeting to vote on CIP requests.

9. OLD BUSINESS

- 9.1. 2nd Warning - Somers Policy DBS - 5127 - Graduation**
Rationale: 2nd Warning - Somers Policy DBS - 5127 - Graduation
The Board will vote on the policy.
Motion Passed: Motion to approve Somers Policy DBS - 5127 – Graduation as presented passed with a motion by Anne Kirkpatrick and a second by Kate McLellan. **PASSED 6 – 0**
- 9.2. 2nd Warning - Somers Policy DBS - 6159 - Individualized Education Program - to delete**
Rationale: 2nd Warning - Somers Policy DBS - 6159 - Individualized Education Program - **to delete**. The Board will vote on the policy.
Motion Passed: Motion to approve Somers Policy DBS - 6159 - Individualized Education Program - **to delete as presented** passed with a motion by Jeremy Anderson and second by B. Capuano. **PASSED 6 – 0**
- 9.3. 2nd Warning - Somers Policy DBS - 6171 - Special Education**
Rationale: 2nd Warning - Somers Policy DBS - 6171 - Special Education
The Board will vote on the policy.
Motion Passed: Motion to approve Somers Policy DBS - 6171 – Special Education as presented passed with a motion by Kate McLellan and a second by Anne Kirkpatrick. **PASSED 6 – 0**
- 9.4. 2nd Warning - Somers Policy DBS - 9129-Bylaws of the Board: Student Liaison to delete**
Rationale: 2nd Warning - Somers Policy DBS -9129 - Bylaws of the Board: Student Liaison to delete. The Board will vote on the policy.
Motion Passed: Motion to approve Somers Policy DBS - 9129-Bylaws of the Board: Student Liaison to delete as presented passed with a motion by Jeremy Anderson and a second by Barbara Capuano. **PASSED 6 – 0**
- 9.5. 2nd Warning - Somers Policy DBS - 9240 - Bylaws of the Board: Development of In-service**
Rationale: 2nd Warning - Somers Policy DBS - 9240 - Bylaws of the Board: Development of In-service. The Board will vote on the policy.
Motion Passed: Motion to approve Somers Policy DBS - 9240 - Bylaws of

the Board: Development of In-service as presented passed with a motion by Kate McLellan and a second by Anne Kirkpatrick. **PASSED 6 – 0**

- 9.6. 2nd Warning - Somers Policy DBS -9310 - Bylaws of the Board: Development...distribution of policy manuals.**
Rationale: 2nd Warning - Somers Policy DBS -9310 - Bylaws of the Board: Development...distribution of policy manuals. The Board will vote on the policy.
Motion Passed: Motion to approve Somers Policy DBS - 9310 - Bylaws of the Board: Development...distribution of policy manuals as presented passed with a motion by Barbara Capuano and a second by Jeremy Anderson. **PASSED 6 – 0**
- 9.7. 2nd Warning of Textbook for Somers High School Science – College Physics . AP 11th Edition**
Rationale: 2nd Warning of Textbook for Somers High School Science - College Physics . AP 11th Edition
Motion Passed: Motion to approve Textbook for Somers High School Science - College Physics .AP 11th Edition as presented passed with a motion by Jeremy Anderson and second by B. Capuano. **PASSED 6 – 0**
- 9.8. 2nd Warning of Textbook for Somers High School Science - World of Chemistry**
Rationale: 2nd Warning of Textbook for Somers High School Science - World of Chemistry
Motion Passed: Motion to approve Textbook for Somers High School Science - World of Chemistry as presented passed with a motion by Barbara Capuano and a second by Anne Kirkpatrick. **PASSED 6 – 0**
- 9.9. 2nd Warning of Textbook for Somers High School Science - Physical Science with Earth Science**
Rationale: 2nd Warning of Textbook for Somers High School Science - Physical Science with Earth Science
Motion Passed: Motion to approve Textbook for Somers High School Science - Physical Science with Earth Science as presented passed with a motion by Jeremy Anderson and a second by Kate McLellan. **PASSED 6 – 0**

10. ADMINISTRATIVE REPORTS

10.1. Somers High School Building Goals

Rationale: Mr. Cotzin, Principal of Somers High will give the Board a presentation on the Building Goals.

Discussion: Mr. G. Cotzin, SHS Principal, presented the building goals to the BOE. He stated that there are four SLO's (Student Learning Objectives). The first two SLO's include the SAT's and PSAT's (Math and English). PSAT's were done in October and April. SAT's

were performed in April as well. Mr. Cotzin also distributed a list to BOE members of teachers with their goals and percentages. Evaluating the overall test scores from April as compared to the scores in October showed nice increases as compared to the national and State scores. This data will be presented to the BOE in the fall. Science is the third SLO. NGSS (Next Generation Science Standards) is very new, and there isn't enough data yet to evaluate the students' performance. The NGSS computer test went fluently. The last SLO is Student Movement with Credits. This is a collection of data evaluating the number of students who pass with enough credits to move on to the next grade or graduate: 93% Freshmen, 98% Sophomores, 97% Juniors, and 98% Seniors. There are various intervention programs offered to students.

10.2. Superintendent Update

Superintendent Czaplá had nothing new to report.

11. COMMITTEE REPORTS

11.1. BUDGET

Discussion: Superintendent Czaplá reported that Mr. B. Boutwell, Director of Business Services, will discuss the end of the fiscal year to the BOE in August or early fall. There will be a meeting on 9/2/18 to present budget revisions.

11.2. CURRICULUM

No report.

11.3. POLICY

A. Kirkpatrick reported that the next meeting will be held on Thursday, 7/26/18, at 5 p.m.

11.4. SALARY & NEGOTIATION

No report.

11.5. PLANNING

As previously discussed.

12. OTHER

13. ADJOURNMENT

Motion Passed: Adjournment at 7:54 p.m. passed with a motion by Barbara Capuano and a second by Rick Lees. **PASSED 6 – 0**

Rick Lees, Board of Education Secretary Date

Shannin Burns, Board Recording Secretary

DRAFT

BYLAWS OF THE BOARD

Secretary of the Board:

The Secretary shall be responsible for an accurate record of proceedings of the Board and for the preservation of reports and all other Board records. The Secretary shall provide that the Superintendent of Schools notifies members of the Board of all regular and special meetings, **and** attends to official correspondence of the Board. ~~and submits to the Town and the Board an annual report by July 31 of each year.~~

~~The Secretary shall be empowered to assign all routine work to the Superintendent's secretary.~~

The Secretary shall provide that a copy of the minutes of all meetings is placed on file in the Board office no later than seven days after the date of the Board meeting. Such minutes will be available for public inspection, but will not be termed "official minutes" until approved by the Board at a subsequent legal meeting.

The Board may at its discretion employ a ~~stenographer~~ **Recording Secretary** to assist at Board meetings.

Legal Reference: Connecticut General Statutes

7-3 Warning of Town and other meetings

7-4 Record of warning

10-224 Duties of the Secretary

10-225 Salaries of Secretary and attendance officers.

Adopted: October 27, 1980

Reviewed: April 4, 2000

BYLAWS OF THE BOARD

Standing Committees:

Standing committees shall be appointed annually. The standing committees are as follows:

1. Budget Committee (committee of the whole BOE)
2. Curriculum Committee
3. Policy Committee
4. Salary and Negotiations Committee
5. Planning Committee

Duties and responsibilities of each standing committee shall be described under Board Reg. 9132.

When these standing committees have meetings they will be warned by posting?? in the Central Office and the Town Hall. Committee Chairmen ???will have the responsibility of informing committee members of meeting dates.

Adopted: April 28, 1980

Revised: August 30, 1982

February 24, 1992

January 10, 2000

March 7, 2005

Regulation 9132

BYLAWS OF THE BOARD

Standing Committees:

Curriculum

Policy

Salary & Negotiations

Budget

Planning (includes CIP and Strategic Plan, Long-Range Plan)

Functions of all subcommittees:

To assist the Board of Education in performing all of its duties in a more efficient manner in time spent, not only by BOE members, but time by administrators and staff.

Subcommittee membership:

Functions and Responsibilities of subcommittees

The Curriculum Committee hears and makes recommendations to the Board of Education, for their approval, which consist of the following:

- All changes, additions and deletions of courses, including prerequisite courses.
- ~~All staff additions or reductions in certified staff that necessitates a curriculum change. (The committee does not receive proposals for staff reduction due to decline of student population.)~~
- All additions or deletions in the athletic program.
- All changes in graduation requirements.
- Approval of all books including online textbooks to be used as textbooks in any program or course in the school system. A textbook is defined as any book which is used by the entire class

or a selected subgroup of the class and as a mandatory part of the program and from which instruction is drawn. A textbook is also defined as that which is intended to be used for more than one year.

- All series of textbooks, including online textbooks, for a phase-in program will be approved prior to inception and need not be approved each year. ~~A three-year time limit is placed on any such approval and a plan will be presented at the time of the first adoption.~~ Any deviation from the textbook selected plan will require a new approval. ~~The status of any phase-in program will be reported to the Curriculum Committee annually for information purposes.~~
- All workbooks, including online workbooks, which are directly associated with approved textbooks do not require separate approval. Consumable textbooks need not be approved annually. If these textbooks are to be different, the BOE will have to vote approval.
- Approval of instructional materials used as primary resources for any course.

The Responsibilities of the Curriculum Committee:

- ~~Establish a calendar, in cooperation with Central Office personnel, each September for curriculum meetings with the staff and administration to hear curriculum proposals.~~
- Present to the ~~Board~~ the curriculum committee any proposals that have impact on the budget proposals prior to January ~~in January~~ for their approval. The Chairman will include in this report any replacement texts recommended by the administration for adoption by the Board.
- ~~Receive update on all previous curriculum changes and new courses from administration on a systematic basis throughout the year and report back to the total Board.~~
- ~~Provide representation to Student Staff Learning Team.~~
- Review and approve newly written course curricula as per curriculum management document.

POLICY (no changes)

1. The policy committee should continually review and update the present policy manual.
2. The committee will write new policies as directed by the Board of Education and/or suggested by the administration.
3. Revisions, updates or new policies will be written by the policy committee in cooperation with administration.
4. All Board members have the responsibility to see that all policies are carried out by the administration.
5. Recognizing there have been changes and additions in the policy manual, the policy committee will systematically review each section in order to keep Board members informed of areas of concern.

SALARY AND NEGOTIATIONS

Function: To negotiate contractual agreements with the following associations or groups:

1. S.A.A. (Somers Administration Association)
2. S.E.A. (Somers Education Association)
3. S.E.S.A. (Somers Education Secretaries Association)
4. Nurses
5. Custodians
6. Non-affiliated

Responsibilities:

1. ~~The committee will~~ become familiar with and ~~conform to the~~ comply with the State of Connecticut State statutes and regulations governing the negotiation, mediation and arbitration process.

~~a. To notify Commissioner of Education of day on which contract negotiations will commence. This is 180 days prior to Board's budget submission date.~~

a. To the extent required by law, notify the Commissioner of Education of any matters relative to the contract negotiations process, including, without limitation, the day on which contract negotiations will commence.

~~b. If the subcommittee and the bargaining group cannot agree with the terms and conditions, either side can submit the issues to the Commissioner for mediation. This is ordered by the Commissioner if agreement is not reached by the 120th day.~~

b. If the subcommittee and the bargaining group cannot timely agree with the terms and conditions of a new contract within the soonest to occur of (i) the time frame agreed upon by the parties' pursuant to the ground rules established at the commencement of negotiations, or (ii) any deadlines established by Connecticut law, either side may submit the issues to the Commissioner of Education for mediation.

~~c. If mediation does not resolve the contract dispute, the parties shall proceed to last best offer to binding arbitration as required under Connecticut law. The hearing is to be concluded within 20 days of its commencing.~~

~~2. Prior to entering negotiations, issues shall be discussed between the full Board and the subcommittee.~~

2. Prior to entering negotiations, the full Board may choose to discuss issues that the full Board would like to see the subcommittee address in negotiations.

3. During negotiations, the Board shall receive ~~an updated~~ a status report from the subcommittee at each meeting.

4. After finalizing contract, the Board shall receive a complete listing of all terms and conditions for the purpose of voting for acceptance.

5. If mediation or arbitration is necessary with any bargaining group, the subcommittee shall ~~consult~~ advise with the full Board of such pending mediation or arbitration.

.

BUDGET

~~The Functions and Responsibilities are:~~

- ~~• Review additions and deletions of all staffing positions.~~
- ~~• Review budget and make presentation of recommendations to Board.~~
- ~~• Receive input from Board on annual budget in November; post election.~~
- ~~• Represent Board in deliberations with the Finance Board.~~
- ~~• Plan budget hearing for Board of Education budget.~~
- ~~• Review pamphlet to be sent to all citizens on budget.~~
- ~~• Review of budget:~~

~~By February 1, review of anticipated over and under expenditures in preparation for proposed budget.~~

- ~~• Chairperson and/or committee to go over year end report.~~
- ~~• Chairperson to review audit report (only report necessary is for Board of Education, not all the figures).~~

- ~~Integrate input from Planning Committee in developing annual budget.~~

PLANNING

The Functions and Responsibilities are:

- Review a plan for capital outlay each year
- ~~Review long range report of the Board of Finance annually~~
- Review population projection for future use
- Review present and future use of physical plant
- ~~Maintain an active list of projected programming needs~~
- ~~Review salary and negotiation projections annually~~
- Review long range plan of facilities
- Annually update and present Long-Range Plan to Board of Finance
- Provide representation throughout CIP process
- ~~Review implementation and integration of Strategic Plan~~

Adopted: July 12, 1982

Revised: February 14, 1983

October 15, 1985

January 10, 2000

March 7, 2005

BYLAWS OF THE BOARD

Orientation of Board Members:

The Board of Education and the Administrative staff shall assist each new member-elect to understand the Board of Education's functions, policies and procedures and operation of the school system. The following methods shall be employed:

1. The new members shall be given selected material on the function of the Board of Education and the school system.
2. The new member shall be invited to meet with the Superintendent and other Administrative personnel to discuss services they perform for the Board.
- ~~3. The new member shall be provided with a copy of the Board's policies and bylaws, Administrative regulations and copies of pertinent materials developed by the State School Board Association.~~
3. The new member may attend, at District expense, CABE workshops for newly elected members. ~~as approved by the Board of Education.~~
4. In election years, Board of Education may provide a workshop for newly elected members together with present Board members and Central Office personnel.
5. In election years, Board of Education candidates will be encouraged to review the packet for all Board of Education meetings by going to the eMeeting site.

Adopted: December 22, 1980

Revised: May 8, 2000

BYLAWS OF THE BOARD

Time, Place, Notification of Meetings:

Regular Meetings:

The Board of Education shall file with the office of the Town Clerk, not later than December 1 of each year, the schedule of the regular meetings of the Board of Education for the following year. No meeting shall be held sooner than 30 days after such filing.

Special Meetings:

Notice of each special meeting of the Board of Education shall be filed not less than 24 hours in advance of the meeting with the Town Clerk and be posted in the Central Office and in the Town Hall, giving the time and place of the special meeting and the business to be transacted. No other business shall be considered by the Board at that special meeting. Each member of the Board of Education shall be notified by the Superintendent not less than 24 hours prior to the time of the special meeting and shall be advised of the time, place and business to be transacted, although any Board member may waive the 24 hour notification by a written waiver of notice. ~~or a telegram to the purpose.~~

Legal Reference: Connecticut General Statutes

1-21 Meetings of government agencies to be public.

Recording of votes. Schedule of meetings to be filed.

Notice of special meetings. Executive session exempt.

Adopted: January 26, 1981

Revised: February 24, 1992

Reviewed: May 10, 2000

BYLAWS OF THE BOARD

Meetings:

Regular meetings of the Board shall be held in the Mabelle B. Avery Middle School Central Office Board of Education Meeting Room on the second and fourth Mondays of the month, except that summer meetings shall be held the second Monday in July and the last Monday in August and only the second Monday in December.

Meetings shall start at 7:00 p.m. If no quorum is present by 7:15 p.m. the meeting shall automatically be postponed until the following Monday unless those present vote to extend the time to 7:30 p.m. The Secretary shall notify absent members of the postponement. Meetings will adjourn by 11:00 p.m. except by two-thirds vote of the members present.

Board members shall notify the Secretary or the Chairman by 6:00 p.m. of the meeting night if they are to be late or absent.

A regular meeting may be canceled or rescheduled by agreement of the majority of the Board.

Adopted: March 23, 1981

Revised: October 28, 1996

February 9, 1998

Reviewed: November 2, 1998

May 10, 2000

June 21,2000

Revised: November 26, 2001

January 28, 2008

BYLAWS OF THE BOARD

Notification:

~~Board members will receive a packet at least two days prior to the date on which Board action is required. The packet will include at least an agenda for the meeting, minutes of prior meetings, and pertinent details of recommendations to be made by the Superintendent. Once each month a report on the status of the current budget will be included.~~

~~If other reports are distributed to Board members in the packet, copies must be available to the public in the Central Office.~~

~~Other information may be distributed to Board members in Central Office boxes or at the meeting. The semimonthly warrant of bills will not be included in the packet, but will be available in the Central Office.~~

CZAPLA RECOMMEDATION:

Notification:

Board of Education packets will be made accessible two days prior to the date on which Board action is required. The packet will include at least an agenda for the meeting, minutes of prior meetings, and pertinent details of recommendations to be made by the Superintendent. A status of the current budget will be included in the packet quarterly (subject to the discretion of the superintendent).

If other reports are distributed to Board members in the packet, copies must be available to the public in the Central Office.

Other information may be distributed to Board members at the meeting. The warrant of bills will be included in the packet

Adopted: March 23, 1981

Revised: February 24, 1992

Reviewed: June 21, 2000

BYLAWS OF THE BOARD

Minutes:

All actions of the Board, together with pertinent background information, shall be recorded in the Minutes of the Board of Education. The Minutes shall be prepared by the Board Secretary, with the help of a ~~stenographer~~ **Recording Secretary** employed at the discretion of the Board, and shall be **made available on the website within seven days.** ~~printed for distribution to Board members, the Town Clerk (five copies), the Superintendent of Schools, the building Principals, the teachers' bulletin boards at each school, the PTO and the Student Council. (needs re-wording)~~

~~Board minutes shall be made available to citizens upon request.~~

Adopted: March 23, 1981



"Our commitment to the future"

SOMERS PUBLIC SCHOOLS

1 Vision Boulevard, Somers, Connecticut 06071

(860) 749-2270 • Fax (860) 763-0748

William B. Boutwell
Director of Business Services

7/25/18

To: Board of Education
Fr: Bill Boutwell

Re: 2017-2018 Budget Transfers

Enclosed please find the proposed 2017-2018 operating budget transfers to close out the fiscal year. Transfers total \$402,000. A Board vote to accept the transfers is required.

"The Superintendent or Director of Business Services will present a proposed list of budget transfers to the Board of Education for approval at the close of the fiscal year. Transfers are required for any budget line with a projected negative balance of \$5,000 or more with the exception of salary, insurance, energy/utility and tuition budget lines where the projected negative balance must be \$10,000 or more."

On page 1 transfers are grouped by budget category based upon the accounts which funds are being transferred "to" and "from." Page 2 summarizes the same information, consolidating all "to" and "from" accounts, sorted by the amount of the transfer, largest to smallest.

I have enclosed a copy of the final 2017-2018 operating budget report, before approval of the transfers, to assist in your review. The budget balance is \$199,969.43. The Board of Finance requested the Board of Education return \$200,000 from its approved 2017-2018 operating budget.

Please do not hesitate to contact me with any questions. Thanks.

Cc: Superintendent
Administrators

2017-2018 Operating Budget Transfers

	<u>To</u>	<u>From</u>
Board of Ed Expenses		
45 BoE Other Prof Services	47,000	
67 SpEd Elementary Salaries		47,000
Textbooks		
105 K-5 Language Arts Textbook	10,000	
129 HS Science Textbooks	21,000	
1067 MA Science Textbooks		21,000
830 SW Retirement		10,000
Nurse Salaries		
319 SW Nurse Substitute	10,000	
316 K-5 Nurse Salary		7,000
318 HS Nurse Salary		3,000
Special Ed Transportation		
332 SpEd Additional Transportation	23,000	
673 SpEd Tuition		23,000
Maint/Custodian Salaries		
348 Custodial Substitutes	7,000	
343 K-5 Custodian Salaries		7,000
Custodial Supplies		
377 SW Custodial Supplies	15,000	
343 K-5 Custodian Salaries		12,000
345 Recreation Program		3,000
General/Dept Maintenance		
430 MA Building Maintenance	7,000	
439 HS Building Maintenance	25,000	
884 Maintenance Building	16,000	
1646 SW Security	173,000	
452 SW Maintenance Contracts		25,000
1228 SW Health Savings Account		149,000
855 Pension		24,000
69 Speech Salaries		16,000
64 HS Salaries		7,000
Capital Outlay		
603 K-5 Capital Outlay	4,000	
843 SW Capital Outlay Technology	44,000	
67 SpEd Elementary Salaries		33,000
69 Speech Salaries		11,000
64 HS Salaries		4,000
Total	402,000	402,000

2017-2018 Operating Budget Transfers

	<u>To</u>	<u>From</u>
1646 SW Security	173,000	
45 BoE Other Prof Services	47,000	
843 SW Capital Outlay Technology	44,000	
439 HS Building Maintenance	25,000	
332 SpEd Additional Transportation	23,000	
129 HS Science Textbooks	21,000	
884 Maintenance Building	16,000	
377 SW Custodial Supplies	15,000	
105 K-5 Language Arts Textbook	10,000	
319 SW Nurse Substitute	10,000	
348 Custodial Substitutes	7,000	
430 MA Building Maintenance	7,000	
603 K-5 Capital Outlay	4,000	
Total	402,000	
1228 SW Health Savings Account		149,000
67 SpEd Elementary Salaries		80,000
69 Speech Salaries		27,000
452 SW Maintenance Contracts		25,000
855 Pension		24,000
673 SpEd Tuition		23,000
1067 MA Science Textbooks		21,000
343 K-5 Custodian Salaries		19,000
64 HS Salaries		11,000
830 SW Retirement		10,000
316 K-5 Nurse Salary		7,000
345 Recreation Program		3,000
318 HS Nurse Salary		3,000
Total		402,000

Somers Board of Education Summary of Line Accounts

Account Number / Description	Original Budget	Encumberance	Expended	Balance
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
110 ADMINISTRATIVE SALARIES	\$1,387,817.00	\$0.00	\$1,387,417.51	\$399.49
123 FORMS AND PRINTING	\$11,500.00	\$0.00	\$10,268.71	\$1,231.29
132 POSTAGE	\$6,945.00	\$0.00	\$6,562.28	\$382.72
134 BOARD OF ED. EXPENSES	\$103,150.00	\$0.00	\$148,567.72	\$(45,417.72)
137 INSTITUTIONAL DUES	\$28,800.00	\$0.00	\$27,525.20	\$1,274.80
213 INSTRUCTIONAL SALARIES	\$10,089,445.00	\$0.00	\$9,965,454.20	\$123,990.80
214 OTHER INST. SALARIES	\$471,051.00	\$0.00	\$432,804.01	\$38,246.99
215 CLERICAL/AIDES SALARIES	\$1,490,933.00	\$0.00	\$1,451,492.43	\$39,440.57
220 TEXTBOOKS	\$76,000.00	\$0.00	\$90,453.40	\$(14,453.40)
231 LIBRARY BOOKS/SUPPLIES	\$17,750.00	\$0.00	\$16,892.28	\$857.72
233 TECHNOLOGY AV MATERIALS	\$35,200.00	\$0.00	\$35,358.93	\$(158.93)
241 SYSTEMWIDE GEN. SUPPLIES	\$44,800.00	\$0.00	\$43,134.83	\$1,665.17
242 DEPARTMENTAL SUPPLIES	\$133,010.00	\$0.00	\$130,327.89	\$2,682.11
243 WORKBOOKS AND TEST	\$26,565.00	\$0.00	\$25,266.51	\$1,298.49
251 TRAVEL/CONF/IN-SERVICEN	\$33,050.00	\$0.00	\$23,435.86	\$9,614.14
258 OFFICE SUPPLIES	\$11,225.00	\$0.00	\$8,829.67	\$2,395.33
411 MEDICAL ADVISOR SALARY	\$1,500.00	\$0.00	\$1,500.00	\$0.00
412 NURSE'S SALARIES	\$180,058.00	\$0.00	\$180,670.42	\$(612.42)
421 HEALTH SUPPLIES	\$14,500.00	\$0.00	\$13,669.76	\$830.24
521 REGULAR TRANSPORTATION	\$661,000.00	\$0.00	\$646,886.97	\$14,113.03
522 SPEC. ED. TRANSPORTATION	\$312,200.00	\$0.00	\$336,572.09	\$(24,372.09)
530 ATHLETIC/FIELD TRIPS	\$36,480.00	\$0.00	\$35,159.93	\$1,320.07
610 MAINT/CUSTODIAN SALARIES	\$776,737.00	\$0.00	\$765,136.51	\$11,600.49
630 FUEL SUPPLY	\$162,700.00	\$0.00	\$159,466.64	\$3,233.36
641 ELECTRICITY	\$416,800.00	\$0.00	\$412,482.25	\$4,317.75

Somers Board of Education Summary of Line Accounts

Account Number / Description	Original Budget	Encumbrance	Expended	Balance
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
642 TELEPHONE	\$40,500.00	\$0.00	\$40,883.23	\$(383.23)
643 PROPANE GAS	\$6,000.00	\$0.00	\$7,751.24	\$(1,751.24)
650 CUSTODIAL SUPPLIES	\$45,000.00	\$0.00	\$64,268.32	\$(19,268.32)
722 GENERAL/DEPT MAINTENANCE	\$470,100.00	\$0.00	\$661,685.27	\$(191,585.27)
730 EQUIPMENT REPLACEMENT	\$2,800.00	\$0.00	\$2,793.00	\$7.00
820 INSURANCE/SOC. SECURITY	\$3,774,888.00	\$0.00	\$3,594,114.42	\$180,773.58
830 EQUIPMENT RENTAL	\$52,440.00	\$0.00	\$50,430.81	\$2,009.19
860 COACHES	\$151,954.00	\$0.00	\$145,206.00	\$6,748.00
875 ACTIVITY ADVISORS	\$48,643.00	\$0.00	\$41,087.00	\$7,556.00
880 ATHLETIC/ACADEMIC ACT.	\$87,216.00	\$0.00	\$74,608.34	\$12,607.66
910 CAPITAL OUTLAY/EQUIP	\$244,470.00	\$0.00	\$304,389.94	\$(59,919.94)
945 TUITION-NON SPECIAL ED	\$121,500.00	\$0.00	\$90,090.00	\$31,410.00
955 TUITION-SPECIAL ED.	\$961,000.00	\$0.00	\$910,756.50	\$50,243.50
960 ADULT EDUCATION	\$12,900.00	\$0.00	\$13,570.00	\$(670.00)
999 OTHER	\$10,000.00	\$0.00	\$1,687.50	\$8,312.50
GRAND TOTAL	\$22,558,627.00	\$0.00	\$22,358,657.57	\$199,969.43

Somers Board of Education Board of Education Financial Report

Report # 53180

Statement Code: BOE New

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
110 ADMINISTRATIVE SALARIES											
10-240-1-2-40-110-111-04-5-00001 SES - PRINCIPAL	125,018.00	126,220.10			(1,202.10)	0.00		(1,202.10)		(0.96)%	
10-240-1-2-40-110-111-04-5-01177 K-5 ASSISTANT PRINCIPAL	94,480.00	94,480.00			0.00	0.00		0.00		0.00 %	
10-240-1-3-40-110-111-04-5-00003 MA - ASSISTANT PRINCIPAL	118,443.00	118,442.00			1.00	0.00		1.00		0.00 %	
10-240-1-3-40-110-111-04-5-00004 MA - PRINCIPAL	128,904.00	128,904.00			0.00	0.00		0.00		0.00 %	
10-240-1-4-40-110-111-04-5-00005 HS - PRINCIPAL	138,718.00	137,117.41			1,600.59	0.00		1,600.59		1.15 %	
10-240-1-4-40-110-111-04-5-00006 HS - ASSISTANT PRINCIPAL	100,037.00	100,037.00			0.00	0.00		0.00		0.00 %	
10-232-1-5-72-110-111-04-5-00008 SUPERINTENDENT	180,000.00	180,000.00			0.00	0.00		0.00		0.00 %	
10-232-1-5-72-110-112-04-5-00009 DIRECTOR OF BUSINESS SERVICE	117,665.00	117,665.00			0.00	0.00		0.00		0.00 %	
10-100-1-5-72-110-111-04-5-00011 TECHNOLOGY SERVICES DIRECT	111,724.00	111,724.00			0.00	0.00		0.00		0.00 %	
10-100-1-5-72-110-111-01-5-00772 CURRICULUM DIRECTOR	132,587.00	132,587.00			0.00	0.00		0.00		0.00 %	
10-120-9-9-98-110-111-04-5-00007 SPECIAL ED. CO-ORDINATOR	140,241.00	140,241.00			0.00	0.00		0.00		0.00 %	
TOTAL 110 ADMINISTRATIVE SALARIES	\$1,387,817.00	\$1,387,417.51			\$399.49	\$0.00		\$399.49		0.02 %	
123 FORMS AND PRINTING											
10-259-1-2-40-123-590-04-5-00015 K-5 - FORMS & PRINTING	2,500.00	2,367.79			132.21	0.00		132.21		5.28 %	
10-259-1-3-40-123-590-04-5-00017 MA - FORMS & PRINTING	1,700.00	1,557.80			142.20	0.00		142.20		8.36 %	
10-259-1-4-40-123-590-04-5-00018 HS - FORMS & PRINTING	4,000.00	3,552.00			448.00	0.00		448.00		11.20 %	
10-259-1-5-72-123-590-04-5-00019 CO - FORMS & PRINTING	2,500.00	2,142.55			357.45	0.00		357.45		14.29 %	
10-230-1-5-40-123-590-04-5-01063 SW - FORMS & PRINTING	400.00	312.00			88.00	0.00		88.00		22.00 %	
10-120-9-9-98-123-590-04-5-00020 SP ED - FORMS & PRINTING	400.00	336.57			63.43	0.00		63.43		15.85 %	
TOTAL 123 FORMS AND PRINTING	\$11,500.00	\$10,268.71			\$1,231.29	\$0.00		\$1,231.29		10.70 %	
132 POSTAGE											
10-240-1-2-40-132-530-04-5-00035 K-5 - POSTAGE	445.00	400.00			45.00	0.00		45.00		10.11 %	
10-240-1-3-40-132-530-04-5-00037 MA - POSTAGE	700.00	650.00			50.00	0.00		50.00		7.14 %	
10-212-1-3-46-132-530-02-5-00646 MA - GUIDANCE POSTAGE	100.00	50.00			50.00	0.00		50.00		50.00 %	
10-240-1-4-40-132-530-04-5-00038 HS - POSTAGE	750.00	697.00			53.00	0.00		53.00		7.06 %	
10-212-1-4-46-132-530-02-5-00647 HS - GUIDANCE POSTAGE	500.00	447.00			53.00	0.00		53.00		10.60 %	
10-232-1-5-72-132-530-04-5-00039 CO - POSTAGE	4,300.00	4,218.28			81.72	0.00		81.72		1.90 %	

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	150.00	7/1/2017 - 6/30/2018	100.00		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-120-9-98-132-530-04-5-00041 SPED - POSTAGE		150.00		100.00	50.00		0.00	50.00			33.33 %
TOTAL 132 POSTAGE		\$6,945.00		\$6,562.28	\$382.72		\$0.00	\$382.72			5.51 %
134 BOARD OF ED. EXPENSES											
10-232-1-5-72-134-540-04-5-00025 CO - ADVERTISING		6,500.00		2,614.98	3,885.02		0.00	3,885.02			59.76 %
10-232-1-5-72-134-690-04-5-00031 CO - PETTY CASH		1,200.00		897.86	302.14		0.00	302.14			25.17 %
10-231-1-5-74-134-330-10-5-00045 B.O.E. - OTHER PROF. SERVICES		85,000.00		136,540.05	(51,540.05)		0.00	(51,540.05)			(60.63)%
10-231-1-5-74-134-580-10-5-00046 B.O.E. - TRAVEL		800.00		285.00	515.00		0.00	515.00			64.37 %
10-231-1-5-74-134-690-10-5-00047 B.O.E. - SUPPLIES		700.00		211.80	488.20		0.00	488.20			69.74 %
10-231-1-5-74-134-530-10-5-00048 B.O.E. - PUBLICATION POSTAGE		750.00		0.00	750.00		0.00	750.00			100.00 %
10-231-1-5-74-134-590-10-5-00049 B.O.E. - PRINTING		2,500.00		4,157.83	(1,657.83)		0.00	(1,657.83)			(66.31)%
10-231-1-5-74-134-590-10-5-00050 B.O.E. - PUBLICATIONS		300.00		0.00	300.00		0.00	300.00			100.00 %
10-231-1-5-74-134-330-10-5-00051 B.O.E. - AUDIT		3,000.00		3,000.00	0.00		0.00	0.00			0.00 %
10-231-1-5-74-134-590-10-5-00648 B.O.E. - COMMUNITY RELATION		1,200.00		657.00	543.00		0.00	543.00			45.25 %
10-219-1-5-50-134-690-05-5-00875 SW - PROF DEVELOPMENT SUPPL		1,200.00		203.20	996.80		0.00	996.80			83.06 %
TOTAL 134 BOARD OF ED. EXPENSES		\$103,150.00		\$148,567.72	\$(45,417.72)		\$0.00	\$(45,417.72)			(44.03)%
137 INSTITUTIONAL DUES											
10-240-1-2-50-137-810-05-5-00053 K-5 - INSTITUTIONAL DUES		800.00		400.00	400.00		0.00	400.00			50.00 %
10-240-1-3-50-137-810-05-5-00055 MA - INSTITUTIONAL DUES		1,500.00		939.00	561.00		0.00	561.00			37.40 %
10-240-1-4-50-137-810-05-5-00056 HS - INSTITUTIONAL DUES		9,000.00		10,730.00	(1,730.00)		0.00	(1,730.00)			(19.22)%
10-232-1-5-50-137-810-05-5-00057 CO - INSTITUTIONAL DUES		6,000.00		5,897.20	102.80		0.00	102.80			1.71 %
10-231-1-5-50-137-810-10-5-00058 B.O.E. - INSTITUTIONAL DUES		10,500.00		9,444.00	1,056.00		0.00	1,056.00			10.05 %
10-120-9-9-50-137-810-05-5-00059 SPED - INSTITUTIONAL DUES		1,000.00		115.00	885.00		0.00	885.00			88.50 %
TOTAL 137 INSTITUTIONAL DUES		\$28,800.00		\$27,525.20	\$1,274.80		\$0.00	\$1,274.80			4.42 %
213 INSTRUCTIONAL SALARIES											
10-100-2-2-92-213-111-01-5-00060 K-5 - INSTRUCTIONAL STAFF		3,088,210.00		3,084,852.20	3,357.80		0.00	3,357.80			0.10 %
10-222-2-2-52-213-111-03-5-01229 K-5 - LIBRARIAN		74,534.00		75,320.00	(786.00)		0.00	(786.00)			(1.05)%
10-100-2-3-92-213-111-01-5-00063 MA - INSTRUCTIONAL STAFF		1,831,072.00		1,830,943.19	128.81		0.00	128.81			0.00 %

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018			
10-222-2-3-52-213-111-03-5-00073 MA - LIBRARIAN SALARY	84,345.00	84,345.00	84,345.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-212-2-3-46-213-111-02-5-00074 MA - GUIDANCE SALARIES	79,168.00	79,168.00	79,168.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-212-2-4-46-213-112-02-5-00012 HS - SCHOOL TO CAREER	59,620.00	59,620.00	59,620.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-100-2-4-92-213-111-01-5-00064 HS - INSTRUCTIONAL STAFF	2,757,703.00	2,743,487.81	2,743,487.81	14,215.19	14,215.19	0.00	0.00	14,215.19	0.51 %	0.51 %	0.51 %
10-212-2-4-46-213-111-02-5-00077 HS - GUIDANCE SALARIES	189,083.00	189,543.16	189,543.16	(460.16)	(460.16)	0.00	0.00	(460.16)	(0.24) %	(0.24) %	(0.24) %
10-212-2-4-46-213-111-02-5-00078 HS - SUMMER GUIDANCE	16,867.00	15,733.97	15,733.97	1,133.03	1,133.03	0.00	0.00	1,133.03	6.71 %	6.71 %	6.71 %
10-222-2-4-52-213-111-03-5-00079 HS - LIBRARIAN	84,345.00	84,345.00	84,345.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-100-2-5-81-213-111-02-5-00822 SW - INTERVENTION PROGRAM	196,691.00	196,950.85	196,950.85	(259.85)	(259.85)	0.00	0.00	(259.85)	(0.13) %	(0.13) %	(0.13) %
10-120-9-9-98-213-111-01-5-00067 SP ED - ELEMENTARY SALARIES	771,827.00	691,201.01	691,201.01	80,625.99	80,625.99	0.00	0.00	80,625.99	10.44 %	10.44 %	10.44 %
10-120-9-9-98-213-111-01-5-00068 SP ED - SECONDARY SALARIES	457,576.00	458,808.47	458,808.47	(1,232.47)	(1,232.47)	0.00	0.00	(1,232.47)	(0.26) %	(0.26) %	(0.26) %
10-215-9-9-94-213-111-02-5-00069 SPEECH - SALARIES	206,329.00	179,060.54	179,060.54	27,268.46	27,268.46	0.00	0.00	27,268.46	13.21 %	13.21 %	13.21 %
10-214-9-9-32-213-323-02-5-00084 SW - PSYCHOLOGIST	91,061.00	91,061.00	91,061.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-210-2-9-32-213-111-02-5-00085 SW - SOCIAL WORKER	101,014.00	101,014.00	101,014.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
TOTAL 213 INSTRUCTIONAL SALARIES	\$10,089,445.00	\$9,965,454.20	\$9,965,454.20	\$123,990.80	\$123,990.80	\$0.00	\$0.00	\$123,990.80	1.22 %	1.22 %	1.22 %
214 OTHER INST. SALARIES											
10-100-2-2-99-214-112-01-5-00888 SES - TUTORS	23,500.00	23,536.53	23,536.53	(36.53)	(36.53)	0.00	0.00	(36.53)	(0.15) %	(0.15) %	(0.15) %
10-120-9-2-24-214-111-01-5-01139 SPED SUMMER PRE-SCHOOL	2,100.00	1,878.00	1,878.00	222.00	222.00	0.00	0.00	222.00	10.57 %	10.57 %	10.57 %
10-221-2-2-92-214-111-01-5-01145 K-5 TEAM LEADERS	17,848.00	17,848.00	17,848.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-100-2-3-99-214-112-01-5-00061 MBA TUTORS	50,100.00	50,245.44	50,245.44	(145.44)	(145.44)	0.00	0.00	(145.44)	(0.29) %	(0.29) %	(0.29) %
10-221-2-3-92-214-111-02-5-00076 MA - TEAM LEADERS	11,155.00	11,155.00	11,155.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-100-2-3-99-214-111-01-5-01680 MA - SUMMER PROGRAM	3,000.00	0.00	0.00	3,000.00	3,000.00	0.00	0.00	3,000.00	100.00 %	100.00 %	100.00 %
10-100-2-4-99-214-112-01-5-00071 HS TUTORS	41,900.00	41,556.91	41,556.91	343.09	343.09	0.00	0.00	343.09	0.81 %	0.81 %	0.81 %
10-219-2-4-92-214-112-02-5-00081 HS - AFTER SCHOOL SUSPENSIO	600.00	310.00	310.00	290.00	290.00	0.00	0.00	290.00	48.33 %	48.33 %	48.33 %
10-221-2-4-40-214-111-01-5-01065 HS - TEAM LEADERS	17,848.00	17,848.00	17,848.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-100-2-4-88-214-560-01-5-01672 HS - VIRTUAL HIGH SCHOOL	2,800.00	0.00	0.00	2,800.00	2,800.00	0.00	0.00	2,800.00	100.00 %	100.00 %	100.00 %
10-100-2-5-92-214-111-01-5-00066 SW - TEACH SUB SICK/PERSONA	99,600.00	102,341.45	102,341.45	(2,741.45)	(2,741.45)	0.00	0.00	(2,741.45)	(2.75) %	(2.75) %	(2.75) %
10-221-2-5-92-214-111-02-5-00650 SW - MENTORS	5,000.00	3,872.00	3,872.00	1,128.00	1,128.00	0.00	0.00	1,128.00	22.56 %	22.56 %	22.56 %
10-221-2-5-50-214-111-05-5-00659 SW - PROF DEVELOPMENT/CEU	5,600.00	2,352.90	2,352.90	3,247.10	3,247.10	0.00	0.00	3,247.10	57.98 %	57.98 %	57.98 %
10-100-2-5-92-214-111-01-5-00830 SW - RETIREMENT	88,000.00	71,818.02	71,818.02	16,181.98	16,181.98	0.00	0.00	16,181.98	18.38 %	18.38 %	18.38 %

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining		Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
10-221-2-5-92-214-111-01-5-01019 SW - TEACH SUB PROF DEV	17,000.00	7,777.50	9,222.50	0.00	9,222.50	0.00	9,222.50	54.25 %	9,222.50	54.25 %	9,222.50	54.25 %
10-100-2-5-92-214-111-01-5-01170 SW - TEACH SUB LONG TERM	30,000.00	30,678.95	(678.95)	0.00	(678.95)	0.00	(678.95)	(2.26)%	(678.95)	(2.26)%	(678.95)	(2.26)%
10-100-2-5-92-214-111-01-5-01171 SW - TEACH SUB OTHER	27,600.00	24,947.50	2,652.50	0.00	2,652.50	0.00	2,652.50	9.61 %	2,652.50	9.61 %	2,652.50	9.61 %
10-120-2-9-32-214-111-02-5-00070 SW - HOMEBOUND	9,000.00	8,121.92	878.08	0.00	878.08	0.00	878.08	9.75 %	878.08	9.75 %	878.08	9.75 %
10-120-9-9-98-214-111-01-5-00889 SW - Sp ED SUMMER PROGRAMS	18,400.00	16,515.89	1,884.11	0.00	1,884.11	0.00	1,884.11	10.23 %	1,884.11	10.23 %	1,884.11	10.23 %
TOTAL 214 OTHER INST. SALARIES	\$471,051.00	\$432,804.01	\$38,246.99	\$0.00	\$38,246.99	\$0.00	\$38,246.99	8.11 %	\$38,246.99	8.11 %	\$38,246.99	8.11 %
215 CLERICAL/AIDES SALARIES												
10-222-2-5-92-215-112-03-5-00087 K-5 - LIBRARY CLERK	26,694.00	26,558.24	135.76	0.00	135.76	0.00	135.76	0.50 %	135.76	0.50 %	135.76	0.50 %
10-240-1-2-40-215-112-04-5-00089 K-5 - SECRETARIES	85,300.00	85,299.78	0.22	0.00	0.22	0.00	0.22	0.00 %	0.22	0.00 %	0.22	0.00 %
10-240-1-3-40-215-112-04-5-00090 MA - SECRETARIES	76,944.00	77,120.02	(176.02)	0.00	(176.02)	0.00	(176.02)	(0.22)%	(176.02)	(0.22)%	(176.02)	(0.22)%
10-222-2-3-52-215-112-03-5-01154 MA MEDIA AIDES	14,404.00	14,404.44	(0.44)	0.00	(0.44)	0.00	(0.44)	0.00 %	(0.44)	0.00 %	(0.44)	0.00 %
10-240-1-4-40-215-112-04-5-00092 HS - SECRETARIES	107,402.00	94,771.04	12,630.96	0.00	12,630.96	0.00	12,630.96	11.76 %	12,630.96	11.76 %	12,630.96	11.76 %
10-212-2-4-46-215-112-02-5-00093 HS - GUIDANCE SECRETARIES	47,639.00	51,032.08	(3,393.08)	0.00	(3,393.08)	0.00	(3,393.08)	(7.12)%	(3,393.08)	(7.12)%	(3,393.08)	(7.12)%
10-222-2-4-52-215-112-03-5-00094 HS - LIBRARY CLERKS	25,034.00	25,149.84	(115.84)	0.00	(115.84)	0.00	(115.84)	(0.46)%	(115.84)	(0.46)%	(115.84)	(0.46)%
10-232-1-5-72-215-112-04-5-00096 CO - CLERICAL	215,750.00	216,199.85	(449.85)	0.00	(449.85)	0.00	(449.85)	(0.20)%	(449.85)	(0.20)%	(449.85)	(0.20)%
10-240-1-5-40-215-112-04-5-00097 SW - CLERICAL SUBSTITUTES	7,000.00	6,820.00	180.00	0.00	180.00	0.00	180.00	2.57 %	180.00	2.57 %	180.00	2.57 %
10-120-9-5-40-215-112-01-5-00102 SW - SUBSTITUTE AIDES	28,000.00	19,195.69	8,804.31	0.00	8,804.31	0.00	8,804.31	31.44 %	8,804.31	31.44 %	8,804.31	31.44 %
10-231-1-5-74-215-112-10-5-00760 BOE - RECORDING SECRETARY	1,890.00	1,735.00	155.00	0.00	155.00	0.00	155.00	8.20 %	155.00	8.20 %	155.00	8.20 %
10-100-1-5-99-215-112-01-5-01219 SW - TECHNOLOGY AIDE	151,787.00	147,408.00	4,379.00	0.00	4,379.00	0.00	4,379.00	2.88 %	4,379.00	2.88 %	4,379.00	2.88 %
10-120-9-9-98-215-112-04-5-00098 SP ED - SECRETARY SALARIES	81,854.00	81,958.64	(104.64)	0.00	(104.64)	0.00	(104.64)	(0.12)%	(104.64)	(0.12)%	(104.64)	(0.12)%
10-120-9-9-98-215-112-01-5-00099 SP ED - K-5 AIDES	302,952.00	304,317.32	(1,365.32)	0.00	(1,365.32)	0.00	(1,365.32)	(0.45)%	(1,365.32)	(0.45)%	(1,365.32)	(0.45)%
10-120-9-9-98-215-112-01-5-00100 SP ED - MABELLE AVERY AIDES	155,041.00	149,277.04	5,763.96	0.00	5,763.96	0.00	5,763.96	3.71 %	5,763.96	3.71 %	5,763.96	3.71 %
10-120-9-9-98-215-112-01-5-00101 SP ED - HIGH SCHOOL AIDE	149,832.00	135,639.67	14,192.33	0.00	14,192.33	0.00	14,192.33	9.47 %	14,192.33	9.47 %	14,192.33	9.47 %
10-120-9-9-98-215-112-01-5-01061 PRE-SCHOOL AIDES	9,410.00	9,909.78	(499.78)	0.00	(499.78)	0.00	(499.78)	(5.31)%	(499.78)	(5.31)%	(499.78)	(5.31)%
10-120-9-9-98-215-112-01-5-01230 SP ED - SUMMER PRESCHOOL AI	4,000.00	4,696.00	(696.00)	0.00	(696.00)	0.00	(696.00)	(17.40)%	(696.00)	(17.40)%	(696.00)	(17.40)%
TOTAL 215 CLERICAL/AIDES SALARIES	\$1,490,933.00	\$1,451,492.43	\$39,440.57	\$0.00	\$39,440.57	\$0.00	\$39,440.57	2.64 %	\$39,440.57	2.64 %	\$39,440.57	2.64 %
220 TEXTBOOKS												
10-100-2-2-28-220-641-01-5-00104 K-5 - SCIENCE TEXTBOOKS	0.00	3,634.57	(3,634.57)	0.00	(3,634.57)	0.00	(3,634.57)	---	(3,634.57)	---	(3,634.57)	---

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	15,000.00	7/1/2017 - 6/30/2018	29,370.67		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
10-100-2-2-26-220-641-01-5-00105 K-5 - LANGUAGE ARTS TEXTBOO	15,000.00		29,370.67		(14,370.67)	0.00		(14,370.67)		(95.80)%	
10-100-2-2-20-220-641-01-5-01066 K-5 - REPLACEMENT TEXTS	1,000.00		0.00		1,000.00	0.00		1,000.00		100.00 %	
10-100-2-3-28-220-641-01-5-01067 MA - SCIENCE TEXTS	43,000.00		21,873.67		21,126.33	0.00		21,126.33		49.13 %	
10-100-2-3-14-220-641-01-5-01140 MA - REPLACEMENT TEXTS	1,500.00		0.00		1,500.00	0.00		1,500.00		100.00 %	
10-100-2-3-20-220-641-01-5-01579 SW - MUSIC	1,000.00		977.14		22.86	0.00		22.86		2.28 %	
10-100-2-4-16-220-641-01-5-00120 HS - ENGLISH TEXTBOOKS	0.00		3,561.39		(3,561.39)	0.00		(3,561.39)		---	
10-100-2-4-18-220-641-01-5-00127 HS - MATH TEXTBOOKS	10,000.00		5,004.15		4,995.85	0.00		4,995.85		49.95 %	
10-100-2-4-28-220-641-01-5-00129 HS - SCIENCE TEXTBOOKS	0.00		25,951.35		(25,951.35)	0.00		(25,951.35)		---	
10-100-2-4-04-220-641-01-5-00850 HS - BUSINESS ED TEXT	2,000.00		0.00		2,000.00	0.00		2,000.00		100.00 %	
10-100-2-4-40-220-641-01-5-01068 HS - REPLACEMENT TEXTS	2,500.00		80.46		2,419.54	0.00		2,419.54		96.78 %	
TOTAL 220 TEXTBOOKS	\$76,000.00		\$90,453.40		\$(14,453.40)	\$0.00		\$(14,453.40)		(19.01)%	
231 LIBRARY BOOKS/SUPPLIES											
10-222-2-2-52-231-642-03-5-00136 K-5 - LIBRARY BOOKS	4,000.00		3,883.86		116.14	0.00		116.14		2.90 %	
10-222-2-2-52-231-642-03-5-00140 K-5 - NEWSPAPERS/MAGAZINES	200.00		192.17		7.83	0.00		7.83		3.91 %	
10-222-2-2-52-231-690-03-5-00151 K-5 - OTHER LIBRARY SUPPLIES	600.00		612.65		(12.65)	0.00		(12.65)		(2.10)%	
10-221-1-2-52-231-690-05-5-00280 K-5 - PROFESSIONAL LIBRARY	200.00		257.00		(57.00)	0.00		(57.00)		(28.50)%	
10-222-2-3-52-231-590-03-5-00134 MA - REBINDING	150.00		109.50		40.50	0.00		40.50		27.00 %	
10-222-2-3-52-231-642-03-5-00138 MA - LIBRARY BOOKS	3,000.00		2,961.65		38.35	0.00		38.35		1.27 %	
10-222-2-3-52-231-642-03-5-00142 MA - NEWSPAPERS/MAGAZINES	400.00		400.00		0.00	0.00		0.00		0.00 %	
10-222-2-3-52-231-690-03-5-00153 MA - OTHER LIBRARY SUPPLIES	300.00		300.00		0.00	0.00		0.00		0.00 %	
10-221-1-3-52-231-690-05-5-00282 MA - PROFESSIONAL LIBRARY	100.00		88.77		11.23	0.00		11.23		11.23 %	
10-222-2-4-52-231-590-03-5-00135 HS - REBINDING	150.00		0.00		150.00	0.00		150.00		100.00 %	
10-222-2-4-52-231-642-03-5-00139 HS - LIBRARY BOOKS	7,000.00		6,535.29		464.71	0.00		464.71		6.63 %	
10-222-2-4-52-231-642-03-5-00143 HS - NEWSPAPERS/MAGAZINES	700.00		706.15		(6.15)	0.00		(6.15)		(0.87)%	
10-222-2-4-52-231-690-03-5-00154 HS - OTHER LIBRARY SUPPLIES	300.00		298.42		1.58	0.00		1.58		0.52 %	
10-221-1-4-52-231-690-05-5-00283 HS - PROFESSIONAL LIBRARY	125.00		136.90		(11.90)	0.00		(11.90)		(9.52)%	
10-221-1-5-72-231-690-05-5-00284 CO - PROFESSIONAL LIBRARY	300.00		273.92		26.08	0.00		26.08		8.69 %	
10-222-1-5-72-231-690-03-5-00810 CO - NEWSPAPERS & MAGAZINE	125.00		79.00		46.00	0.00		46.00		36.80 %	
10-120-9-9-50-231-642-05-5-01069 SPED - PRO. LIBRARY	100.00		57.00		43.00	0.00		43.00		43.00 %	

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended	Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018			7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		
TOTAL 231 LIBRARY BOOKS/SUPPLIES	\$17,750.00	\$16,892.28		\$857.72	\$0.00	\$857.72	4.83 %			
233 TECHNOLOGY AV MATERIALS										
10-222-2-2-52-233-611-03-5-00144 K-5 - A. V. MATERIALS	500.00	666.12		(166.12)	0.00	(166.12)	(33.22)%			
10-222-2-3-44-233-611-03-5-01151 MA A.V. MATERIALS	200.00	200.00		0.00	0.00	0.00	0.00 %			
10-222-2-4-52-233-611-03-5-00147 HS - A. V. MATERIALS	700.00	647.65		52.35	0.00	52.35	7.47 %			
10-222-2-5-44-233-611-03-5-00149 SW - A. V. MATERIALS	800.00	800.00		0.00	0.00	0.00	0.00 %			
10-222-2-5-14-233-611-03-5-00150 SW - COMPUTER SOFTWARE	33,000.00	33,045.16		(45.16)	0.00	(45.16)	(0.13)%			
TOTAL 233 TECHNOLOGY AV MATERIALS	\$35,200.00	\$35,358.93		\$(158.93)	\$0.00	\$(158.93)	(0.45)%			
241 SYSTEMWIDE GEN. SUPPLIES										
10-100-2-2-14-241-611-01-5-00155 K-5 - GENERAL SUPPLIES	21,800.00	21,711.27		88.73	0.00	88.73	0.40 %			
10-100-2-3-14-241-611-01-5-00157 MA - GENERAL SUPPLIES	5,100.00	4,724.33		375.67	0.00	375.67	7.36 %			
10-100-2-4-14-241-611-01-5-00159 HS - GENERAL SUPPLIES	8,500.00	7,537.68		962.32	0.00	962.32	11.32 %			
10-100-2-5-14-241-611-01-5-00873 SW - GENERAL COMPUTER SUPPLI	9,000.00	9,014.53		(14.53)	0.00	(14.53)	(0.16)%			
10-120-9-9-98-241-611-01-5-00160 SP ED - GENERAL SUPPLIES	400.00	147.02		252.98	0.00	252.98	63.24 %			
TOTAL 241 SYSTEMWIDE GEN. SUPPLIES	\$44,800.00	\$43,134.83		\$1,665.17	\$0.00	\$1,665.17	3.71 %			
242 DEPARTMENTAL SUPPLIES										
10-100-2-2-02-242-611-01-5-00161 K-5 - ART SUPPLIES	4,400.00	4,579.82		(179.82)	0.00	(179.82)	(4.08)%			
10-100-2-2-20-242-611-01-5-00169 K-5 - MUSIC SUPPLIES	4,400.00	4,402.89		(2.89)	0.00	(2.89)	(0.06)%			
10-100-2-2-18-242-611-01-5-00187 K-5 - MATH SUPPLIES	3,000.00	3,088.58		(88.58)	0.00	(88.58)	(2.95)%			
10-100-2-2-22-242-611-01-5-00193 K-5 - PHYSICAL ED SUPPLIES	1,000.00	956.00		44.00	0.00	44.00	4.40 %			
10-100-2-2-28-242-611-01-5-00202 K-5 - SCIENCE/HEALTH SUPPLIES	4,500.00	4,072.51		427.49	0.00	427.49	9.49 %			
10-100-2-2-30-242-611-01-5-00208 K-5 - SOCIAL STUDIES SUPPLIES	4,500.00	4,499.53		0.47	0.00	0.47	0.01 %			
10-120-9-2-98-242-611-01-5-00232 SW - GIFTED & TALENTED SUPPL	490.00	0.00		490.00	0.00	490.00	100.00 %			
10-100-2-2-14-242-611-01-5-00652 K-5 - KINDERGARTEN SUPPLIES	1,500.00	1,480.83		19.17	0.00	19.17	1.27 %			
10-100-2-2-16-242-611-01-5-00722 K-5 - LANGUAGE ARTS SUPPLIES	11,040.00	10,506.67		533.33	0.00	533.33	4.83 %			
10-100-2-2-14-242-611-01-5-00771 K-5 - FIRST GRADE SUPPLIES	450.00	458.55		(8.55)	0.00	(8.55)	(1.90)%			
10-100-2-2-14-242-611-01-5-00799 K-5 - SECOND GRADE SUPPLIES	450.00	437.97		12.03	0.00	12.03	2.67 %			

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended	Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018			7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		
10-100-2-2-14-242-611-01-5-00846 K-5 - THIRD GRADE SUPPLIES	450.00	273.42	273.42	176.58	0.00	0.00	176.58	39.24 %		
10-100-2-2-27-242-611-01-5-00904 K-5 - REMEDIAL READING SUPPL	3,000.00	2,999.84	2,999.84	0.16	0.00	0.00	0.16	0.00 %		
10-100-2-2-18-242-611-01-5-01149 K-5 INTERVENTION - MATH	1,000.00	1,090.02	1,090.02	(90.02)	0.00	0.00	(90.02)	(9.00)%		
10-100-2-2-00-242-611-01-5-01182 K-5 FOURTH GRADE SUPPLIES	450.00	357.08	357.08	92.92	0.00	0.00	92.92	20.64 %		
10-100-2-2-00-242-611-01-5-01183 K-5 FIFTH GRADE SUPPLIES	450.00	450.22	450.22	(0.22)	0.00	0.00	(0.22)	(0.04)%		
10-100-2-2-08-242-611-01-5-01580 SES - WORLD LANGUAGE	500.00	466.87	466.87	33.13	0.00	0.00	33.13	6.62 %		
10-100-2-2-52-242-611-01-5-01676 K-5 - MEDIA SUPPLIES	1,000.00	991.02	991.02	8.98	0.00	0.00	8.98	0.89 %		
10-100-2-3-02-242-611-01-5-00164 MA - ART SUPPLIES	2,400.00	2,397.09	2,397.09	2.91	0.00	0.00	2.91	0.12 %		
10-100-2-3-20-242-611-01-5-00172 MA - MUSIC SUPPLIES	2,480.00	2,450.23	2,450.23	29.77	0.00	0.00	29.77	1.20 %		
10-100-2-3-12-242-611-01-5-00182 MA - TECHNOLOGY ED SUPPLIES	3,600.00	3,504.94	3,504.94	95.06	0.00	0.00	95.06	2.64 %		
10-100-2-3-16-242-611-01-5-00184 MA - LANGUAGE ARTS SUPPLIES	3,900.00	3,074.60	3,074.60	825.40	0.00	0.00	825.40	21.16 %		
10-100-2-3-18-242-611-01-5-00189 MA - MATH SUPPLIES	1,450.00	1,206.22	1,206.22	243.78	0.00	0.00	243.78	16.81 %		
10-100-2-3-22-242-611-01-5-00194 MA - PHYSICAL ED SUPPLIES	1,500.00	1,394.69	1,394.69	105.31	0.00	0.00	105.31	7.02 %		
10-100-2-3-28-242-611-01-5-00204 MA - SCIENCE SUPPLIES	2,500.00	3,472.66	3,472.66	(972.66)	0.00	0.00	(972.66)	(38.90)%		
10-100-2-3-30-242-611-01-5-00210 MA - SOCIAL STUDIES SUPPLIES	2,170.00	1,288.77	1,288.77	881.23	0.00	0.00	881.23	40.60 %		
10-212-2-3-46-242-611-02-5-00224 MA - GUIDANCE INSTRUCT. SUPP	560.00	99.00	99.00	461.00	0.00	0.00	461.00	82.32 %		
10-100-2-3-08-242-611-01-5-00816 MA - FOREIGN LANGUAGE SUPPL	250.00	196.15	196.15	53.85	0.00	0.00	53.85	21.54 %		
10-214-2-3-56-242-611-07-5-01027 SW - SCHOOL PSYCHOL. SUPPLIE	450.00	450.10	450.10	(0.10)	0.00	0.00	(0.10)	(0.02)%		
10-100-2-3-28-242-611-01-5-01150 SW - SCIENCE SUPPLIES	400.00	0.00	0.00	400.00	0.00	0.00	400.00	100.00 %		
10-100-2-3-48-242-611-01-5-01218 MA - HEALTH & LIFE SKILLS	400.00	286.10	286.10	113.90	0.00	0.00	113.90	28.47 %		
10-100-2-3-27-242-611-01-5-01682 MA - REMEDIAL READING SUPPL	600.00	556.19	556.19	43.81	0.00	0.00	43.81	7.30 %		
10-100-2-4-02-242-611-01-5-00165 HS - ART SUPPLIES	7,300.00	7,298.61	7,298.61	1.39	0.00	0.00	1.39	0.01 %		
10-100-2-4-20-242-611-01-5-00168 HS - BAND SUPPLIES	1,850.00	1,848.24	1,848.24	1.76	0.00	0.00	1.76	0.09 %		
10-100-2-4-08-242-611-01-5-00175 HS - FOREIGN LANGUAGE SUPPLI	350.00	343.76	343.76	6.24	0.00	0.00	6.24	1.78 %		
10-100-2-4-04-242-611-01-5-00176 HS - BUSINESS ED SUPPLIES	2,050.00	2,016.61	2,016.61	33.39	0.00	0.00	33.39	1.62 %		
10-212-2-4-46-242-611-02-5-00178 HS - GUIDANCE SUPPLY	1,950.00	1,736.32	1,736.32	213.68	0.00	0.00	213.68	10.95 %		
10-100-2-4-99-242-611-01-5-00180 HS - SAT PREP	2,350.00	7,265.00	7,265.00	(4,915.00)	0.00	0.00	(4,915.00)	(209.14)%		
10-100-2-4-38-242-611-01-5-00181 HS - QUANTITY FOODS SUPPLIES	4,250.00	3,362.51	3,362.51	887.49	0.00	0.00	887.49	20.88 %		
10-100-2-4-12-242-611-01-5-00183 HS - TECHNOLOGY ED SUPPLIES	12,000.00	11,750.63	11,750.63	249.37	0.00	0.00	249.37	2.07 %		
10-100-2-4-26-242-611-01-5-00186 HS - READING SUPPLIES	500.00	551.09	551.09	(51.09)	0.00	0.00	(51.09)	(10.21)%		

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended	Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018			7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		
10-100-2-4-18-242-611-01-5-00191 HS - MATH SUPPLIES	3,200.00	3,227.73		(27.73)	0.00		(27.73)		(0.86)%	
10-100-2-4-22-242-611-01-5-00195 HS - PHYSICAL ED SUPPLIES	1,500.00	1,484.81		15.19	0.00		15.19		1.01 %	
10-100-2-4-28-242-611-01-5-00206 HS - SCIENCE SUPPLIES	7,260.00	8,729.19		(1,469.19)	0.00		(1,469.19)		(20.23)%	
10-100-2-4-46-242-611-01-5-00229 HS - SCHOOL TO CAREER SUPPLI	700.00	500.99		199.01	0.00		199.01		28.43 %	
10-212-2-4-46-242-611-02-5-00286 HS - GUIDANCE NAVIANCE	3,300.00	3,993.99		(693.99)	0.00		(693.99)		(21.03)%	
10-100-2-4-48-242-611-01-5-00721 HS - HEALTH ED SUPPLIES	550.00	690.45		(140.45)	0.00		(140.45)		(25.53)%	
10-100-2-4-99-242-611-01-5-00809 HS - RENAISSANCE PROGRAM	750.00	258.00		492.00	0.00		492.00		65.60 %	
10-100-2-4-26-242-611-01-5-01070 HS - ENGLISH SUPPLIES	2,650.00	2,412.28		237.72	0.00		237.72		8.97 %	
10-100-2-4-30-242-611-01-5-01644 HS - SOCIAL STUDIES SUPPLIES	1,120.00	1,180.63		(60.63)	0.00		(60.63)		(5.41)%	
10-210-2-4-32-242-611-01-5-01677 HS - PBIS SUPPLIES	2,000.00	779.00		1,221.00	0.00		1,221.00		61.05 %	
10-100-2-5-44-242-611-03-5-00222 SW - A. V. SUPPLIES	2,600.00	2,600.00		0.00	0.00		0.00		0.00 %	
10-100-2-5-18-242-611-03-5-00852 SW - MATH SUPPLIES	400.00	0.00		400.00	0.00		400.00		100.00 %	
10-100-2-5-81-242-611-01-5-00860 SW - INTERVENTION SUPPLIES	210.00	0.00		210.00	0.00		210.00		100.00 %	
10-210-2-5-32-242-611-01-5-01681 SW - PBIS SUPPLIES	5,000.00	3,870.48		1,129.52	0.00		1,129.52		22.59 %	
10-100-2-9-16-242-611-01-5-00179 SW - LITERACY SUPPLIES	100.00	0.00		100.00	0.00		100.00		100.00 %	
10-120-9-9-98-242-611-01-5-00212 SP ED - K-5 SUPPLIES	190.00	95.66		94.34	0.00		94.34		49.65 %	
10-120-9-9-98-242-611-01-5-00213 MA - ALTERNATIVE ED PROG	200.00	200.03		(0.03)	0.00		(0.03)		(0.01)%	
10-120-9-9-98-242-611-01-5-00214 MA - RESOURCE ROOM SUPPLIE	120.00	115.92		4.08	0.00		4.08		3.40 %	
10-120-9-9-98-242-611-01-5-00215 MA - RESOURCE ROOM SUPPLIE	130.00	137.09		(7.09)	0.00		(7.09)		(5.45)%	
10-120-9-9-98-242-611-01-5-00216 SP ED - HIGH SCHOOL SUPPLIES	200.00	228.54		(28.54)	0.00		(28.54)		(14.27)%	
10-215-9-9-94-242-611-02-5-00217 K-5 - SPEECH/HEARING SUPPLIE	170.00	152.66		17.34	0.00		17.34		10.20 %	
10-215-9-9-94-242-611-02-5-00219 SPEECH/HEARING SUPPLIES	200.00	196.25		3.75	0.00		3.75		1.87 %	
10-210-2-9-32-242-611-02-5-00225 SW - SOCIAL WORK SUPPLIES	250.00	248.02		1.98	0.00		1.98		0.79 %	
10-120-9-9-98-242-611-01-5-00226 MA - ALP SUPPLIES	100.00	0.00		100.00	0.00		100.00		100.00 %	
10-120-9-9-98-242-611-01-5-00228 SP ED - K-5 ALP A SUPPLIES	160.00	168.49		(8.49)	0.00		(8.49)		(5.30)%	
10-120-9-9-98-242-611-01-5-00230 SES - ALP I SUPPLIES	100.00	91.51		8.49	0.00		8.49		8.49 %	
10-120-9-9-98-242-611-01-5-00231 HS - ALP I SUPPLIES	220.00	85.80		134.20	0.00		134.20		61.00 %	
10-215-9-9-94-242-611-01-5-00747 PRESCHOOL-SPEECH/HEARING S	150.00	133.88		16.12	0.00		16.12		10.74 %	
10-120-9-9-98-242-611-01-5-00882 SP ED - E.S.L. SUPPLIES	40.00	0.00		40.00	0.00		40.00		100.00 %	
10-100-2-9-16-242-611-01-5-01071 SW - ENGLISH SUPPLIES	100.00	0.00		100.00	0.00		100.00		100.00 %	

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended	Balance Remaining	Encumbered	Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018				7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
10-120-9-9-95-242-611-01-5-01073 SP ED - PRESCHOOL SUPPLIES	150.00	155.82	155.82	(5.82)	0.00	(5.82)	(3.88)%		
10-120-9-9-98-242-611-01-5-01332 OCC. THERAPY SUPPLIES	180.00	164.12	164.12	15.88	0.00	15.88	8.82 %		
10-120-9-9-98-242-611-01-5-01333 PHYSICAL THERAPY SUPPLIES	200.00	183.15	183.15	16.85	0.00	16.85	8.42 %		
10-120-9-9-98-242-611-01-5-01334 SP ED INTER. SUPPLIES	180.00	178.04	178.04	1.96	0.00	1.96	1.08 %		
10-120-9-9-98-242-611-01-5-01643 SP ED - SHS REBUILDING PROGR	390.00	404.03	404.03	(14.03)	0.00	(14.03)	(3.59)%		
10-120-9-9-98-242-611-01-5-01678 K-5 - FAB SUPPLIES	400.00	0.00	0.00	400.00	0.00	400.00	100.00 %		
TOTAL 242 DEPARTMENTAL SUPPLIES	\$133,010.00	\$130,327.89	\$130,327.89	\$2,682.11	\$0.00	\$2,682.11	2.01 %		
243 WORKBOOKS AND TEST									
10-100-2-2-18-243-611-01-5-00238 K-5 - MATH WORKBOOKS	2,000.00	679.37	679.37	1,320.63	0.00	1,320.63	66.03 %		
10-100-2-3-16-243-611-01-5-00246 MA - ENGLISH WORKBOOKS	500.00	0.00	0.00	500.00	0.00	500.00	100.00 %		
10-100-2-3-08-243-611-01-5-00255 MA - FOREIGN LANGUAGE WORK	1,620.00	721.61	721.61	898.39	0.00	898.39	55.45 %		
10-100-2-3-30-243-611-01-5-01074 MA - SOCIAL STUDIES WORKBOC	660.00	301.02	301.02	358.98	0.00	358.98	54.39 %		
10-100-2-4-20-243-611-01-5-00247 HS - MUSIC WORKBOOKS	250.00	205.99	205.99	44.01	0.00	44.01	17.60 %		
10-100-2-4-30-243-611-01-5-00887 HS - SOCIAL STUDIES WORKBOOI	550.00	573.76	573.76	(23.76)	0.00	(23.76)	(4.32)%		
10-100-2-4-48-243-611-01-5-00972 HS - HEALTH WORKBOOKS	400.00	400.21	400.21	(0.21)	0.00	(0.21)	(0.05)%		
10-100-2-4-08-243-611-01-5-01581 HS - WORLD LANGUAGE	1,600.00	1,686.81	1,686.81	(86.81)	0.00	(86.81)	(5.42)%		
10-212-2-5-46-243-611-02-5-00252 SW - TESTING	15,000.00	14,525.99	14,525.99	474.01	0.00	474.01	3.16 %		
10-120-9-9-98-243-611-01-5-01002 SP ED - TESTING	3,985.00	6,171.75	6,171.75	(2,186.75)	0.00	(2,186.75)	(54.87)%		
TOTAL 243 WORKBOOKS AND TEST	\$26,565.00	\$25,266.51	\$25,266.51	\$1,298.49	\$0.00	\$1,298.49	4.88 %		
251 TRAVEL/CONF/IN-SERVICEN									
10-221-1-2-50-251-580-05-5-00259 K-5 - TRAVEL/IN-SERVICE	2,200.00	429.91	429.91	1,770.09	0.00	1,770.09	80.45 %		
10-221-1-2-50-251-580-05-5-00260 K-5 - PRINCIPAL'S TRAVEL	1,000.00	152.82	152.82	847.18	0.00	847.18	84.71 %		
10-221-1-3-50-251-580-05-5-00263 MA - TRAVEL/IN-SERVICE	1,000.00	229.04	229.04	770.96	0.00	770.96	77.09 %		
10-221-1-3-50-251-580-05-5-00264 MA - PRINCIPAL'S TRAVEL	800.00	903.34	903.34	(103.34)	0.00	(103.34)	(12.91)%		
10-221-1-4-50-251-580-05-5-00267 HS - TRAVEL/IN-SERVICE	2,350.00	3,147.13	3,147.13	(797.13)	0.00	(797.13)	(33.92)%		
10-221-1-4-50-251-580-05-5-00269 HS - PRINCIPAL'S TRAVEL	1,000.00	1,459.94	1,459.94	(459.94)	0.00	(459.94)	(45.99)%		
10-232-1-5-72-251-580-05-5-00271 CO - TRAVEL/IN-SERVICE	3,500.00	2,083.02	2,083.02	1,416.98	0.00	1,416.98	40.48 %		
10-221-1-5-50-251-322-05-5-00297 CO - ADMINISTRATION WORKSHC	500.00	0.00	0.00	500.00	0.00	500.00	100.00 %		

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-221-2-5-50-251-322-01-5-00300 CURRICULUM DEVELOPMENT	18,400.00	14,265.14	4,134.86	0.00	4,134.86	0.00	4,134.86	22.47 %			
10-120-9-9-98-251-580-05-5-00272 SP ED - TRAVEL/IN-SERVICE	500.00	171.06	328.94	0.00	328.94	0.00	328.94	65.78 %			
10-120-9-9-98-251-580-05-5-00273 SP ED - DIRECTOR'S TRAVEL	1,800.00	594.46	1,205.54	0.00	1,205.54	0.00	1,205.54	66.97 %			
TOTAL 251 TRAVEL/CONF/IN-SERVICEN	\$33,050.00	\$23,435.86	\$9,614.14	\$0.00	\$9,614.14	\$0.00	\$9,614.14	29.08 %			
258 OFFICE SUPPLIES											
10-240-1-2-40-258-690-04-5-00301 K-5 - OFFICE SUPPLIES	2,700.00	2,696.08	3.92	0.00	3.92	0.00	3.92	0.14 %			
10-240-1-3-40-258-690-04-5-00303 MA - OFFICE SUPPLIES	700.00	520.97	179.03	0.00	179.03	0.00	179.03	25.57 %			
10-240-1-4-40-258-690-04-5-00304 HS - OFFICE SUPPLIES	1,250.00	667.84	582.16	0.00	582.16	0.00	582.16	46.57 %			
10-232-1-5-72-258-690-04-5-00042 CO - OFFICE SUPPLIES	4,500.00	4,503.22	(3.22)	0.00	(3.22)	0.00	(3.22)	(0.07)%			
10-232-1-5-72-258-690-04-5-00044 CO - COMPUTER SUPPLIES	1,500.00	164.76	1,335.24	0.00	1,335.24	0.00	1,335.24	89.01 %			
10-222-1-5-44-258-690-03-5-00305 SW MEDIA - OFFICE SUPPLIES	175.00	0.00	175.00	0.00	175.00	0.00	175.00	100.00 %			
10-260-1-6-40-258-690-04-5-00306 MAINTENANCE - OFFICE SUPPLIE	50.00	0.00	50.00	0.00	50.00	0.00	50.00	100.00 %			
10-120-9-9-98-258-690-04-5-00307 SP ED - OFFICE SUPPLIES	350.00	276.80	73.20	0.00	73.20	0.00	73.20	20.91 %			
TOTAL 258 OFFICE SUPPLIES	\$11,225.00	\$8,829.67	\$2,395.33	\$0.00	\$2,395.33	\$0.00	\$2,395.33	21.33 %			
411 MEDICAL ADVISOR SALARY											
10-213-3-4-48-411-330-06-5-00313 HS - PHYSICIAN'S SALARIES	1,500.00	1,500.00	0.00	0.00	0.00	0.00	0.00	0.00 %			
TOTAL 411 MEDICAL ADVISOR SALARY	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00 %			
412 NURSE'S SALARIES											
10-213-3-2-48-412-112-02-5-00316 K-5 - NURSE'S SALARY	81,566.00	73,721.99	7,844.01	0.00	7,844.01	0.00	7,844.01	9.61 %			
10-213-3-3-48-412-112-02-5-00317 MA - NURSE SALARY	41,396.00	41,194.00	202.00	0.00	202.00	0.00	202.00	0.48 %			
10-213-3-4-48-412-112-02-5-00318 HS - NURSE SALARY	41,396.00	33,790.10	7,605.90	0.00	7,605.90	0.00	7,605.90	18.37 %			
10-213-3-5-48-412-112-02-5-00314 SW - HEAD NURSE	3,000.00	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00 %			
10-213-3-5-48-412-112-02-5-00319 SW - NURSE SUBSTITUTE	8,600.00	28,188.08	(19,588.08)	0.00	(19,588.08)	0.00	(19,588.08)	(227.76)%			
10-213-3-5-48-412-112-02-5-00833 SW - ADDITIONAL NURSE TIME	4,100.00	776.25	3,323.75	0.00	3,323.75	0.00	3,323.75	81.06 %			
TOTAL 412 NURSE'S SALARIES	\$180,058.00	\$180,670.42	\$(612.42)	\$0.00	\$(612.42)	\$0.00	\$(612.42)	(0.34)%			
421 HEALTH SUPPLIES											
10-213-3-4-48-421-323-02-5-01146 SW HEALTH SUPPLIES	13,500.00	12,251.11	1,248.89	0.00	1,248.89	0.00	1,248.89	9.25 %			

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	1,000.00	7/1/2017 - 6/30/2018	1,418.65		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
10-213-3-5-48-421-730-02-5-01076 SW - HEALTH EQUIPMENT					(418.65)	0.00		(418.65)		(41.86)%	
TOTAL 421 HEALTH SUPPLIES	\$14,500.00		\$13,669.76		\$830.24	\$0.00		\$830.24		5.72 %	
521 REGULAR TRANSPORTATION											
10-270-4-5-84-521-510-12-5-00325 TRANSPORTATION - ELEMENTAR	266,000.00		262,669.60		3,330.40	0.00		3,330.40		1.25 %	
10-270-4-5-84-521-510-12-5-00326 TRANSPORTATION - SECONDAR	320,000.00		315,519.07		4,480.93	0.00		4,480.93		1.40 %	
10-270-4-5-84-521-627-12-5-00327 BUS FUEL	72,000.00		68,698.30		3,301.70	0.00		3,301.70		4.58 %	
10-270-4-5-84-521-510-12-5-00328 ADDITIONAL TRANSPORTATION	3,000.00		0.00		3,000.00	0.00		3,000.00		100.00 %	
TOTAL 521 REGULAR TRANSPORTATION	\$661,000.00		\$646,886.97		\$14,113.03	\$0.00		\$14,113.03		2.13 %	
522 SPEC. ED. TRANSPORTATION											
10-270-9-9-84-522-510-12-5-00329 SP ED - VANS	213,000.00		210,608.97		2,391.03	0.00		2,391.03		1.12 %	
10-270-9-9-84-522-510-12-5-00332 SP ED - ADDITIONAL MILEAGE	75,000.00		102,359.12		(27,359.12)	0.00		(27,359.12)		(36.47)%	
10-270-9-9-84-522-112-12-5-00333 SP ED - TRANSPORTATION AIDE	24,200.00		23,604.00		596.00	0.00		596.00		2.46 %	
TOTAL 522 SPEC. ED. TRANSPORTATION	\$312,200.00		\$336,572.09		\$(24,372.09)	\$0.00		\$(24,372.09)		(7.80)%	
530 ATHLETIC/FIELD TRIPS											
10-279-4-3-42-530-580-06-5-00336 MA - ATHLETIC TRIPS	1,200.00		916.34		283.66	0.00		283.66		23.63 %	
10-279-7-4-20-530-580-07-5-00268 HS - BAND TRAVEL	1,230.00		983.62		246.38	0.00		246.38		20.03 %	
10-279-4-4-42-530-580-06-5-00337 HS - ATHLETIC TRIPS	52,500.00		32,716.95		19,783.05	0.00		19,783.05		37.68 %	
10-279-4-4-42-530-580-07-5-00338 HS - PAY PLAY ACT FUND	(20,000.00)		0.00		(20,000.00)	0.00		(20,000.00)		100.00 %	
10-279-4-4-84-530-580-07-5-00845 HS - FIELD TRIPS	1,550.00		543.02		1,006.98	0.00		1,006.98		64.96 %	
TOTAL 530 ATHLETIC/FIELD TRIPS	\$36,480.00		\$35,159.93		\$1,320.07	\$0.00		\$1,320.07		3.61 %	
610 MAINT/CUSTODIAN SALARIES											
10-260-5-6-62-610-112-04-5-00343 K-5 - CUSTODIAN SALARIES	172,442.00		153,237.74		19,204.26	0.00		19,204.26		11.13 %	
10-260-5-6-62-610-112-04-5-00344 MA - CUSTODIAN SALARIES	178,684.00		179,664.80		(980.80)	0.00		(980.80)		(0.54)%	
10-260-5-6-62-610-112-04-5-00345 RECREATION PROGRAM	4,500.00		0.00		4,500.00	0.00		4,500.00		100.00 %	
10-260-5-6-62-610-112-04-5-00346 HS - CUSTODIAN SALARIES	175,646.00		172,955.72		2,690.28	0.00		2,690.28		1.53 %	
10-260-5-6-62-610-112-04-5-00347 CUSTODIAL OVERTIME	13,000.00		12,401.13		598.87	0.00		598.87		4.60 %	
10-260-5-6-62-610-112-04-5-00348 CUSTODIAL SUBSTITUTES	41,000.00		57,424.94		(16,424.94)	0.00		(16,424.94)		(40.06)%	

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-260-5-6-62-610-112-04-5-00349 MAINTENANCE SUPERVISOR	76,418.00	76,418.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
10-260-5-6-62-610-112-04-5-00350 MAINTENANCE PERSONNEL	99,547.00	99,547.20	(0.20)	0.00	(0.20)	0.00	(0.20)	0.00	0.00	0.00	0.00 %
10-260-5-6-62-610-112-04-5-00351 SUMMER CREW MAINTENANCE	8,500.00	6,688.00	1,812.00	0.00	1,812.00	0.00	1,812.00	0.00	1,812.00	21.31	21.31 %
10-260-5-6-62-610-112-04-5-00352 MAINT. ANTICIPATED OVERTIM	7,000.00	6,798.98	201.02	0.00	201.02	0.00	201.02	0.00	201.02	2.87	2.87 %
TOTAL 610 MAINT/CUSTODIAN SALARIES	\$776,737.00	\$765,136.51	\$11,600.49	\$0.00	\$11,600.49	\$0.00	\$11,600.49	\$0.00	\$11,600.49	1.49	1.49 %
630 FUEL SUPPLY											
10-260-5-6-64-630-620-05-5-00354 K-5 - FUEL #2	75,800.00	68,342.25	7,457.75	0.00	7,457.75	0.00	7,457.75	0.00	7,457.75	9.83	9.83 %
10-260-5-6-64-630-620-05-5-00356 HS - FUEL #2	84,700.00	89,843.59	(5,143.59)	0.00	(5,143.59)	0.00	(5,143.59)	0.00	(5,143.59)	(6.07)	(6.07)%
10-260-5-6-64-630-620-05-5-00357 MAINTENANCE - FUEL #2	2,200.00	1,280.80	919.20	0.00	919.20	0.00	919.20	0.00	919.20	41.78	41.78 %
TOTAL 630 FUEL SUPPLY	\$162,700.00	\$159,466.64	\$3,233.36	\$0.00	\$3,233.36	\$0.00	\$3,233.36	\$0.00	\$3,233.36	1.98	1.98 %
641 ELECTRICITY											
10-260-5-6-64-641-620-05-5-00358 K-5 - ELECTRICITY	88,000.00	84,368.99	3,631.01	0.00	3,631.01	0.00	3,631.01	0.00	3,631.01	4.12	4.12 %
10-260-5-6-64-641-620-05-5-00360 MA - ELECTRICITY	176,000.00	184,047.61	(8,047.61)	0.00	(8,047.61)	0.00	(8,047.61)	0.00	(8,047.61)	(4.57)	(4.57)%
10-260-5-6-64-641-620-05-5-00361 HS - ELECTRICITY	150,000.00	141,164.00	8,836.00	0.00	8,836.00	0.00	8,836.00	0.00	8,836.00	5.89	5.89 %
10-260-5-6-64-641-620-05-5-00362 MAINTENANCE - ELECTRICITY	2,800.00	2,901.65	(101.65)	0.00	(101.65)	0.00	(101.65)	0.00	(101.65)	(3.63)	(3.63)%
TOTAL 641 ELECTRICITY	\$416,800.00	\$412,482.25	\$4,317.75	\$0.00	\$4,317.75	\$0.00	\$4,317.75	\$0.00	\$4,317.75	1.03	1.03 %
642 TELEPHONE											
10-260-5-2-64-642-530-04-5-00363 K-5 - TELEPHONE	5,000.00	5,066.85	(66.85)	0.00	(66.85)	0.00	(66.85)	0.00	(66.85)	(1.33)	(1.33)%
10-260-5-3-64-642-530-04-5-00365 MA - TELEPHONE	3,000.00	2,949.76	50.24	0.00	50.24	0.00	50.24	0.00	50.24	1.67	1.67 %
10-260-5-4-64-642-530-04-5-00366 HS - TELEPHONE	5,500.00	5,278.86	221.14	0.00	221.14	0.00	221.14	0.00	221.14	4.02	4.02 %
10-260-5-5-64-642-530-04-5-00367 CO - TELEPHONE	6,000.00	8,073.47	(2,073.47)	0.00	(2,073.47)	0.00	(2,073.47)	0.00	(2,073.47)	(34.55)	(34.55)%
10-260-1-5-64-642-530-04-5-01217 SW - COMMUNICATION SUPPLIE	12,000.00	10,514.29	1,485.71	0.00	1,485.71	0.00	1,485.71	0.00	1,485.71	12.38	12.38 %
10-260-5-5-64-642-530-04-5-01679 SW - INTERNET	9,000.00	9,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
TOTAL 642 TELEPHONE	\$40,500.00	\$40,883.23	\$(383.23)	\$0.00	\$(383.23)	\$0.00	\$(383.23)	\$0.00	\$(383.23)	(0.94)	(0.94)%
643 PROPANE GAS											
10-260-5-6-64-643-690-05-5-00369 K-5 - PROPANE GAS	2,000.00	2,181.73	(181.73)	0.00	(181.73)	0.00	(181.73)	0.00	(181.73)	(9.08)	(9.08)%
10-260-5-6-64-643-690-05-5-00371 MA - PROPANE GAS	2,000.00	3,410.59	(1,410.59)	0.00	(1,410.59)	0.00	(1,410.59)	0.00	(1,410.59)	(70.52)	(70.52)%

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended	Balance Remaining	Encumbered	Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018				7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
10-260-5-6-64-643-690-05-5-00372 HS - PROPANE GAS	2,000.00		2,158.92	(158.92)	0.00	(158.92)			(7.94)%
TOTAL 643 PROPANE GAS	\$6,000.00		\$7,751.24	\$(1,751.24)	\$0.00	\$(1,751.24)			(29.18)%
650 CUSTODIAL SUPPLIES									
10-260-5-6-62-650-613-05-5-00377 SW - CUSTODIAL SUPPLIES	45,000.00		64,268.32	(19,268.32)	0.00	(19,268.32)			(42.81)%
TOTAL 650 CUSTODIAL SUPPLIES	\$45,000.00		\$64,268.32	\$(19,268.32)	\$0.00	\$(19,268.32)			(42.81)%
722 GENERAL/DEPT MAINTENANCE									
10-260-5-2-20-722-430-01-5-00378 K-5 - MUSIC MAINTENANCE	100.00		360.00	(260.00)	0.00	(260.00)			(260.00)%
10-260-5-2-62-722-430-08-5-01141 K-5 BUILDING REPAIRS	50,000.00		46,220.90	3,779.10	0.00	3,779.10			7.55 %
10-260-5-3-20-722-430-01-5-00382 MA - MUSIC MAINTENANCE	300.00		300.00	0.00	0.00	0.00			0.00 %
10-260-5-3-28-722-430-01-5-00383 MA - SCIENCE MAINTENANCE	200.00		220.00	(20.00)	0.00	(20.00)			(10.00)%
10-260-5-3-02-722-430-01-5-00384 MA - ART MAINTENANCE	300.00		0.00	300.00	0.00	300.00			100.00 %
10-260-5-3-10-722-430-01-5-00385 MA - HOME EC MAINTENANCE	100.00		0.00	100.00	0.00	100.00			100.00 %
10-260-5-3-20-722-430-01-5-00386 MA - BAND MAINTENANCE	500.00		497.80	2.20	0.00	2.20			0.44 %
10-260-5-3-12-722-430-01-5-00387 MA - TECHNOLOGY ED MAINTEN	600.00		0.00	600.00	0.00	600.00			100.00 %
10-260-5-3-66-722-430-04-5-00389 MA - OFFICE EQUIP. MAINTENAN	100.00		0.00	100.00	0.00	100.00			100.00 %
10-260-5-3-66-722-430-08-5-00409 MA - EQUIPMENT MAINTENANCE	100.00		0.00	100.00	0.00	100.00			100.00 %
10-260-5-4-28-722-430-01-5-00390 HS - SCIENCE MAINTENANCE	1,175.00		0.00	1,175.00	0.00	1,175.00			100.00 %
10-260-5-4-02-722-430-01-5-00391 HS - ART MAINTENANCE	200.00		428.31	(228.31)	0.00	(228.31)			(114.15)%
10-260-5-4-38-722-430-01-5-00393 HS - QUANTITY FOODS MAINT.	3,775.00		7,012.65	(3,237.65)	0.00	(3,237.65)			(85.76)%
10-260-5-4-42-722-430-06-5-00394 HS - ATHLETICS MAINTENANCE	300.00		0.00	300.00	0.00	300.00			100.00 %
10-260-5-4-12-722-430-01-5-00395 HS - TECHNOLOGY ED MAINTEN	8,000.00		7,296.24	703.76	0.00	703.76			8.79 %
10-260-5-4-20-722-430-01-5-00396 HS - MUSIC MAINTENANCE	800.00		800.00	0.00	0.00	0.00			0.00 %
10-260-5-4-18-722-430-01-5-00398 HS - MATH MAINTENANCE	200.00		0.00	200.00	0.00	200.00			100.00 %
10-260-5-4-66-722-430-04-5-00403 HS - OFFICE EQUIPMENT	200.00		0.00	200.00	0.00	200.00			100.00 %
10-279-4-5-84-722-627-12-5-00341 SW - GASOLINE SCHOOL VEHICL	7,000.00		5,264.23	1,735.77	0.00	1,735.77			24.79 %
10-260-6-5-62-722-430-04-5-00452 SW - MAINTENANCE CONTRACT	50,000.00		19,976.35	30,023.65	0.00	30,023.65			60.04 %
10-260-5-6-64-722-690-05-5-00373 SW - WATER	29,000.00		29,572.46	(572.46)	0.00	(572.46)			(1.97)%
10-260-5-6-44-722-430-03-5-00404 SW - A. V. MAINTENANCE	5,300.00		5,393.44	(93.44)	0.00	(93.44)			(1.76)%

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	100.00	7/1/2017 - 6/30/2018	0.00		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-260-3-6-48-722-430-08-5-00412 SW - HEALTH MAINTENANCE	100.00		0.00		100.00	0.00	0.00	100.00	100.00 %		
10-260-5-6-62-722-430-08-5-00422 K-5 - SEPTIC TANK	4,200.00		2,060.00		2,140.00	0.00	0.00	2,140.00	50.95 %		
10-260-5-6-62-722-430-08-5-00430 MA - BUILDING MAINTENANCE	30,000.00		41,866.45		(11,866.45)	0.00	0.00	(11,866.45)	(39.55)%		
10-260-5-6-62-722-430-08-5-00431 MA - SEPTIC TANK	2,200.00		3,600.00		(1,400.00)	0.00	0.00	(1,400.00)	(63.63)%		
10-260-5-6-62-722-430-08-5-00435 SW - THERMOSTAT/CONTROLS	2,500.00		2,301.56		198.44	0.00	0.00	198.44	7.93 %		
10-260-5-6-62-722-430-08-5-00438 HS - SEPTIC TANK	2,900.00		6,490.00		(3,590.00)	0.00	0.00	(3,590.00)	(123.79)%		
10-260-5-6-62-722-430-08-5-00439 HS - BUILDING MAINTENANCE	55,000.00		84,913.93		(29,913.93)	0.00	0.00	(29,913.93)	(54.38)%		
10-260-5-6-62-722-430-08-5-00440 SW - EQUIPMENT REPAIR	14,000.00		11,980.51		2,019.49	0.00	0.00	2,019.49	14.42 %		
10-260-5-6-62-722-430-08-5-00442 SW - GROUNDS KEEP	12,000.00		14,998.67		(2,998.67)	0.00	0.00	(2,998.67)	(24.98)%		
10-260-5-6-62-722-430-08-5-00443 SW - ROOF REPAIR	6,000.00		3,404.81		2,595.19	0.00	0.00	2,595.19	43.25 %		
10-260-5-6-62-722-430-08-5-00444 SW - RUBBISH REMOVAL	15,000.00		14,858.09		141.91	0.00	0.00	141.91	0.94 %		
10-260-5-6-62-722-430-08-5-00445 SW - TOOL SUPPLY	4,000.00		1,913.74		2,086.26	0.00	0.00	2,086.26	52.15 %		
10-260-5-6-62-722-430-08-5-00447 SW - GENERAL REPAIR	6,000.00		5,364.98		635.02	0.00	0.00	635.02	10.58 %		
10-260-5-6-62-722-430-08-5-00448 SW - FIRE/VANDALISM	1,500.00		676.35		823.65	0.00	0.00	823.65	54.91 %		
10-260-5-6-62-722-430-08-5-00451 SW - MOWER MAINTENANCE	12,000.00		13,654.83		(1,654.83)	0.00	0.00	(1,654.83)	(13.79)%		
10-260-5-6-62-722-430-08-5-00467 SW - GENERAL PAINT	4,500.00		4,666.84		(166.84)	0.00	0.00	(166.84)	(3.70)%		
10-260-5-6-62-722-430-08-5-00471 SW - FIRE ALARMS & BELLS	5,000.00		268.74		4,731.26	0.00	0.00	4,731.26	94.62 %		
10-260-5-6-62-722-430-08-5-00654 SW - ASBESTOS INSPECTION	600.00		250.00		350.00	0.00	0.00	350.00	58.33 %		
10-260-5-6-66-722-430-08-5-00657 SW - PLAYGROUND MAINTENANCE	1,500.00		1,238.13		261.87	0.00	0.00	261.87	17.45 %		
10-260-5-6-62-722-430-08-5-00801 SW - EXTERMINATING	3,000.00		3,472.00		(472.00)	0.00	0.00	(472.00)	(15.73)%		
10-260-5-6-62-722-430-08-5-00884 MAINT. - BUILDING MAINTENANCE	750.00		20,942.53		(20,192.53)	0.00	0.00	(20,192.53)	(2,692.33)%		
10-260-5-6-62-722-430-08-5-00885 SW - ELECTRICAL SUPPLIES	8,000.00		6,914.76		1,085.24	0.00	0.00	1,085.24	13.56 %		
10-260-5-6-62-722-430-08-5-00886 SW - PLUMBING SUPPLIES	6,000.00		1,109.24		4,890.76	0.00	0.00	4,890.76	81.51 %		
10-260-5-6-62-722-430-01-5-01077 SW - COMPUTER MAINTENANCE	22,000.00		22,247.50		(247.50)	0.00	0.00	(247.50)	(1.12)%		
10-260-5-6-62-722-430-08-5-01646 SW - SECURITY	34,000.00		211,209.41		(177,209.41)	0.00	0.00	(177,209.41)	(521.20)%		
10-120-9-9-98-722-430-08-5-00413 SPED - EQUIPMENT MAINTENANCE	100.00		0.00		100.00	0.00	0.00	100.00	100.00 %		
10-260-6-9-62-722-590-08-5-00453 SW - SOFTWARE MAINT CONTRA	59,000.00		57,939.82		1,060.18	0.00	0.00	1,060.18	1.79 %		
TOTAL 722 GENERAL/DEPT MAINTENANCE	\$470,100.00		\$661,685.27		\$(191,585.27)	\$0.00	\$0.00	\$(191,585.27)	(40.75)%		

730 EQUIPMENT REPLACEMENT

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-100-2-4-66-730-730-01-5-00616 HS - TECH ED REPLACEMENT	1,200.00	1,193.00	7.00	0.00	7.00	0.00	7.00	0.58 %			
10-260-2-5-66-730-730-01-5-00472 SW - A.V. EQUIP REPLACEMENT	1,600.00	1,600.00	0.00	0.00	0.00	0.00	0.00	0.00 %			
TOTAL 730 EQUIPMENT REPLACEMENT	\$2,800.00	\$2,793.00	\$7.00	\$0.00	\$7.00	\$0.00	\$7.00	0.25 %			
820 INSURANCE/SOC. SECURITY											
10-320-6-4-82-820-529-06-5-00507 HS - ATHLETIC INSURANCE	7,775.00	8,025.00	(250.00)	0.00	(250.00)	0.00	(250.00)	(3.21)%			
10-280-6-5-96-820-200-13-5-00506 SOCIAL SECURITY	420,000.00	414,694.76	5,305.24	0.00	5,305.24	0.00	5,305.24	1.26 %			
10-280-6-5-82-820-200-13-5-00508 ANNUITIES & OTHER BENEFITS	21,100.00	22,883.36	(1,783.36)	0.00	(1,783.36)	0.00	(1,783.36)	(8.45)%			
10-280-6-5-82-820-200-13-5-00509 SW - FLEXIBLE SPENDING ACCT	1,700.00	1,235.75	464.25	0.00	464.25	0.00	464.25	27.30 %			
10-280-6-5-82-820-200-13-5-00510 DENTAL	145,000.00	145,000.00	0.00	0.00	0.00	0.00	0.00	0.00 %			
10-280-6-5-82-820-200-13-5-00511 SW - PENSION WAIVER	8,000.00	7,125.00	875.00	0.00	875.00	0.00	875.00	10.93 %			
10-280-6-5-82-820-200-13-5-00512 LIFE AND AD&D INSURANCE	26,200.00	27,339.56	(1,139.56)	0.00	(1,139.56)	0.00	(1,139.56)	(4.34)%			
10-280-6-5-82-820-200-13-5-00513 L.T.D.	47,000.00	47,024.31	(24.31)	0.00	(24.31)	0.00	(24.31)	(0.05)%			
10-260-6-5-82-820-520-13-5-00515 PROPERTY/LIABILITY INSURANCE	67,400.00	67,468.00	(68.00)	0.00	(68.00)	0.00	(68.00)	(0.10)%			
10-280-6-5-82-820-200-13-5-00516 WORKER'S COMPENSATION	116,100.00	114,527.00	1,573.00	0.00	1,573.00	0.00	1,573.00	1.35 %			
10-280-6-5-82-820-200-13-5-00517 UNEMPLOYMENT INSURANCE	5,000.00	1,580.97	3,419.03	0.00	3,419.03	0.00	3,419.03	68.38 %			
10-280-6-5-82-820-520-13-5-00520 UMBRELLA LIABILITY INSURANCE	14,400.00	14,748.00	(348.00)	0.00	(348.00)	0.00	(348.00)	(2.41)%			
10-231-6-5-82-820-529-13-5-00521 SCHOOL BOARD LEGAL	9,600.00	9,900.00	(300.00)	0.00	(300.00)	0.00	(300.00)	(3.12)%			
10-280-6-5-82-820-200-13-5-00855 PENSION	268,300.00	243,276.00	25,024.00	0.00	25,024.00	0.00	25,024.00	9.32 %			
10-280-6-5-82-820-200-13-5-01187 SW - INSURANCE WAIVERS	66,600.00	67,660.00	(1,060.00)	0.00	(1,060.00)	0.00	(1,060.00)	(1.59)%			
10-280-6-5-82-820-200-13-5-01228 SW - HEALTH SAVINGS ACCOUN	2,550,713.00	2,401,626.71	149,086.29	0.00	149,086.29	0.00	149,086.29	5.84 %			
TOTAL 820 INSURANCE/SOC. SECURITY	\$3,774,888.00	\$3,594,114.42	\$180,773.58	\$0.00	\$180,773.58	\$0.00	\$180,773.58	4.78 %			
830 EQUIPMENT RENTAL											
10-240-6-2-66-830-440-04-5-00523 K-5 - COPIER RENTAL	6,500.00	6,460.67	39.33	0.00	39.33	0.00	39.33	0.60 %			
10-240-6-2-66-830-440-04-5-00524 K-5 - COPIER SUPPLIES	1,000.00	1,101.00	(101.00)	0.00	(101.00)	0.00	(101.00)	(10.10)%			
10-240-6-2-66-830-440-04-5-01011 K-5 - COPIER MAINTENANCE	6,700.00	6,630.06	69.94	0.00	69.94	0.00	69.94	1.04 %			
10-240-6-3-66-830-440-03-5-00527 MA - COPIER RENTAL	6,500.00	6,460.89	39.11	0.00	39.11	0.00	39.11	0.60 %			
10-240-6-3-66-830-440-03-5-01012 MA - COPIER SUPPLIES	1,000.00	1,084.00	(84.00)	0.00	(84.00)	0.00	(84.00)	(8.40)%			
10-240-6-3-66-830-440-04-5-01013 MA - COPIER MAINTENANCE	4,700.00	4,125.79	574.21	0.00	574.21	0.00	574.21	12.21 %			

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	6,500.00	7/1/2017 - 6/30/2018	6,460.89		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018
10-240-6-4-66-830-440-04-5-00763 HS - COPIER RENTAL		1,000.00		1,106.00	(106.00)		0.00		39.11		0.60 %
10-240-6-4-66-830-440-04-5-01014 HS - COPIER SUPPLIES		7,000.00		6,824.40	175.60		0.00		(106.00)		(10.60)%
10-240-6-4-66-830-440-04-5-01015 HS - COPIER MAINTENANCE		2,500.00		2,187.36	312.64		0.00		175.60		2.50 %
10-232-5-5-66-830-430-04-5-00454 CO - COPIER MAINTENANCE		6,500.00		6,460.89	39.11		0.00		312.64		12.50 %
10-232-6-5-66-830-440-04-5-00525 CO - COPIER RENTAL		1,200.00		1,137.76	62.24		0.00		39.11		0.60 %
10-232-6-5-66-830-440-04-5-00526 CO - POSTAGE METER		1,040.00		183.10	856.90		0.00		62.24		5.18 %
10-240-2-5-40-830-440-01-5-00905 SW - COPIER SUPPLIES/MAINTEN		300.00		208.00	92.00		0.00		856.90		82.39 %
10-232-6-5-66-830-440-04-5-01016 CO - COPIER SUPPLIES							0.00		92.00		30.66 %
TOTAL 830 EQUIPMENT RENTAL		\$52,440.00		\$50,430.81	\$2,009.19		\$0.00		\$2,009.19		3.83 %
860 COACHES											
10-320-7-3-42-860-112-06-5-01078 MA - COACHES		3,000.00		2,749.00	251.00		0.00		251.00		8.36 %
10-320-7-4-42-860-112-06-5-00537 HS - JV BASEBALL		2,941.00		2,941.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00538 HS - JV BASKETBALL - BOYS		4,438.00		4,438.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00539 HS - JV BASKETBALL - GIRLS		4,438.00		3,927.00	511.00		0.00		511.00		11.51 %
10-320-7-4-42-860-112-06-5-00540 HS - JV SOCCER - BOYS		2,941.00		2,611.00	330.00		0.00		330.00		11.22 %
10-320-7-4-42-860-112-06-5-00541 HS - JV SOFTBALL		2,941.00		2,941.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00542 HS - JV FIELD HOCKEY		2,941.00		2,611.00	330.00		0.00		330.00		11.22 %
10-320-7-4-42-860-112-06-5-00545 HS - JV SOCCER - GIRLS		2,941.00		2,611.00	330.00		0.00		330.00		11.22 %
10-320-7-4-42-860-112-06-5-00546 HS - FRESHMEN BASKETBALL-BC		4,438.00		4,438.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00547 HS - VARSITY BASEBALL		4,195.00		3,730.00	465.00		0.00		465.00		11.08 %
10-320-7-4-42-860-112-06-5-00548 HS - VARSITY BASKETBALL - BO'		6,316.00		6,316.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00549 HS - VARSITY BASKETBALL-GIRL		6,316.00		6,316.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00550 HS - VARSITY FIELD HOCKEY		4,195.00		3,730.00	465.00		0.00		465.00		11.08 %
10-320-7-4-42-860-112-06-5-00551 HS - CROSS COUNTRY ASST COA'		2,941.00		0.00	2,941.00		0.00		2,941.00		100.00 %
10-320-7-4-42-860-112-06-5-00552 HS - VARSITY SOCCER - BOYS		4,195.00		4,195.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00553 HS - VARSITY SOFTBALL		4,195.00		4,195.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00554 HS - VARSITY TRACK		4,195.00		4,195.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00555 HS - VARSITY WRESTLING		5,760.00		5,760.00	0.00		0.00		0.00		0.00 %
10-320-7-4-42-860-112-06-5-00556 HS - VARSITY SOCCER - GIRLS		4,195.00		4,195.00	0.00		0.00		0.00		0.00 %

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended	Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018			7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		
10-320-7-4-42-860-112-06-5-00559 HS - VAR. CHEERLEADERS-WINTI	1,523.00	1,523.00	1,523.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-42-860-112-06-5-00561 HS - CROSS COUNTRY-BOYS & G	4,195.00	4,195.00	4,195.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-54-860-112-07-5-00655 HS - JV LACROSSE - BOYS	2,941.00	2,941.00	2,941.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-42-860-112-06-5-00656 HS - VARSITY LACROSSE - GIRLS	4,195.00	3,730.00	3,730.00	465.00	0.00	465.00	465.00	11.08 %	11.08 %	
10-320-7-4-42-860-112-06-5-00737 HS - VARSITY TRACK ASSISTANT	2,941.00	2,611.00	2,611.00	330.00	0.00	330.00	330.00	11.22 %	11.22 %	
10-320-7-4-42-860-112-06-5-00805 HS - GOLF COACH	4,001.00	4,001.00	4,001.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-42-860-112-06-5-00844 HS - JV LACROSSE - GIRLS	2,941.00	2,611.00	2,611.00	330.00	0.00	330.00	330.00	11.22 %	11.22 %	
10-320-7-4-42-860-590-06-5-01006 HS - ATHLETIC TRAINER	24,000.00	24,000.00	24,000.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-54-860-112-07-5-01178 HS - VARSITY LACROSSE - BOYS	4,195.00	4,195.00	4,195.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-5-42-860-112-06-5-00560 SW - ATHLETIC PROG FACILITAT	23,500.00	23,500.00	23,500.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
TOTAL 860 COACHES	\$151,954.00	\$145,206.00	\$145,206.00	\$6,748.00	\$0.00	\$6,748.00	\$6,748.00	4.44 %	4.44 %	
875 ACTIVITY ADVISORS										
10-320-7-2-54-875-111-07-5-01104 SES - CHORAL ADVISOR	1,759.00	1,759.00	1,759.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-2-54-875-111-07-5-01105 SES - BAND ADVISOR	2,308.00	2,308.00	2,308.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-112-07-5-00563 MA - TECH	763.00	763.00	763.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-112-07-5-00564 MA - YEARBOOK	1,100.00	1,100.00	1,100.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-111-07-5-00586 MA - CLUB ADVISORS	7,630.00	5,341.00	5,341.00	2,289.00	0.00	2,289.00	2,289.00	30.00 %	30.00 %	
10-320-7-3-54-875-112-07-5-01003 MA - STUDENT GOVERNMENT	1,272.00	1,272.00	1,272.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-111-07-5-01100 MBA - PARADE ADVISOR	606.00	606.00	606.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-111-07-5-01189 MA - BETA CLUB	763.00	763.00	763.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-111-07-5-01190 MA - DRAMA CLUB	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-3-54-875-112-07-5-01683 MA - SKI	752.00	752.00	752.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-54-875-112-07-5-00568 HS - FRESHMEN	1,464.00	1,464.00	1,464.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-54-875-112-07-5-00569 HS - SOPHOMORES	1,464.00	0.00	0.00	1,464.00	0.00	1,464.00	1,464.00	100.00 %	100.00 %	
10-320-7-4-54-875-112-07-5-00570 HS - JUNIORS	2,611.00	2,611.00	2,611.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-54-875-112-07-5-00571 HS - SENIORS	3,730.00	0.00	0.00	3,730.00	0.00	3,730.00	3,730.00	100.00 %	100.00 %	
10-320-7-4-54-875-112-07-5-00572 HS - DRAMA/MUSIC	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00	5,000.00	100.00 %	100.00 %	
10-320-7-4-54-875-112-07-5-00574 HS - HONOR SOCIETY	1,101.00	1,101.00	1,101.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	
10-320-7-4-54-875-112-07-5-00575 HS - SADD ADVISOR	763.00	763.00	763.00	0.00	0.00	0.00	0.00	0.00 %	0.00 %	

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-320-7-4-54-875-112-07-5-00576 HS - STUDENT COUNCIL	1,696.00	1,696.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %	
10-320-7-4-54-875-112-07-5-00577 HS - YEARBOOK	3,675.00	3,675.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %	
10-320-7-4-54-875-112-07-5-00578 HS - GSA	763.00	763.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %	
10-320-7-4-54-875-112-07-5-00580 HS - DIVERSITY COALITION	763.00	763.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %	
10-320-7-4-54-875-112-07-5-00582 HS - LITERARY MAGAZINE	1,326.00	884.00	0.00	0.00	442.00	0.00	0.00	442.00	33.33 %		
10-320-7-4-54-875-112-07-5-00584 HS - F.B.L.A.	763.00	763.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-4-54-875-112-07-5-00588 HS - BETA	763.00	763.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-4-54-875-112-07-5-00589 HS - FCCLA	763.00	763.00	0.00	0.00	763.00	0.00	0.00	763.00	100.00 %		
10-320-7-4-54-875-112-07-5-00590 HS - TECH	763.00	763.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-4-54-875-112-07-5-00944 HS - STUDENT CAFE ADVISOR	1,867.00	0.00	0.00	0.00	1,867.00	0.00	0.00	1,867.00	100.00 %		
10-320-7-4-54-875-112-07-5-00975 HS - NEWSPAPER	2,036.00	0.00	0.00	0.00	2,036.00	0.00	0.00	2,036.00	100.00 %		
10-320-7-4-54-875-111-07-5-01101 HS - PARADE ADVISOR	1,515.00	909.00	0.00	0.00	606.00	0.00	0.00	606.00	40.00 %		
10-320-7-4-54-875-111-07-5-01172 HS JETS	596.00	0.00	0.00	0.00	596.00	0.00	0.00	596.00	100.00 %		
10-320-7-4-54-875-111-07-5-01173 HS MATH TEAM	763.00	763.00	0.00	0.00	763.00	0.00	0.00	763.00	100.00 %		
10-320-7-4-54-875-111-07-5-01174 HS SSS	1,151.00	1,151.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-4-54-875-111-07-5-01175 HS BIG BROTHER/BIG SISTER	763.00	763.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-4-54-875-112-07-5-01684 HS - SKI	752.00	752.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-4-54-875-112-07-5-01685 HS - SCHOOL STORE	1,839.00	1,839.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %		
10-320-7-5-54-875-890-07-5-00567 HS - PARK FEE ACT FUND	(12,000.00)	0.00	0.00	0.00	(12,000.00)	0.00	0.00	(12,000.00)	100.00 %		
TOTAL 875 ACTIVITY ADVISORS	\$48,643.00	\$41,087.00	\$7,556.00	\$0.00	\$7,556.00	\$0.00	\$0.00	\$7,556.00	15.53 %		
880 ATHLETIC/ACADEMIC ACT.											
10-320-7-3-42-880-690-06-5-00594 MA - ATHLETIC SUPPLIES	1,500.00	227.46	1,272.54	0.00	227.46	0.00	0.00	1,272.54	84.83 %		
10-320-7-3-42-880-590-06-5-00596 MA - OFFICIALS	266.00	260.97	5.03	0.00	5.03	0.00	0.00	5.03	1.89 %		
10-320-7-3-42-880-690-06-5-00600 MA - ATHLETIC AWARDS	100.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	100.00 %		
10-320-2-3-54-880-690-07-5-00849 MA - ACADEMIC AWARDS	250.00	92.00	158.00	0.00	158.00	0.00	0.00	158.00	63.20 %		
10-240-7-4-54-880-690-07-5-00274 HS - GRADUATION	5,100.00	5,663.59	(563.59)	0.00	(563.59)	0.00	0.00	(563.59)	(11.05)%		
10-320-7-4-42-880-690-06-5-00595 HS - ATHLETIC SUPPLIES	12,000.00	10,335.07	1,664.93	0.00	1,664.93	0.00	0.00	1,664.93	13.87 %		
10-320-7-4-42-880-590-06-5-00597 HS - OFFICIALS	35,000.00	33,629.04	1,370.96	0.00	1,370.96	0.00	0.00	1,370.96	3.91 %		
10-320-7-4-42-880-690-06-5-00601 HS - ATHLETIC AWARDS	1,900.00	1,707.90	192.10	0.00	192.10	0.00	0.00	192.10	10.11 %		

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget		Expended		Balance Remaining	Encumbered		Projected \$ Balance		Projected % Balance	
	7/1/2017 - 6/30/2018	2,500.00	7/1/2017 - 6/30/2018	1,011.09		7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	7/1/2017 - 6/30/2018	
10-320-2-4-54-880-690-07-5-00602 HS - ACADEMIC AWARDS	2,500.00		1,011.09		1,488.91	0.00	0.00	1,488.91	59.55 %		
10-320-7-4-42-880-690-06-5-01220 HS - ATHLETIC UNIFORMS	10,000.00		6,602.22		3,397.78	0.00	0.00	3,397.78	33.97 %		
10-320-7-4-42-880-112-06-5-01583 HS - CO-OP SPORTS	18,600.00		15,079.00		3,521.00	0.00	0.00	3,521.00	18.93 %		
TOTAL 880 ATHLETIC/ACADEMIC ACT.	\$87,216.00		\$74,608.34		\$12,607.66	\$0.00	\$0.00	\$12,607.66	14.45 %		
910 CAPITAL OUTLAY/EQUIP											
10-100-8-2-66-910-730-01-5-00603 K-5 CAPITAL OUTLAY	1,700.00		9,849.69		(8,149.69)	0.00	0.00	(8,149.69)	(479.39)%		
10-100-8-3-66-910-730-01-5-00818 MA - CAPITAL OUTLAY	500.00		2,569.64		(2,069.64)	0.00	0.00	(2,069.64)	(413.92)%		
10-100-8-3-66-910-730-01-5-01335 MA - TECH ED CAPITAL OUTLAY	10,000.00		9,063.79		936.21	0.00	0.00	936.21	9.36 %		
10-100-8-4-66-910-730-01-5-00607 HS CAPITAL OUTLAY	2,600.00		6,119.43		(3,519.43)	0.00	0.00	(3,519.43)	(135.36)%		
10-100-8-4-66-910-730-01-5-00965 HS - TECH ED CAPITAL OUTLAY	25,000.00		23,537.73		1,462.27	0.00	0.00	1,462.27	5.84 %		
10-232-8-5-66-910-730-04-5-00614 CO - CAPITAL OUTLAY EQUIPMEI	4,300.00		4,918.39		(618.39)	0.00	0.00	(618.39)	(14.38)%		
10-100-8-5-66-910-730-04-5-00843 SW - CAPITAL OUTLAY TECHNOL	200,000.00		248,331.27		(48,331.27)	0.00	0.00	(48,331.27)	(24.16)%		
10-120-9-9-98-910-730-04-5-00748 SPEC. ED. - OFF. CAP. OUTLAY	370.00		0.00		370.00	0.00	0.00	370.00	100.00 %		
TOTAL 910 CAPITAL OUTLAY/EQUIP	\$244,470.00		\$304,389.94		\$(59,919.94)	\$0.00	\$0.00	\$(59,919.94)	(24.51)%		
945 TUITION-NON SPECIAL ED											
10-611-6-5-88-945-560-14-5-01231 TUITION-NON SPECIAL EDUCATIC	121,500.00		90,090.00		31,410.00	0.00	0.00	31,410.00	25.85 %		
TOTAL 945 TUITION-NON SPECIAL ED	\$121,500.00		\$90,090.00		\$31,410.00	\$0.00	\$0.00	\$31,410.00	25.85 %		
955 TUITION-SPECIAL ED.											
10-613-9-9-88-955-561-14-5-00622 SPED - CREC RIVER STREET	144,000.00		137,028.78		6,971.22	0.00	0.00	6,971.22	4.84 %		
10-613-9-9-88-955-561-14-5-00673 SP ED - TUITION	647,000.00		612,955.17		34,044.83	0.00	0.00	34,044.83	5.26 %		
10-611-9-9-88-955-560-14-5-00813 SP ED - CREC HEARING PROGRA	2,000.00		1,937.00		63.00	0.00	0.00	63.00	3.15 %		
10-120-9-9-98-955-330-02-5-01079 OT/PT	82,000.00		84,580.05		(2,580.05)	0.00	0.00	(2,580.05)	(3.14)%		
10-120-9-9-98-955-330-02-5-01117 SP ED-INDEPENDENT EVALUATIC	18,000.00		7,350.00		10,650.00	0.00	0.00	10,650.00	59.16 %		
10-120-9-9-98-955-330-02-5-01142 SPED - CONSULTANT FEES	15,000.00		13,337.50		1,662.50	0.00	0.00	1,662.50	11.08 %		
10-120-9-9-98-955-330-02-5-01674 SP ED - CONTRACTED SERVICES	53,000.00		53,568.00		(568.00)	0.00	0.00	(568.00)	(1.07)%		
TOTAL 955 TUITION-SPECIAL ED.	\$961,000.00		\$910,756.50		\$50,243.50	\$0.00	\$0.00	\$50,243.50	5.22 %		
960 ADULT EDUCATION											

Somers Board of Education Board of Education Financial Report

Account Number / Description	Original Budget 7/1/2017 - 6/30/2018	Expended 7/1/2017 - 6/30/2018	Balance Remaining	Encumbered 7/1/2017 - 6/30/2018	Projected \$ Balance 7/1/2017 - 6/30/2018	Projected % Balance 7/1/2017 - 6/30/2018
10-611-6-5-88-960-560-14-5-00638 ENFIELD ADULT EDUCATION	12,900.00	13,570.00	(670.00)	0.00	(670.00)	(5.19)%
TOTAL 960 ADULT EDUCATION	\$12,900.00	\$13,570.00	\$(670.00)	\$0.00	\$(670.00)	(5.19)%
999 OTHER						
10-120-9-5-98-999-1111-02-5-01675 SP ED - OUT OF DISTRICT FACILIT	10,000.00	1,687.50	8,312.50	0.00	8,312.50	83.12 %
TOTAL 999 OTHER	\$10,000.00	\$1,687.50	\$8,312.50	\$0.00	\$8,312.50	83.12 %
GRAND TOTAL	\$22,558,627.00	\$22,358,657.57	\$199,969.43	\$0.00	\$199,969.43	0.88 %

Somers Board of Education General Budget Treasury Warrant

Report # 53176

Check Batch: 20647
 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

2017-2018

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
---------	---------	------------	-------------	-------------	----------------------	-----------------

Approved by:

Date:



7/20/18

William B. Boutwell, Director of Business Services

20647	15449	07/20/2018	V52670	SYNCB/AMAZON	0.00	990.94
	15450	07/20/2018	V54055	Castleworks	0.00	144.90
	15451	07/20/2018	V54308	Gale/CENGAGE Learning	0.00	50.00
	15452	07/20/2018	V60574	CLG Electric LLC	0.00	1,700.00
	15453	07/20/2018	V00167	Colonial Flower Shop	0.00	72.00
	15454	07/20/2018	V02198	The Connecticut Water Company	0.00	3,856.28
	15455	07/20/2018	V60416	DG Graphics	0.00	3,035.50
	15456	07/20/2018	V53119	Discount School Supply	0.00	169.72
	15457	07/20/2018	V51849	East River Energy	0.00	246.47
	15458	07/20/2018	V61230	ENGIE Resources	0.00	1,423.30
	15459	07/20/2018	V61424	Folger Shakespeare Library	0.00	547.45
	15460	07/20/2018	V60951	Follett School Solutions, Inc	0.00	80.89
	15461	07/20/2018	V00511	Grainger	0.00	84.10
	15462	07/20/2018	V61414	Greenhaven	0.00	76.72
	15463	07/20/2018	V53439	Group Dynamic	0.00	902.75
	15464	07/20/2018	V54063	HSABank	0.00	182.00
	15465	07/20/2018	V51979	Integrated Systems Services, LLC	0.00	1,432.40
	15466	07/20/2018	V61010	Monarch MFG Works LLC	0.00	30.00
	15467	07/20/2018	V60068	Pro-Ed, Inc.	0.00	85.80
	15468	07/20/2018	V61456	PSAT 10	0.00	1,497.00

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15469	07/20/2018	V61248	PSAT 8/9	0.00	1,206.00
	15470	07/20/2018	V60864	Pullman & Comley, LLC	0.00	7,411.55
	15471	07/20/2018	V60925	ReadyNurse Staffing Services	0.00	1,381.32
	15472	07/20/2018	V60925	ReadyNurse Staffing Services	0.00	1,656.00
	15473	07/20/2018	V00567	Reserve Account	0.00	6,000.00
	15474	07/20/2018	V60911	SHI International Corp	0.00	9,840.00
	15475	07/20/2018	V61387	Shipman & Goodman, LLP	0.00	8,199.50
	15476	07/20/2018	V00548	Somers Sanitation Service, Inc.	0.00	100.00
	15477	07/20/2018	V61392	Tradebe Environmental Service, LLC	0.00	3,793.90
	15478	07/20/2018	V53413	W. B. Mason Co., Inc.	0.00	2,900.00
	15479	07/20/2018	V53413	W. B. Mason Co., Inc.	0.00	400.00
	15480	07/20/2018	V02738	William V. MacGill & Co.	0.00	2,277.90
Totals:					0.00	\$61,774.39

32 Checks Listed.

Somers Board of Education General Journal Register

Report # 53175
Batch: 20631
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20631	\$61,774.39	Posted	Lbergamini	07/17/2018	Lbergamini	07/20/2018

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
June, 2018						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			59,274.12	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	59,274.12
		Total Generated Distributions			\$59,274.12	\$59,274.12
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	61,774.39
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES	Yes		169.72	0.00
	10-100-2-2-52-242-611-01-5-01676	K-5 - MEDIA SUPPLIES			80.89	0.00
	10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			538.87	0.00
	10-100-2-3-28-242-611-01-5-00204	MA - SCIENCE SUPPLIES	Yes		30.00	0.00
	10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			547.45	0.00
	10-100-2-4-48-242-611-01-5-00721	HS - HEALTH ED SUPPLIES	Yes		144.90	0.00
	10-100-2-4-99-242-611-01-5-00180	HS - SAT PREP	Yes		2,703.00	0.00
	10-100-8-2-66-910-730-01-5-00603	K-5 CAPITAL OUTLAY	Yes		1,000.00	0.00
	10-100-8-3-66-910-730-01-5-00818	MA - CAPITAL OUTLAY	Yes		900.00	0.00
	10-100-8-4-66-910-730-01-5-00607	HS CAPITAL OUTLAY	Yes		1,000.00	0.00
	10-100-8-4-66-910-730-01-5-00965	HS - TECH ED CAPITAL OUTLAY			1,700.00	0.00
	10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY	Yes		9,840.00	0.00
	10-120-9-9-98-132-530-04-5-00041	SP ED - POSTAGE			100.00	0.00
	10-120-9-9-98-242-611-01-5-00231	HS - ALP I SUPPLIES			85.80	0.00
	10-212-1-3-46-132-530-02-5-00646	MA - GUIDANCE POSTAGE			50.00	0.00
	10-212-1-4-46-132-530-02-5-00647	HS - GUIDANCE POSTAGE			300.00	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			2,277.90	0.00
	10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE	Yes		1,381.32	0.00
	10-221-1-5-72-231-690-05-5-00284	CO - PROFESSIONAL LIBRARY			31.99	0.00
	10-222-2-4-52-231-642-03-5-00139	HS - LIBRARY BOOKS			126.72	0.00
	10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES	Yes		15,611.05	0.00
	10-231-1-5-74-134-590-10-5-00648	B.O.E. - COMMUNITY RELATIONS			72.00	0.00
	10-232-1-5-72-132-530-04-5-00039	CO - POSTAGE			4,100.00	0.00
	10-232-8-5-66-910-730-04-5-00614	CO - CAPITAL OUTLAY EQUIPMENT	Yes		820.08	0.00
	10-240-1-2-40-132-530-04-5-00035	K-5 - POSTAGE			400.00	0.00

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20631	\$61,774.39	Posted	Lbergamini	07/17/2018	Lbergamini	07/20/2018
10-240-1-3-40-132-530-04-5-00037		MA - POSTAGE			650.00	0.00
10-240-1-4-40-132-530-04-5-00038		HS - POSTAGE			400.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			1,209.91	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES		Yes	3,035.50	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE		Yes	4,016.39	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			100.00	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY			84.10	0.00
10-260-5-6-64-630-620-05-5-00354		K-5 - FUEL #2			123.00	0.00
10-260-5-6-64-630-620-05-5-00356		HS - FUEL #2		Yes	123.47	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			1,423.30	0.00
10-260-5-6-64-722-690-05-5-00373		SW - WATER		Yes	3,856.28	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE		Yes	1,656.00	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			902.75	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			182.00	0.00
Total User-Entered Distributions					<u>\$61,774.39</u>	<u>\$61,774.39</u>
Total for June, 2018					<u>\$121,048.51</u>	<u>\$121,048.51</u>
Grand Total for Batch # 20631					<u>\$121,048.51</u>	<u>\$121,048.51</u>

105 Transactions Listed.


Somers Board of Education General Budget Treasury Warrant

Report # 53225

Check Batch: 20671
 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

2018 - 19

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
---------	---------	------------	-------------	-------------	-------------------	--------------

Approved by:  Date: 7/26/18
 William B. Boutwell, Director of Business Services

20671	15481	07/26/2018	V61279	A+ Pump & Service, LLC	0.00	800.00
	15482	07/26/2018	V52670	SYNCB/AMAZON	0.00	1,942.15
	15483	07/26/2018	V60040	Anthem Life Insurance Company	0.00	2,129.81
	15484	07/26/2018	V02141	Apple Inc.	0.00	67,610.00
	15485	07/26/2018	V60532	Associatiion of Middle Level Education	0.00	249.99
	15486	07/26/2018	E00024	Bouchard, Corinne	0.00	51.00
	15487	07/26/2018	V53644	BrainPOP LLC	0.00	2,395.00
	15488	07/26/2018	V00052	CAS Inc.	0.00	875.00
	15489	07/26/2018	V54308	Gale/CENGAGE Learning	0.00	14,130.00
	15490	07/26/2018	V53390	CIRMA	0.00	51,431.16
	15491	07/26/2018	V00161	CMEA	0.00	300.00
	15492	07/26/2018	V61455	ConnectiCare, Inc	0.00	365,398.28
	15493	07/26/2018	V61114	Dude Solutions Inc	0.00	3,486.00
	15494	07/26/2018	V61230	ENGIE Resources	0.00	11,666.34
	15495	07/26/2018	V57146	Evan-Moor Educational Publishers	0.00	120.95
	15496	07/26/2018	V00159	Eversource Energy	0.00	9,706.47
	15497	07/26/2018	V61448	FireTech	0.00	3,152.00
	15498	07/26/2018	V60993	First Choice Services	0.00	651.51
	15499	07/26/2018	V02186	Flinn Scientific, Inc.	0.00	1,265.10
	15500	07/26/2018	V61017	Frontier Communications	0.00	1,020.22

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15501	07/26/2018	V61257	Garsal Industries	0.00	352.98
	15502	07/26/2018	V61324	Global Site Services	0.00	150.00
	15503	07/26/2018	V02603	Gopher Sport	0.00	396.05
	15504	07/26/2018	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
	15505	07/26/2018	V53439	Group Dynamic	0.00	27.75
	15506	07/26/2018	V21219	Hartford Sprinkler Co., Inc	0.00	400.00
	15507	07/26/2018	V01790	Heinemann	0.00	31.00
	15508	07/26/2018	V00402	Hopkins Audiometer LLC	0.00	398.00
	15509	07/26/2018	V54041	HPSO	0.00	250.00
	15510	07/26/2018	V60561	Infoshred, LLC	0.00	182.50
	15511	07/26/2018	V60043	IVEY Industries	0.00	253.25
	15512	07/26/2018	V02625	K & S Distributors	0.00	297.75
	15513	07/26/2018	V00665	Kelly-Fradet Lumber	0.00	224.72
	15514	07/26/2018	V00451	Kittredge Equipment Company, Inc.	0.00	167.00
	15515	07/26/2018	V60903	Learning A-Z	0.00	6,705.90
	15516	07/26/2018	V60467	MFAC, LLC	0.00	91.00
	15517	07/26/2018	V61459	Mobile Defenders	0.00	2,379.65
	15518	07/26/2018	V61302	Mystery Science Inc	0.00	999.00
	15519	07/26/2018	V01013	NASCO Fort Atkinson	0.00	999.16
	15520	07/26/2018	V61223	NoodleTools Inc	0.00	594.00
	15521	07/26/2018	V02407	OTIS Elevator Company	0.00	7,029.94
	15522	07/26/2018	V53914	Pitney Bowes, Inc.	0.00	295.50
	15523	07/26/2018	V61009	Porter MD, Dr. Ross	0.00	1,500.00
	15524	07/26/2018	V02751	Power Washing America	0.00	1,725.00
	15525	07/26/2018	V61237	PowerSchool Group LLC	0.00	21,151.80
	15526	07/26/2018	V61454	Read Naturally	0.00	195.80
	15527	07/26/2018	V53593	ReadyRefresh by Nestle	0.00	66.89
	15528	07/26/2018	V52074	Really Good Stuff, Inc.	0.00	1,095.62
	15529	07/26/2018	V52775	Rochester 100 Inc.	0.00	125.00
	15530	07/26/2018	V00615	Scholastic Inc	0.00	739.20
	15531	07/26/2018	V01292	School Specialty, Inc.	0.00	347.84
	15532	07/26/2018	V00729	SchoolMart, Inc.	0.00	1,362.72
	15533	07/26/2018	V51324	Sherwin-Williams Co., The	0.00	56.19
	15534	07/26/2018	V60911	SHI International Corp	0.00	32,740.00
	15535	07/26/2018	V60871	Showbie Inc.	0.00	1,800.00
	15536	07/26/2018	V60940	Sid Harvey Industries, Inc	0.00	167.72
	15537	07/26/2018	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15538	07/26/2018	M01554	Tolland County Mutual Aid Fire Service,	0.00	750.00
	15539	07/26/2018	V54047	Treetop Publishing	0.00	215.60
	15540	07/26/2018	V60044	Troxell Communications	0.00	9,285.00
	15541	07/26/2018	M53099	Tull Brothers, Inc.	0.00	216.88
	15542	07/26/2018	V60819	Turf Products	0.00	67.56
	15543	07/26/2018	V61355	Turnitin LLC	0.00	2,428.75
	15544	07/26/2018	V60353	ULINE	0.00	529.79
	15545	07/26/2018	V21164	Unum Life Insurance Company of America	0.00	6,400.55
	15546	07/26/2018	E00336	Vamvilis, Kathleen	0.00	32.33
	15547	07/26/2018	V53413	W. B. Mason Co., Inc.	0.00	572.57
	15548	07/26/2018	V61383	West Interactive Services Corporation	0.00	2,970.00
	15549	07/26/2018	E00571	Wilson, Robert	0.00	288.00
Totals:					0.00	\$648,792.64

69 Checks Listed.

Somers Board of Education General Journal Register

Report # 53224

Batch: 20655

Transaction: N/A

Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20655	\$648,792.64	Posted	Lbergamini	07/24/2018	Lbergamini	07/26/2018

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
July, 2019						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			647,711.65	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	647,711.65
		Total Generated Distributions			\$647,711.65	\$647,711.65
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	648,792.64
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			905.52	0.00
	10-100-2-2-14-242-611-01-5-00799	K-5 - SECOND GRADE SUPPLIES			125.00	0.00
	10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			1,141.02	0.00
	10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES			143.00	0.00
	10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			226.80	0.00
	10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			267.21	0.00
	10-100-2-2-30-242-611-01-5-00208	K-5 - SOCIAL STUDIES SUPPLIES			814.14	0.00
	10-100-2-3-22-242-611-01-5-00194	MA - PHYSICAL ED SUPPLIES			487.05	0.00
	10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			1,362.72	0.00
	10-100-2-4-28-220-641-01-5-00129	HS - SCIENCE TEXTBOOKS			14,130.00	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			1,358.74	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			1,093.15	0.00
	10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			109,635.00	0.00
	10-213-3-4-48-411-330-06-5-00313	HS - PHYSICIAN'S SALARIES			1,500.00	0.00
	10-213-3-5-48-421-730-02-5-01076	SW - HEALTH EQUIPMENT			398.00	0.00
	10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			14,922.65	0.00
	10-231-6-5-82-820-529-13-5-00521	SCHOOL BOARD LEGAL			2,497.68	0.00
	10-232-1-5-72-132-530-04-5-00039	CO - POSTAGE			24.70	0.00
	10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH			66.89	0.00
	10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			7.63	0.00
	10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES			182.50	0.00
	10-232-6-5-66-830-440-04-5-00526	CO - POSTAGE METER			295.50	0.00
	10-240-1-2-40-258-690-04-5-00301	K-5 - OFFICE SUPPLIES			777.41	0.00
	10-240-1-2-50-137-810-05-5-00053	K-5 - INSTITUTIONAL DUES			200.00	0.00
	10-240-1-3-50-137-810-05-5-00055	MA - INSTITUTIONAL DUES			924.99	0.00

Somers Board of Education General Journal Register

Report # 53224

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20655	\$648,792.64	Posted	Lbergamini	07/24/2018	Lbergamini	07/26/2018
					300.00	0.00
					849.00	0.00
					551.60	0.00
					269.01	0.00
					128.35	0.00
					253.25	0.00
					327.13	0.00
				Yes	295.73	0.00
					717.59	0.00
					2,379.65	0.00
					801.51	0.00
					109.95	0.00
					1,189.70	0.00
					352.98	0.00
					224.72	0.00
					67.56	0.00
					56.19	0.00
					166.00	0.00
					9,510.54	0.00
					11,621.46	0.00
					240.81	0.00
					17,342.94	0.00
					16,875.00	0.00
					24,409.80	0.00
					27.75	0.00
					2,129.81	0.00
					6,400.55	0.00
					28,508.48	0.00
					365,398.28	0.00
				Yes	3,800.00	0.00
					<u>\$648,792.64</u>	<u>\$648,792.64</u>
					<u>\$1,296,504.29</u>	<u>\$1,296,504.29</u>
					<u>\$1,296,504.29</u>	<u>\$1,296,504.29</u>

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20655	\$648,792.64	Posted	Lbergamini	07/24/2018	Lbergamini	07/26/2018

249 Transactions Listed.

Somers Board of Education General Budget Treasury Warrant

Report # 53470

Check Batch: 20793
 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
---------	---------	------------	-------------	-------------	----------------------	-----------------

Approved by:

Date:



William B. Boutwell, Director of Business Services

20793	15551	08/27/2018	V58674	Administrator, Unemployment Compensation	0.00	380.00
	15552	08/27/2018	V60028	Airex Filter Corporation	0.00	427.72
	15553	08/27/2018	V02129	Alarm New England LLC	0.00	8,606.19
	15554	08/27/2018	E00915	Allen, Laura	0.00	950.00
	15555	08/27/2018	V52670	SYNCB/AMAZON	0.00	443.12
	15556	08/27/2018	V60806	American Floor Mats	0.00	259.20
	15557	08/27/2018	V60084	American Time & Signal Company	0.00	869.69
	15558	08/27/2018	V60040	Anthem Life Insurance Company	0.00	2,149.78
	15559	08/27/2018	V01374	Arbor Scientific	0.00	118.32
	15560	08/27/2018	V00282	Atwood Fire & Security	0.00	2,177.48
	15561	08/27/2018	V61182	Automated Building Systems, Inc	0.00	1,816.75
	15562	08/27/2018	V00884	Avery Septic Service	0.00	9,360.00
	15563	08/27/2018	V54166	Bell/Simons Co., The	0.00	40.15
	15564	08/27/2018	V60868	Bob McCloskey Insurance	0.00	8,025.00
	15565	08/27/2018	V60362	Booksource Inc., The	0.00	508.56
	15566	08/27/2018	V00121	CABE	0.00	25.00
	15567	08/27/2018	V01823	CAPSS	0.00	4,090.00
	15568	08/27/2018	V00129	Carolina Biological Supply Co.	0.00	63.20
	15569	08/27/2018	V51942	CBS	0.00	460.00
	15570	08/27/2018	V61309	PC Parts Plus LLC	0.00	999.80

Somers Board of Education General Budget Treasury Warrant

Report # 53470

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15571	08/27/2018	V61455	ConnectiCare, Inc	0.00	202,935.30
	15572	08/27/2018	V02547	CT Schools Bldgs & Grounds Association	0.00	300.00
	15573	08/27/2018	V00218	Curriculum Associates, Inc.	0.00	178.08
	15574	08/27/2018	V60961	Data Management, Inc	0.00	80.00
	15575	08/27/2018	V60709	DBS Financial Services LLC	0.00	3,786.25
	15576	08/27/2018	V00236	Demco, Inc.	0.00	260.44
	15577	08/27/2018	V60089	Dime Oil Company LLC	0.00	490.21
	15578	08/27/2018	V00381	Discovery Education, Inc.	0.00	3,750.00
	15579	08/27/2018	V61163	EdTech Team Inc	0.00	398.00
	15580	08/27/2018	V00605	Electrical Wholesalers	0.00	787.64
	15581	08/27/2018	V61230	ENGIE Resources	0.00	9,761.12
	15582	08/27/2018	V61208	Enrique Olivarez	0.00	3,000.00
	15583	08/27/2018	V00159	Eversource Energy	0.00	6,482.73
	15584	08/27/2018	V60993	First Choice Services	0.00	2,287.00
	15585	08/27/2018	V53357	Flame Out LLC	0.00	485.00
	15586	08/27/2018	V60951	Follett School Solutions, Inc	0.00	5,800.53
	15587	08/27/2018	V61017	Frontier Communications	0.00	1,043.99
	15588	08/27/2018	V61015	Frontline Technologies Group, LLC	0.00	18,040.30
	15589	08/27/2018	V61236	Gateway Enterprise Corporation	0.00	9,358.00
	15590	08/27/2018	V60920	Global Equipment Company	0.00	164.29
	15591	08/27/2018	V61324	Global Site Services	0.00	150.00
	15592	08/27/2018	V54081	Graduate Pest Solutions, Inc.	0.00	251.00
	15593	08/27/2018	V00511	Grainger	0.00	694.16
	15594	08/27/2018	V60804	Granite City Electric Supply	0.00	117.93
	15595	08/27/2018	V53439	Group Dynamic	0.00	27.75
	15596	08/27/2018	V02497	Guilford Press	0.00	701.50
	15597	08/27/2018	V61434	Hameray Publishing Group	0.00	200.64
	15598	08/27/2018	V00564	Hillyard-New England	0.00	1,167.37
	15599	08/27/2018	V21177	Home Depot CRC	0.00	206.03
	15600	08/27/2018	V54063	HSABank	0.00	140.00
	15601	08/27/2018	V02625	K & S Distributors	0.00	492.08
	15602	08/27/2018	V00665	Kelly-Fradet Lumber	0.00	6.88
	15603	08/27/2018	V01777	Lakeshore Learning	0.00	127.88
	15604	08/27/2018	V51340	Life Safety Service & Supply LLC	0.00	700.00
	15605	08/27/2018	V01370	McGraw-Hill School Education Holdings, L	0.00	13,729.83
	15606	08/27/2018	V54065	Mehl, Thomas R	0.00	2,765.00
	15607	08/27/2018	V54159	Vernon Printing Co, Inc.	0.00	361.69

Somers Board of Education General Budget Treasury Warrant

Report # 53470

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15608	08/27/2018	V21005	MSC Industrial Supply Co.	0.00	25.68
	15609	08/27/2018	V01013	NASCO Fort Atkinson	0.00	33.20
	15610	08/27/2018	V61135	National Association for Music Education	0.00	268.00
	15611	08/27/2018	V00536	NEAS&C	0.00	3,530.00
	15612	08/27/2018	V00995	NELMS	0.00	295.00
	15613	08/27/2018	V60936	New England Time Solutions, Inc	0.00	127.50
	15614	08/27/2018	V60560	Oriental Trading Company, Inc.	0.00	204.85
	15615	08/27/2018	E00248	Orvis, Erin	0.00	374.83
	15616	08/27/2018	V52089	Pasco Scientific	0.00	349.25
	15617	08/27/2018	V60864	Pullman & Comley, LLC	0.00	1,946.00
	15618	08/27/2018	V53593	ReadyRefresh by Nestle	0.00	46.91
	15619	08/27/2018	V52074	Really Good Stuff, Inc.	0.00	57.70
	15620	08/27/2018	V51134	Richco Products, Inc.	0.00	175.20
	15621	08/27/2018	V60567	Rydin Decal	0.00	200.66
	15622	08/27/2018	V00615	Scholastic Inc	0.00	615.38
	15623	08/27/2018	V01292	School Specialty, Inc.	0.00	1,413.82
	15624	08/27/2018	V60948	Scitico Equipment Repair	0.00	99.95
	15625	08/27/2018	V51324	Sherwin-Williams Co., The	0.00	237.52
	15626	08/27/2018	V60911	SHI International Corp	0.00	3,600.00
	15627	08/27/2018	V60940	Sid Harvey Industries, Inc	0.00	23.70
	15628	08/27/2018	V60067	Silktown Roofing	0.00	921.82
	15629	08/27/2018	E00311	Smith, Cathleen	0.00	32.16
	15630	08/27/2018	V61463	SMRT Architects and Engineers, PC	0.00	3,000.00
	15631	08/27/2018	V01485	Social Studies School Services	0.00	631.58
	15632	08/27/2018	V60616	Somers Public Schools	0.00	4,108.72
	15633	08/27/2018	V61373	Somers Star Hardware	0.00	615.21
	15635	08/27/2018	V01591	Town of Somers	0.00	395.19
	15636	08/27/2018	E00909	Stamm, Cynthia	0.00	82.84
	15637	08/27/2018	V60354	Steam Way	0.00	1,185.00
	15638	08/27/2018	V52949	Steps to Literacy	0.00	520.10
	15639	08/27/2018	V01307	Teacher's Discovery	0.00	35.90
	15640	08/27/2018	V61076	Teachers Synergy, LLC	0.00	566.34
	15641	08/27/2018	V54356	Tyler Technologies, Inc.	0.00	12,821.69
	15642	08/27/2018	V00548	USA Waste and Recycling	0.00	1,189.70
	15643	08/27/2018	V00051	USPS	0.00	150.00
	15644	08/27/2018	V54059	Verizon Wireless	0.00	733.40
	15645	08/27/2018	V53413	W. B. Mason Co., Inc.	0.00	3,436.70

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15646	08/27/2018	V61383	West Interactive Services Corporation	0.00	2,523.00
	15647	08/27/2018	V51162	Wilson Language Training Corp.	0.00	2,274.48
	15648	08/27/2018	E00233	Zytka, Dr. Irene	0.00	901.89
Totals:					0.00	\$382,749.45

97 Checks Listed.

Somers Board of Education General Journal Register

Report # 53469
Batch: 20734
Transaction: N/A
Show Summary Only: Yes

Batch # 20734	Control Total \$382,749.45	Status Posted	Created By Lbergamini	Created On 08/15/2018	Last Updated By Lbergamini	Last Updated On 08/22/2018
-------------------------	--------------------------------------	-------------------------	---------------------------------	---------------------------------	--------------------------------------	--------------------------------------

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
August, 2019						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			371,292.84	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	371,292.84
		Total Generated Distributions			\$371,292.84	\$371,292.84
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			24.40	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	382,773.85
	10-100-2-2-00-242-611-01-5-01182	K-5 FOURTH GRADE SUPPLIES			167.37	0.00
	10-100-2-2-00-242-611-01-5-01183	K-5 FIFTH GRADE SUPPLIES			122.39	0.00
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			33.20	0.00
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			3,358.82	0.00
	10-100-2-2-14-242-611-01-5-00846	K-5 - THIRD GRADE SUPPLIES			205.08	0.00
	10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			2,263.44	0.00
	10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES			54.55	0.00
	10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK			2,274.48	0.00
	10-100-2-2-30-242-611-01-5-00208	K-5 - SOCIAL STUDIES SUPPLIES			289.96	0.00
	10-100-2-3-02-242-611-01-5-00164	MA - ART SUPPLIES			864.43	0.00
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			205.76	0.00
	10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			615.38	0.00
	10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES			725.18	0.00
	10-100-2-4-18-220-641-01-5-00127	HS - MATH TEXTBOOKS		Yes	592.63	0.00
	10-100-2-4-28-220-641-01-5-00129	HS - SCIENCE TEXTBOOKS			13,137.20	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			530.77	0.00
	10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			3,600.00	0.00
	10-120-9-9-98-251-580-05-5-00272	SP ED - TRAVEL/IN-SERVICE			82.84	0.00
	10-210-2-5-32-242-611-01-5-01681	SW - PBIS SUPPLIES			701.50	0.00
	10-212-1-4-46-132-530-02-5-00647	HS - GUIDANCE POSTAGE		Yes	150.00	0.00
	10-221-2-5-50-214-111-05-5-00659	SW - PROF DEVELOPMENT/CEU			950.00	0.00
	10-221-2-5-50-251-322-01-5-01689	SW - TECH PROF DEV		Yes	398.00	0.00
	10-222-2-2-52-231-690-03-5-00151	K-5 - OTHER LIBRARY SUPPLIES			260.44	0.00
	10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			3,750.00	0.00

Somers Board of Education General Journal Register

Report # 53469

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20734	\$382,749.45	Posted	Lbergamini	08/15/2018	Lbergamini	08/22/2018
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			4,946.00	0.00
10-231-1-5-74-134-590-10-5-00648		B.O.E. - COMMUNITY RELATIONS			25.00	0.00
10-232-1-5-50-137-810-05-5-00057		CO - INSTITUTIONAL DUES			4,090.00	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			46.91	0.00
10-232-1-5-72-251-580-05-5-00271		CO - TRAVEL/IN-SERVICE			934.05	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			468.12	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL			1,020.93	0.00
10-232-6-5-66-830-440-04-5-01016		CO - COPIER SUPPLIES			230.00	0.00
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES			80.00	0.00
10-240-1-3-50-137-810-05-5-00055		MA - INSTITUTIONAL DUES		Yes	295.00	0.00
10-240-1-4-50-137-810-05-5-00056		HS - INSTITUTIONAL DUES			3,798.00	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			1,020.93	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			1,020.93	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			1,020.93	0.00
10-240-6-4-66-830-440-04-5-01014		HS - COPIER SUPPLIES			230.00	0.00
10-259-1-2-40-123-590-04-5-00015		K-5 - FORMS & PRINTING			361.69	0.00
10-259-1-4-40-123-590-04-5-00018		HS - FORMS & PRINTING			200.66	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			3,465.31	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			411.72	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			236.90	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			523.97	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE		Yes	604.80	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			11,672.73	0.00
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE			999.80	0.00
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK		Yes	6,320.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			5,478.05	0.00
10-260-5-6-62-722-430-08-5-00431		MA - SEPTIC TANK			400.00	0.00
10-260-5-6-62-722-430-08-5-00438		HS - SEPTIC TANK			2,640.00	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			3,567.56	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			308.83	0.00
10-260-5-6-62-722-430-08-5-00443		SW - ROOF REPAIR			921.82	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			1,189.70	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			620.57	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			0.00	3.59
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			273.51	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING			251.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			405.74	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			0.00	20.81

Somers Board of Education General Journal Register

Report # 53469

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20734	\$382,749.45	Posted	Lbergamini	08/15/2018	Lbergamini	08/22/2018
		10-260-5-6-62-722-430-08-5-01646	SW - SECURITY		8,085.00	0.00
		10-260-5-6-64-641-620-05-5-00358	K-5 - ELECTRICITY		5,291.79	0.00
		10-260-5-6-64-641-620-05-5-00360	MA - ELECTRICITY		4,146.45	0.00
		10-260-5-6-64-641-620-05-5-00361	HS - ELECTRICITY		10,335.93	0.00
		10-260-5-6-64-641-620-05-5-00362	MAINTENANCE - ELECTRICITY		255.93	0.00
		10-260-6-5-62-722-430-04-5-00452	SW - MAINTENANCE CONTRACTS		5,515.42	0.00
		10-260-6-9-62-722-590-08-5-00453	SW - SOFTWARE MAINT CONTRACTS		39,185.52	0.00
		10-270-4-5-84-521-627-12-5-00327	BUS FUEL		154.38	0.00
		10-279-4-5-84-722-627-12-5-00341	SW - GASOLINE SCHOOL VEHICLES		731.02	0.00
		10-280-6-5-82-820-200-13-5-00509	SW - FLEXIBLE SPENDING ACCT		27.75	0.00
		10-280-6-5-82-820-200-13-5-00512	LIFE AND AD&D INSURANCE		2,149.78	0.00
		10-280-6-5-82-820-200-13-5-00517	UNEMPLOYMENT INSURANCE		380.00	0.00
		10-280-6-5-82-820-200-13-5-01228	SW - HEALTH SAVINGS ACCOUNT		203,075.30	0.00
		10-320-6-4-82-820-529-06-5-00507	HS - ATHLETIC INSURANCE		8,025.00	0.00
				Total User-Entered Distributions	<u>\$382,798.25</u>	<u>\$382,798.25</u>
				Total for August, 2019	<u>\$754,091.09</u>	<u>\$754,091.09</u>
				Grand Total for Batch # 20734	<u>\$754,091.09</u>	<u>\$754,091.09</u>

349 Transactions Listed.

Somers Public School's System for Educator Evaluation and Development



Revised April 16, 2018
State of Connecticut Approval: July 25, 2018
Amended August 22, 2018
Somers Board of Education Approval:

BASED ON THE STATE OF CONNECTICUT

SEED MODEL

TEACHER EVALUATION COMMITTEE MEMBERS

Gary Cotzin (SHS)

Karen Jones (SES/SEA)

Cheryl Gustafson (SHS)

Clay Krevolin (MBA)

Mariella Luginbuhl (MBA)

Dr. Denise Messina (Pupil Services)

Donna Norige (SHS)

Jennifer Oliver (SES)

Dr. Irene Zytka (Central Office)

The Somers Public Schools is committed to equal opportunity for all students, applicants and employees. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the District's nondiscrimination policies should be directed to Dr. Irene Zytka, Title IX Coordinator, 1 Vision Boulevard, Somers, CT 06071, [\(860\) 749-2270 x2039](tel:8607492270x2039) or Dr. Denise Messina, Section 504 Coordinator, 1 Vision Boulevard, Somers, CT 06071, [\(860\) 749-2270 x2055](tel:8607492270x2055).

TABLE OF CONTENTS

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction	4
Purpose and Rationale of the Evaluation System	4
Core Design Principles	4-5

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview	6-8
Primary and Complementary Evaluators	9
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing	9

SUPPORT AND DEVELOPMENT

Evaluation-Based Professional Learning	10
Improvement and Remediation Plans	10-11

TEACHER PRACTICE RELATED INDICATORS

Category #1: Teacher Performance and Practice (40%)	12-18
Category #2: Parent or Peer Feedback (10%)	19
Category #3: Student Growth and Development (45%)	20
Category #4: School-Wide Student Learning Indicator (5%)	20

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring	21-23
Effective and Ineffective Teaching	24
Dispute-Resolution Process	24
Core Requirements for the Evaluation of Student & Educator Support Specialist	25-26

FRAMEWORK FOR TEACHER EVALUATION AND SUPPORT

Appendix A: Template for Setting SMART Goals	27
Appendix B: Data Management Protocols	28
Appendix C: Teacher Performance and Practice Scoring	29-31
Appendix D: Parent Feedback	32-33
Appendix E: Peer Feedback	34
Appendix F: Development of Student Learning Objectives (SLO)	35-40

TABLE OF CONTENTS

APPENDIX I: CCT RUBRIC FOR EFFECTIVE TEACHING 2017

CCT Rubric for Effective Teaching 2017 - At a Glance	41
Domain 1: Classroom Environment, Student Engagement & Commitment to Learning	42-43
Domain 2: Planning for Active Learning	44-46
Domain 3: Instruction for Active Learning	47-49
Domain 4: Professional Responsibilities and Teacher Leadership.....	50-52

APPENDIX II: CCT RUBRIC FOR EFFECTIVE SERVICE DELIVERY- 2017

CCT Rubric for Effective Service Delivery 2017 - At a Glance	53
Domain 1: Learning Environment, Engagement & Commitment to Learning	54-56
Domain 2: Planning for Active Learning	57-59
Domain 3: Service Delivery	60-61
Domain 4: Professional Responsibilities and Leadership.....	62-64

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

This document outlines the model for the evaluation and development of teachers in the Somers Public Schools. It is based off of the SEED model, which is based on the Connecticut Guidelines for Educator Evaluation and on best practice research from around the country. This educator evaluation and support system will take effect at the beginning of the 2018-2019 school year for all certified staff.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The Somers Public Schools evaluation process strives to treat our teachers like the hard-working professionals they are. The purpose of this evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of this system.

- ***Consider multiple, standards-based measures of performance***

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. This model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent or peer feedback (10%) and school-wide student learning (5%). These categories are grounded in research-based standards: the Common Core State Standards; The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and locally-developed curriculum standards.

- ***Promote both professional judgment and consistency***

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers interact with students; and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- ***Foster dialogue about student learning***
This model hinges on improving the professional conversation between and among teachers and the administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- ***Encourage aligned professional development, coaching and feedback to support teacher growth***
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

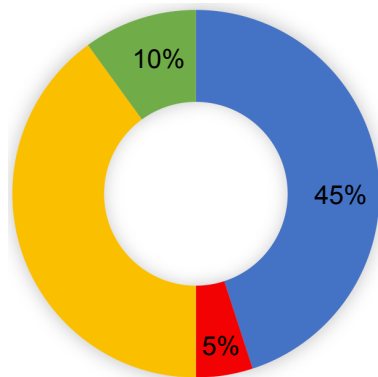
The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- (a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and twelve components of teacher practice
- (b) **Parent or peer feedback (10%)** on teacher practice through parent surveys or peer observation aligned with the Connecticut Framework for Teacher Evaluation and Support.

2. Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO), and
- (b) **School-wide measures of student learning** as determined by school-wide or district-wide initiatives that support student learning such as MTSS, curriculum writing, UDL, etc. **(5%)**.



- Teacher Practice
 - Observation of Teacher Performance & Practice
 - Parent or Peer Feedback
- Student Outcomes
 - Student Growth & Development
 - School-wide Measures of Student Learning

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

Exemplary

Substantially exceeding indicators of performance.

Accomplished

Meeting indicators of performance.

Developing

Meeting some indicators of performance but not others.

Below Standard

Not meeting indicators of performance.

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. All teacher evaluation documentation should be submitted digitally to evaluator at least 24 hours in advance of scheduled conferences.



Goal-Setting and Planning:

Timeframe: Must be completed by **October 15**

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent or peer feedback goal, a student-learning objective (SLO), and a whole-school goal for the school year. The teacher may collaborate in grade-level or subject-area teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective (SLO) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLO to accommodate changes (e.g., student populations, assignment). They can also discuss actions that the teacher may take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: April through June; must be completed by **June 1st for tenured teachers and by April 1st for non-tenured teachers.**

1. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating.
3. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 30th for tenured teachers and by April 30th for non-tenured teachers

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators are members of the certified staff. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary evaluators must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers, are required to complete extensive training on the evaluation model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance. The Somers Public Schools will provide evaluators with training opportunities and tools throughout the year to support the implementation of this model across our schools. The District will ensure that evaluators are proficient in conducting teacher evaluations.

At the request of an employee, the District will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, the District or its designee will determine a final summative rating.

Additionally, there is an annual audit of evaluations. “The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected.” The District is required to comply with these audit requests and will provide the requested evaluation files.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

Throughout the evaluation process, every teacher will be identifying their professional learning needs in mutual agreement with his/her evaluator that support their goal and objectives. The identified needs will serve as a foundation for ongoing conversations about his/her practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. Once identified, the teacher will have multiple options for addressing their professional learning needs:

- They may access the district's professional development library and use the books, DVDs and coaching materials contained therein.
- They may avail themselves of on-line professional learning opportunities aligned to their individual needs.
- They may participate in district provided professional development targeted to their specific area(s) of concern and / or district and school-wide goals.
- They may also seek out-of-district professional learning experiences as time and funding allows.

Time during the District's regularly scheduled professional development days will be made available for teachers to pursue some of these professional learning opportunities, while additional time may be requested through the professional development request process.

Improvement and Remediation Plans

If a veteran* teacher's performance is rated as *developing* or *below standard*; or if a novice* teacher's performance is rated as *below standard* or as *developing* more than twice, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan must be developed in consultation with the teacher and his/her exclusive bargaining representative.

Improvement and remediation plans must:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes;
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of *accomplished* or better at the conclusion of the improvement and remediation plan.

* A novice teacher is a teacher in the first four years of their career and a veteran teacher is a teacher with more than four years of experience in the field of teaching.

The district may use a system of stages or levels of support. For example:

1. **Structured Support:** An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance:** An educator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators half of the teacher evaluation system evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent or Peer Feedback, which counts for 10%.

These categories will be described in detail below.

Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the system is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs, and to tailor support to meet those needs.

Teacher Practice Framework

The teacher practice framework used in this system will be the Common Core of Teaching Rubric for Effective Teaching. It represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The Common Core of Teaching Rubric for Effective Teaching is organized into four domains, each with 3 components. Forty percent (40%) of a teacher's final annual summative rating is based on his/ her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Common Core of Teaching Instrument and Rubric

<p>Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <ul style="list-style-type: none"> • 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. • 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. • 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>Domain 2: Planning for Active Learning</p> <ul style="list-style-type: none"> • 2a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge. • 2b. Planning instruction to cognitively engage students in the content. • 2c. Selecting appropriate assessment strategies to monitor ongoing student progress.
<p>Domain 3: Instruction for Active Learning</p> <ul style="list-style-type: none"> • 3a. Implementing instructional content for learning. • 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidenced based learning strategies. • 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>Domain 4: Professional Responsibilities and Teacher Leadership</p> <ul style="list-style-type: none"> • 4a. Engaging in continuous professional learning to impact instruction and student learning. • 4b. Collaborating to develop and sustain a professional learning environment to support student learning. • 4c. Working with colleagues, students and families to develop and sustain a positive school climate and support student learning.

*Student and Education Support Specialists have the option of using the SESS Rubric on page 53.

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the teacher evaluation system:

- Each teacher should be observed between 2 and 4 times per year through both formal and informal observations as defined below.
 - **Formal:** Scheduled observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
 - **Informal:** Scheduled or non-scheduled observations that last at least 10 minutes and are followed by written and/or verbal feedback.
 - **Non-classroom observations/reviews of practice include but are not limited to:** Observations of professional meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.
- All observations should be followed by feedback, based on they type of observation. Feedback should be either verbal, written or both, and provided within five school days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that some observations be unannounced.
- Evaluators can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. A summary of requirements follows:

Scenarios	Goal setting Deadline	# of Observations	Meetings
Tenured Proficient or Above	October 15	1 formal classroom observation every 3 years. 3 Informal observations in each of the other years. Yearly Review of Practice	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback. Informal observations must include post-conference with written feedback by evaluator.
Tenured Developing / Below Standard	October 15 or within 1 month of return date	Refer to Support Plan or minimum 3 formal classroom observations Yearly Review of Practice	All observations include Pre and Post-observation conferences
Tenured January 1 entry Proficient or Above	Goal to be determined within 1 month of return date	1 informal observation Yearly Review of Practice	Informal observations must include post-conference with written feedback by evaluator.
Tenured March 1 entry Proficient or Above	N/A	Yearly Review of Practice	N/A
PT/tenured (.5 FTE or below) Proficient or Above	October 15	1 formal observation Yearly Review of Practice	All observations include Pre and Post-observation conferences
Tenured/PT (.5 FTE or below) January 1 entry Proficient or Above	Goal to be determined within 1 month of return date	1 informal observation Yearly Review of Practice	Informal observations must include post-conference with written feedback by evaluator.
Tenured/PT (.5 FTE or below) March 1 entry	N/A	Yearly Review of Practice	N/A

Proficient or Above			
Scenarios	Goal setting Deadline	# of Observations	Meetings
Non-tenured	October 15	3 formal observations <i>*TEAM participants do not complete a Review of Practice</i>	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback.
PT (.5 FTE or below) Non-tenured	October 15	1 formal observation 1 informal observation <i>*TEAM participants do not complete a Review of Practice</i>	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback. Informal observation requires post-conference conference and feedback.
Non-tenured Entry after November 1st	Goal to be determined within 1 month of start date	For January 1st entry, 2 formal observations. If start date is after the 3 rd quarter, then 1 formal observation.	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback.
Non-tenured/PT (.5 FTE or below) Entry after November 1st	Goal to be determined within 1 month of start date	For January 1st entry, 2 formal observations. If start date is after the 3 rd quarter, then 1 formal observation.	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback.

Pre-conferences and Post-conferences

Post-conferences provide a forum for reflecting on the observation against the Common Core of Teaching Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- provides an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within a timely manner, typically within five business days.

Classroom observations provide the most evidence for domains 1 and 3 of the Common Core of Teaching Rubric for Effective Teaching. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the CCT Rubric for Effective Teaching. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, professional meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and reflections on professional development or school-based activities/events.

Feedback

Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback may include:

- specific evidence and ratings, where appropriate, on observed components of the Common Core of Teaching Rubric for Effective Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline (page 7) section, teachers develop one practice and performance focus area that is aligned to the Common Core of Teaching Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations throughout the year.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *accomplished* or *exemplary* on the Common Core of Teaching Rubric for Effective Teaching. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 5c: Comprehensive data analysis, interpretation and communication) that all teachers will include as one of their goals.

Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound	SMART Goal Example for Teacher Performance and Practice (40%): By June 2029, I will use high-order thinking, questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.
Additional information on SMART Goals can be found in Appendix A – Page 27	

Template for Setting SMART Goals.

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

See **Appendix C – Pages 29-31** for additional information.

Category #2: Parent or Peer Feedback (10%)

Parent Feedback

Feedback from parents can be used to help determine the 10% of the Teacher Practice Indicators category.

The process for determining the parent feedback rating includes the following steps:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining several school-level parent goals based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

For additional information on the process see **Appendix D – Pages 32-33**

Peer Feedback

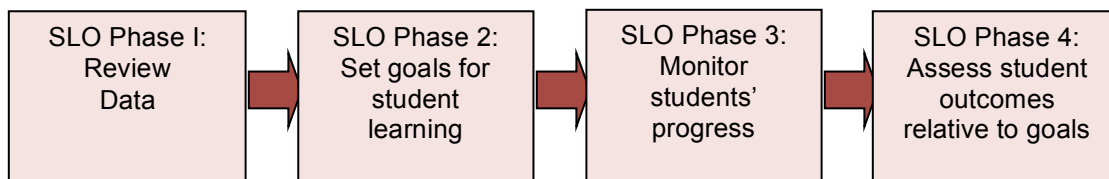
Feedback from peers can, likewise, be used to determine 10% of the Teacher Practice Indicators focus area. Teachers who opt to use peer feedback instead of parent feedback will have to make that decision at the beginning of the school year in consultation with their evaluator. All peer evaluations must be scheduled by November 15th to ensure adequate substitute coverage for the peer evaluator, although the observations themselves can take place at any point in the year. Should teachers choose this option, they must seek one of the certified peer evaluators within their building.

Category #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Somers has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year. SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

SLOs in this evaluation system will support teachers in using a planning cycle that will be familiar to most educators:



Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDS is made through mutual agreement between the teacher and his/her evaluator. The four SLO phases are described in **Appendix F – Pages 35-40**.

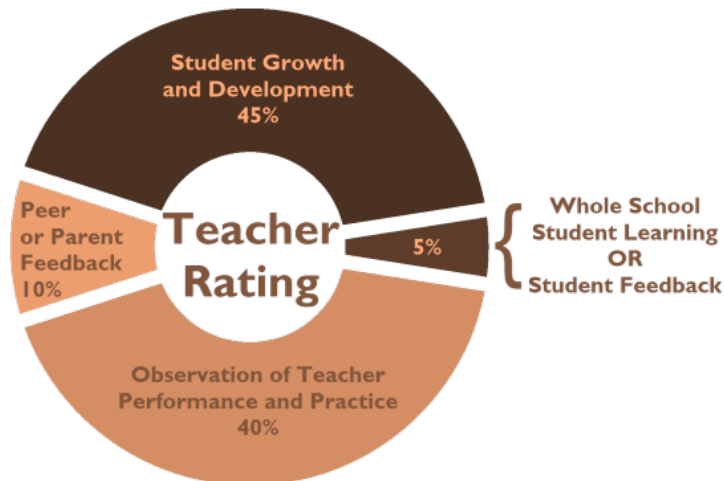
Category #4: School-Wide Student Learning Indicator (5%)

School-wide measures of student learning as determined by school-wide or district-wide initiatives that support student learning such as MTSS, curriculum writing, UDL, etc. Summative Teacher Evaluation Scoring

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicator or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLO)	3.5	45	157.5
School-wide Student Learning Indicator or Student Feedback	3	10	30
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			187.5

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

- 4) In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a “*not rated*” designation for said school year.

*Summative
Rating Matrix*

		<i>Teacher Practice Related Indicators Rating</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>Student Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Developing
	Below Standard	<i>Gather further information</i>	Developing	Developing	Below Standard

Effective and Ineffective Teaching

Teachers are expected to maintain a rating of *accomplished* or higher in order to be deemed effective. Novice teachers (years 1-4) are deemed effective if the educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* ratings in years three and four.

A post-tenure educator shall be deemed **ineffective** if the teacher receives two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel, composed of the superintendent (or his / her designee), teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or the professional development plan. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Core Requirements for the Evaluation of Student and Educator Support Specialist

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, evaluators shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Evaluators shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
 - b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

- c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Effective Service Delivery Rubric will be used but not limited to the following staff:

- Special Education Teachers
- Interventionists
- Speech Language Pathologists
- School Counselors
- Psychologists
- Social Workers
- Behavior Specialists
- Library Media Specialists

These rubrics are included in **Appendix II – Pages 53-63.**

Framework for Teacher Evaluation and Support

Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix B: Data Management Protocols

Data entered into the data management system shall be:

- Limited to artifacts, information or data identified in a teacher's evaluation plan as an indicator to be used for evaluating such individual and to optional artifacts as mutually agreed upon by the teacher and evaluator,
- Accessible to the teacher's evaluator(s), Superintendent (or his/her designee), and the Director of Curriculum. Individual teacher data may not be shared with or transferred to another district or entity (except as provided by the Connecticut General Statutes) without the teacher's consent.

Pursuant to CGS 10-151b(c) and 10-151i, the SDE maintains the right to conduct audits and to collect summative teacher ratings annually. All identifiable student data within the District's data management system is confidential and subject to state and federal laws involving student privacy and confidentiality. All individuals with access to confidential student data, be they District employees, State employees or third party organizations with access to the system are prohibited from disclosing that information in any manner outside that proscribed by law. To ensure that data is not inappropriately accessed or disclosed, the data management system used by the District will include a process for logging the names of authorized individuals who access a teacher's evaluation information

Appendix C - Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Instrument components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. It is important to note that specific evidence may not be collected for each domain.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 12 components.
- 2) Evaluator averages components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine component ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

Consistency: What levels of performance have I seen relatively uniform, homogenous evidence for throughout the year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

- 1) Significance: Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score.

Below Standard = 1 and *Exemplary* = 4. See example below for Domain 1:

	Rating	Evaluator's Score
	<i>Below Standard</i>	1
	<i>Developing</i>	2
	<i>Accomplished</i>	3
	<i>Exemplary</i>	4

- 2) Average indicators with each domain to a tenth of a decimal to calculate domain-level scores

Domain	Averaged Score
1	2.8
2	3.0
3	3.0
4	2.8

- 3) Averages domain level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Averaged Score
1	2.8
2	3.0
3	3.0
4	2.8
Average Score	2.9

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the domain/indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice rating.

Appendix D - Parent Feedback

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

School districts are encouraged to work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Appendix E - Peer Feedback

Peer feedback, for the purposes of determining this 10%, will be in the form of peer observation. Individuals in each building may volunteer for training to become peer observers and will be trained in the same system of observation as those members of the certified staff responsible for the Teacher Performance and Practice portion of this Indicator. Peer observers will be granted release time from their classroom duties to do their observations and complete the requisite write-ups.

As part of the process, the teacher will pick a goal for the peer evaluation and communicate that to their primary evaluator and their peer observer.

Peer observations can include a pre-conference at the discretion of the teacher being observed, but must include a post conference. At the post conference, the peer observer and the teacher will discuss the goal originally set by the teacher and the evidence collected by the peer observer relative to that goal. As is the case with the 40% portion of this indicator, the feedback should be clear, direct, supportive and constructive. It may include ratings from various portions of the Common Core of Teaching Instrument and Rubric, commendations or recommendations related to the goal and/or evidenced based suggestions for ways to improve practice.

Arriving at a Peer Feedback Rating

Since a single peer observation will not cover all aspects of the Common Core of Teaching Instrument and Rubric, progress will be measured based on a holistic look at the evidence gleaned from the observation and the post observation conference relative to the goal the teacher set for him or herself.

The final rating assigned for this category should reflect the degree to which a teacher successfully reaches his/her peer observation goal. The following scale should be applied:

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Appendix F - Development of Student Learning Objectives (SLO)

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- i) Data related to ELL students and gifted students
- j) Attendance records
- k) Information about families, community and other local contexts
- l) Conferences with students' families

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

SLO Phase 2 - Set 1 SLO (Goals for Learning)

Based on a review of district and building data, each teacher will write one SLO⁴ that addresses an identified need(s). Most teachers will develop their SLO based on standardized or non-standardized indicators. For teachers whose primary responsibility is not the direct instruction of

students, the mutually agreed upon SLO and IAGDs shall be based on the assigned role of the teacher.

A **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation, statewide or districtwide); and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The SLO is a broad goal for student learning and expected student improvement. This goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicated a need. It should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students (when applicable based on assignment), and include specific target groups where appropriate. The SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) - and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of an SLO. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.
6 th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9 th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11 th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.

9th Grade English/Language Arts

Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

⁴Connecticut's Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the SEED model, the requirement is one objective for every teacher

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two indicators. At least one IAGD should be based on a standardized indicator where possible. If no standardized indicators exist, then all IAGDs may be based on non-standardized indicators.

Teacher Category	One Half (17.5%) of IAGDs	One Half (17.5 %) of IAGDs
Teaches a grade or subject in which there is a district standardized test (DIBELS, AIMSweb, NWEA)	Based on the results of a district standardized indicator.*	Based on the results of a non-standardized indicator. (May include one additional standardized indicator as agreed upon with evaluator.)
Teaches a grade or subject in which there are no standardized tests	Based on the results of a non-standardized indicator.	Based on the results of a non-standardized indicator.

*One half (17.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standard-ized test score, but shall be determined through the comparison of data across assess-ments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

Each indicator should make clear (1) what evidence/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	78% of my students will score at the proficient or higher level on the science mastery test in March 2019.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2019.	All 17 (77%) students assessed on reading through NWEA will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade NWEA Reading in March 2019.

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a schoolwide rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessments/measures of progress teacher plans to use to gauge students' progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the teacher and evaluator mutually agree upon them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets

SLOs that are not approved must be revised and resubmitted to the evaluator within ten business days.

SLO Phase 3 - Monitor students' progress

Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4 - Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators, upload artifacts to EdReflect, where appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is their SLO score. The SLO rating will be shared and discussed with teachers during the End-of-Year Conference.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p> Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p>	<p> Domain 2: Planning for Active Learning</p>
<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>
<p> Domain 3: Instruction for Active Learning</p>	<p> Domain 4: Professional Responsibilities and Teacher Leadership</p>
<p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers <i>promote student engagement, independence and interdependence</i> in learning and facilitate a positive learning community by: INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
	Promoting social competence⁵ and responsible behavior	Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies ⁶ and social skills and take responsibility for their actions.

5. **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

6. **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

		<i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Routines and transitions appropriate to needs of students	Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

7. **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task, or context to another.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Content of lesson plan⁹ is aligned with standards	Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards</u> . ¹⁰	Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge</u> .	Plans lessons that are logically sequenced and support an <u>appropriate level of challenge</u> .	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/ learning in other contexts.
	Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies¹¹	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students <u>to develop literacy skills or academic vocabulary in isolation</u> .	Plans instruction that <u>integrates literacy strategies and academic vocabulary</u> .	Designs opportunities to allow students to independently select <u>literacy strategies that support their learning</u> .

Underlined text reflects Connecticut Core Standards connections.

8. **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. Hess's Cognitive Rigor Matrix — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

9. **Lesson plan:** a purposeful planned learning experience.

10. **Content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

11. **Literacy through the content areas:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Planning instruction to cognitively engage students in the content.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	<p>Strategies, tasks and questions cognitively engage students</p> <p>Instructional resources¹⁵ and flexible groupings¹⁶ support cognitive engagement and new learning</p>	<p>Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement¹² <u>through problem-solving, critical or creative thinking, discourse¹³ or inquiry-based learning¹⁴ and application to other situations.</u></p> <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.</p> <p>Selects or designs resources and/or groupings that minimally <u>engage students cognitively and minimally support new learning.</u></p>	<p>Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.</p> <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p>	<p>Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation.</u></p> <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p>

Underlined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
14. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

15. **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
16. **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2c: Selecting appropriate assessment strategies¹⁷ to monitor student progress.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.

17. *Assessment strategies* are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 3a: Implementing instructional content¹⁸ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Instructional purpose	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
	Literacy strategies¹⁹	Presents instruction with limited opportunities for students to <u>develop literacy skills and/or academic vocabulary.</u>	Presents instruction with opportunities for students to <u>develop literacy skills and/or academic vocabulary in isolation.</u>	Presents instruction that <u>integrates literacy strategies and academic vocabulary within the lesson content.</u>	Provides opportunities for students to independently select and apply <u>literacy strategies.</u>

Underlined text reflects Connecticut Core Standards connections.

18. **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

19. **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information.</u>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are <u>of low cognitive demand and/or recall of information with limited opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.</u>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u>	Includes opportunities for students to <u>generate their own questions and problem-solving strategies, and synthesize and communicate information.</u>
	Instructional resources²⁰ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	<u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u>
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

Underlined text reflects Connecticut Core Standards connections.

20. **Instructional resources:** includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures,

audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback²¹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment²²	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

21. **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

22. **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

*Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:*
INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Teacher self-evaluation and reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
	Professional learning²³	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

23. **Connecticut's Definition of Professional Learning:** High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

		Teachers maximize support for student learning by <i>developing and demonstrating professionalism, collaboration and leadership</i> by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues²⁴	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . ²⁵	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

24. *Colleague*: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

25. *Connecticut Code of Professional Responsibility for Teachers*: A set of principles which the teaching profession expects its members to honor and follow, and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Teacher Leadership

*Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:*
INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
ATTRIBUTES	Positive school climate	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
	Culturally responsive²⁶ communications	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

26. *Culturally-responsive*: Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>▶ Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>▶ Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p>▶ Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:
INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
	Respect for learner diversity²	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
	Environment supportive of risk-taking³	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.
	High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

3. Take risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
	Promoting social and emotional competence⁴	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies ⁵ and social skills and take responsibility for their actions.

4. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

5. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement and Commitment to Learning

		Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁶			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
ATTRIBUTES	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Establishes an environment in which learners independently facilitate routines and transitions.

6. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

Service providers design⁷ academic, social/behavioral, therapeutic, crisis or consultative plans⁸ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Standards alignment	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards. ⁹	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data ¹⁰ to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

7. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

8. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.

9. Content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

10. Sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Developing plans to actively engage learners in service delivery.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.
	Resources¹¹ and/or flexible groupings¹² and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

11. **Resources** include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and

performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

12. **Flexible groupings** are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 2c: Selecting appropriate assessment strategies¹³ to identify and plan learning targets.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

13. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery¹⁴ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Purpose of service delivery	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/behavioral expectations apply to other situations.
	Precision of service delivery	Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
	Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
	Level of challenge	Does not provide an opportunity for challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

14. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3c: Assessing learning, providing feedback¹⁵ and adjusting service delivery.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
	Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment or improve their learning.
	Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery¹⁶	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

15. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

16. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

		Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Self-evaluation/ reflection	Insufficiently reflects and analyzes practice and impact on learners.	Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.	Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.
	Professional learning¹⁷	Does not engage in professional learning activities.	Engages in required professional learning opportunities, but application of learning to practice is minimal.	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Facilitates professional learning with colleagues, families or community.

17. Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:
INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues¹⁸	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
	Professional responsibility and ethics¹⁹	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

18. Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

19. Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Positive school climate	Does not comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Stakeholder²⁰ engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.
	Culturally responsive communications²¹ with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

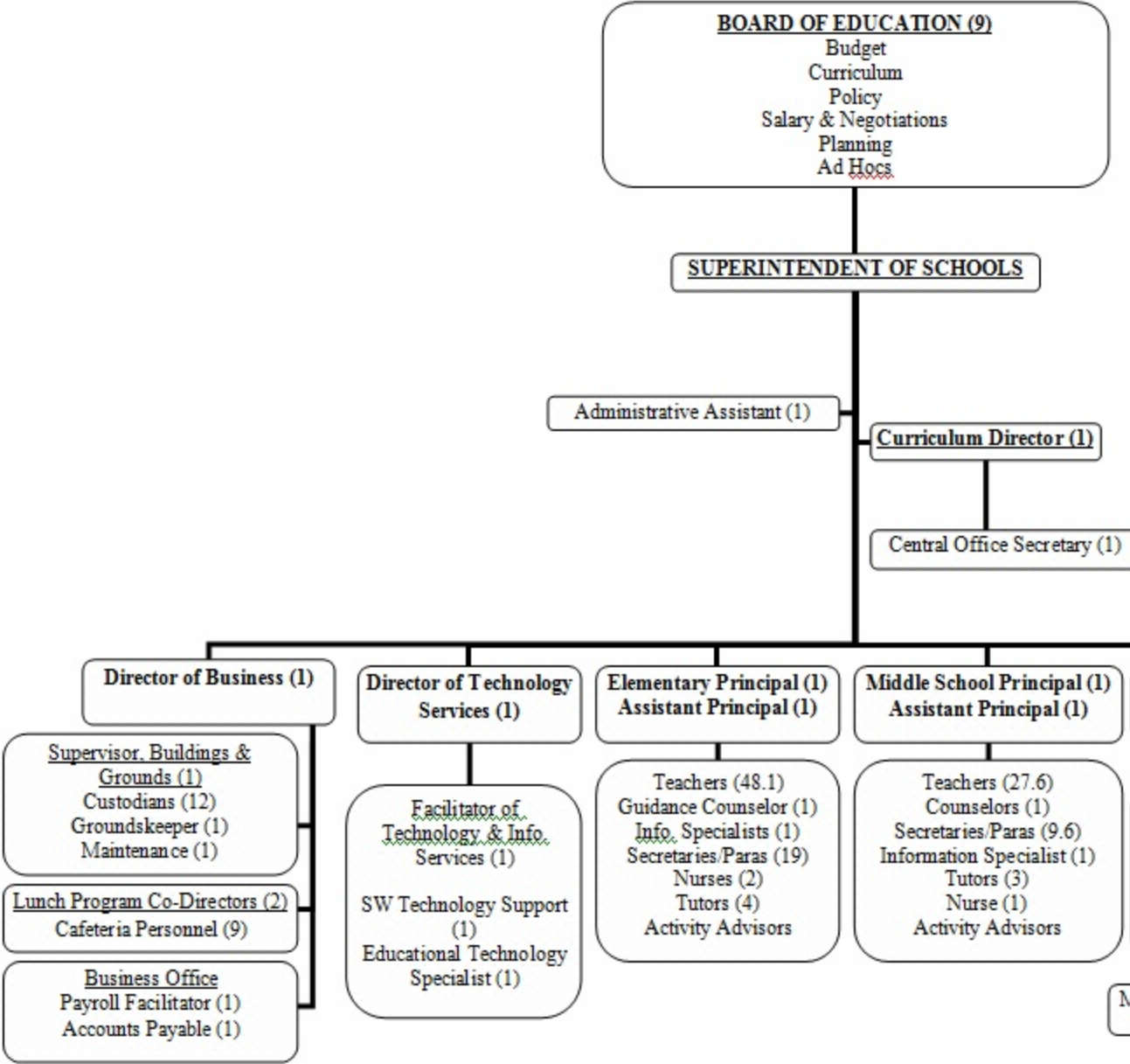
20. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

21. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

Recommend deleting this policy

regulation 2100 will be established which requires an annual report to the BOE.

SOMERS PUBLIC SCHOOLS - 2015 ORGANIZATIONAL CHART



ADMINISTRATION

Superintendent of Schools

Appointment

The appointment of a Superintendent is a Board of Education (Board) responsibility. The Board may seek the advice and counsel of interested individuals or of an advisory committee, and it may choose consultants to assist in the selection. However, final selection shall rest with the Board after thorough consideration of qualified applicants.

The Board will, by majority vote, elect and fix the term of office (not to exceed three (3) years) and the salary of the Superintendent who shall serve as executive officer of the Board and who shall have authority and responsibility for the supervision of the school system.

The Board must submit the name and address of the candidate who accepts the election as a new Superintendent to the Commissioner of Education within seven (7) days of the decision.

The Commissioner of Education shall inform the Board, in writing, of the certification status of the candidate, within fourteen (14) days after receiving the name of the candidate from the Board.

The Board will not allow a Superintendent to assume the duties and responsibilities of the position until the Commissioner of Education provides written confirmation to the Board that the person to be employed is properly certified. In addition, the Board may require qualifications in addition to those prescribed by the State Board of Education.

Acting Superintendent Appointment

The Board may employ an Acting Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent.

Contract

At the time of employment or reemployment, the Board shall provide a written contract of employment which shall include, but not be limited to, salary, employment benefits, and term of office of such Superintendent.

The Board believes that the legislation of policies is the most important function of a Board of Education, and that the execution of the policies should be the function of the Superintendent.

~~Note: The Commissioner may waive certification for a school superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an acting superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of superintendent.~~

Duties and Responsibilities

The Superintendent shall be the chief executive officer of the Board and the administrative head of all District schools. As such, he/she shall comply with all statutes and regulations as prescribed by law, will delegate authority for the operation of various segments of the school system, and shall be responsible to the Board for the results produced. Specific responsibilities are outlined in the job description.

Qualifications and Responsibilities

By its nature, the position of Superintendent is an exacting position. In addition to the minimum duties specifically set forth by the Board, the Superintendent shall be of good character and of unquestionable morals and integrity; shall possess good judgment and common sense along with the ability to think clearly and independently, relying on facts instead of prejudices; shall demonstrate business and educational acumen and leadership; shall be able and willing to accept responsibility for his actions and be able and willing to delegate authority to others, accepting appropriate responsibility for their actions. The Superintendent shall have a strong personality and a capacity for maintaining the respect of educational leaders in neighboring towns and throughout Connecticut.

Superintendent Evaluation

Annually, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education, (as amended by P.A. 12-116, An Act Concerning Educational Reform)

[10-222](#) Reports to state board of education.

Adopted: September 8, 2008

Revised: October 9, 2012

ADMINISTRATION

Evaluation of Administrative Personnel

~~The Board of Education will formally evaluate the Superintendent each year in accordance with guidelines and criteria mutually agreed to by the Board and the Superintendent.~~

The Superintendent will evaluate annually the performance of all administrative personnel directly responsible to him/her and make recommendations regarding their employment and salary status to the Board of Education.

Evaluations of administrators shall be conducted in accordance with the guidelines of the State Board of Education and such other guidelines as are mutually agreed upon by the Board and the “teacher’s representative” under the Teacher Negotiations Act. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The Board of Education shall evaluate the Superintendent at least once a year.

Legal Reference: Connecticut General Statutes

[10-151a](#) Access of teacher to supervisory records and reports in personnel file.

[10-151b](#) Evaluation by superintendents of certain educational personnel. (amended by PA 04-137, An Act Concerning Teacher’s Evaluations)

[10-151c](#) Records of teacher performance and evaluation not public records

[10-220a\(b\)](#) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Adopted: September 8, 2008

BYLAWS OF THE BOARD:

Commitment to Democratic Principles in Relation to Community, Staff, Students

Board/Staff Communications

The Somers Board of Education recognizes the need to maintain open communication between itself and the staff. Essentially, communications with staff deal with three general areas: administration, policy, and philosophy. While the board recognizes the necessity for board/staff communications, it also recognizes that administrative matters must be dealt with through its chief administrator. Hence, the basic line of communication for administrative matters shall be through the superintendent.

1. Staff Communications to the Board

All formal reports to the board or any board committee from administrators, supervisors, teachers, or other staff members shall be submitted through the superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal to the board from administrative decisions on important matters, provided that the superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with the board's policy on complaints and grievances. Staff members are also reminded that board meetings are public meetings. As such, they provide an excellent opportunity to observe and participate firsthand in board deliberations on problems of staff concern.

2. Board Communications to Staff

All official communications of policies and directives will be communicated to staff members through the superintendent, and the superintendent will employ all such media as are appropriate to keep staff fully informed of the board's problems, concerns, and actions.

3. Visits to Schools

Individual board members interested in visiting schools or classrooms will make arrangements for visitations through the administrators of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

~~4. Board Liaisons~~

~~The chairperson of the Board of Education may assign board members to staff teams as board liaisons at the next regular board meeting following the annual~~

~~reorganization meeting. Board members may meet periodically with those staffing groups to which he/she may be assigned. The purpose of board liaisons is to foster positive relations between board and staff members. Those visits are designed to be opportunities for the board and staff members to share what is currently of interest to any member of either group. Items of concern should be directed through the appropriate chain of command, ultimately ending with the Board of Education. Individual board members must remember that they have no special authority except when they are convened at a legal meeting of the board.~~

Adopted: January 10, 2000

BYLAWS OF THE BOARD

Secretary of the Board

The Secretary shall be responsible for an accurate record of proceedings of the Board and for the preservation of reports and all other Board records. The Secretary shall provide that the Superintendent of Schools notifies members of the Board of all regular and special meetings, attends to official correspondence of the Board. ~~and submits to the Town and the Board an annual report by July 31 of each year.~~

The Secretary shall be empowered to assign all routine work to the Superintendent's secretary.

The Secretary shall provide that a copy of the minutes of all meetings is placed on file ~~in the Board office~~ no later than seven days after the date of the Board meeting. Such minutes will be available for public inspection, but will not be termed "official minutes" until approved by the Board at a subsequent legal meeting.

The Board may at its discretion employ a ~~stenographer~~ Recording Secretary to assist at Board meetings.

Legal Reference: Connecticut General Statutes

7-3 Warning of Town and other meetings

7-4 Record of warning

10-224 Duties of the Secretary

10-225 Salaries of Secretary and attendance officers.

Adopted: October 27, 1980

Reviewed: April 4, 2000

Recommend deleting this policy - no longer applies.

BYLAWS OF THE BOARD:

Custodian of Moneys:

The Treasurer of the Town of Somers is, by law, the Treasurer of the Board of Education, and shall:

1. sign all warrants drawn for settlement of obligations ordered paid by the Board.
2. be under bond, the amount to be determined by the Town Board of Finance.
3. perform the duties imposed by statute.

Adopted: October 27, 1980

Reviewed: April 4, 2000

Recommended changes for item H.3 are at the bottom of page 8 (new text in blue)

Students

Suspension and Expulsion/Due Process

This policy is referenced in all student handbooks as well as included in the Board of Education Policy Manual available on the district website at www.somers.k12.ct.us

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

An authorized member of the Administrative Staff may suspend a student whose conduct endangers persons or property or is seriously disruptive of the education process, or which violates a published policy of the Board of Education. (CGS [10-233c](#))

Suspension is exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve inclusive, that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student grades three through twelve inclusive shall be excluded from school during the period of suspension.

The Board of Education may expel any student whose conduct endangers persons or property or is seriously disruptive of the educational process, or violates a published policy of the Board, in accordance with CGS [10-233d](#).

Expulsion is exclusion from school privileges for any student in grades three through twelve inclusive for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a

different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

A. Definitions

1. "Exclusion" shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. "Removal" shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. "Emergency" shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
4. "Days" is defined as days when school is in session.
5. "School-sponsored activity" is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
6. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.
7. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
8. "Firearm" means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
9. "Vehicle" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
10. "Martial arts weapon" means a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.

11. "Dangerous Drugs and Narcotics" is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended in-school or suspended out-of-school or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
 - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
 - c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

- e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
- f. Deliberate refusal to obey the directions or orders of a member of the school staff;
- g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
- h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
- i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
- j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
- k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section [53a-3](#), such as a pistol, knife, blackjack, etc.;
- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols;
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;

- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Unauthorized smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section [29-38](#) and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. [53A-3](#); or the student, off school grounds, did possess such firearm in violation of C.G.S. [29-35](#) or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. [21a-240](#), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. [21-277](#) and [21a-278](#).

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.

3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.

4. A firearm, as defined by C.G.S. [53a-3](#) includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or inter district magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously

attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G (3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.

3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.

4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the student's and his/her parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast. [The Board of Education, in accordance with Section 10-233d\(b\) of the Connecticut General Statutes, may appoint impartial hearing officers to preside in expulsion hearings. A list of appointees shall be maintained by the Superintendent. The Chair of the Board, in consultation with the Superintendent, may assign impartial hearing officers to preside over expulsion hearings from a list approved by the Board as needed.](#)
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

- b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
- a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
- a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;

- c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
 - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's

legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

J. Students with Disabilities

A special education student's IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.

3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.

4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45-day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

K. Alternative Educational Opportunity

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 the 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 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.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. [10-233d\(a\)](#). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.

7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.

8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

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

[10-233a](#) through [10-233f](#) Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96 and PA 16-147.

[53a-3](#) Definitions.

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

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

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

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, Amendments of 1997.

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

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Adopted: March 10, 1980

Reviewed: March 2, 2006

Revised: May 15, 2001

July 12, 2010

December 12, 2011

September 22, 2014 (Section L. Other Considerations)

November 9, 2015

January 9, 2017

August 28, 2017

March 26, 2018 (Section K.)

Adopted: September 16, 1982

Reviewed: September 11, 2003

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance of identifying students who may be suffering from abuse, neglect, or placed in imminent danger of serious harm or sexually assaulted. Pursuant to Connecticut General Statutes [17a-101](#), as amended, all school employees, including the Superintendent of Schools, administrators, teachers, substitute teachers, guidance counselors, [school counselors](#), paraprofessionals, psychologists and social workers [licensed behavior analysts](#), coaches of intramural or interscholastic athletics, as well as school nurses, physicians, working in the school system, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools, who suspects child abuse, neglect or sexual assault by a school employee must first report it to the Department of Children and Families or to a law enforcement agency. When a school employee suspects child abuse, neglect or that a child has been placed in imminent risk of serious harm or has been sexually assaulted, he/she shall within twelve (12) hours make an oral report by telephone or in person to the Commissioner of Children and Families, or a law enforcement agency, followed within 48 hours with a written report. The Building Principal shall be notified immediately after the oral report has been made and the Principal in turn will notify the Superintendent of Schools and the child's parents. The written report prepared and submitted by the mandated reporter shall also be submitted to the Principal.

Any school personnel who has reasonable cause to suspect that a district employee is abusing, neglecting, or sexually assaulting a student shall orally report that suspicion as soon as possible but no later than twelve (12) hours by telephone or in person to the Commissioner of Children and Families followed no later than 48 hours of making the oral report with a written report to the Department of Children and Families. The Superintendent of Schools or supervising agent may be notified immediately after the oral report has been made. The Commissioner of Children and Families or his/her designee, is required to notify the school employee and the head of a school, except when that person is the alleged perpetrator. The Superintendent or supervising agent must: 1) immediately notify parent(s) of the alleged abuse that a report has been made; and 2) immediately notify the Police Department of the alleged abuse.

In addition, the Superintendent or supervising agent must submit a written report of suspected child abuse, neglect or sexual abuse by a school employee who has been entrusted with the care of a child to the Commissioner of Education or his/her representative. The Commissioner of the Department of Children and Families has a

similar obligation. The Superintendent shall suspend a District employee when the DCF investigation results in a finding of reasonable cause that the employee abused, neglected, or sexually assaulted a child and recommends the employee be placed on the DCF Child Abuse and Neglect Registry. The Department of Children and Families is required to send to the State Department of Education a copy of the report. Within seventy two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education or his/her representative of the reasons for and conditions of the suspension.

If the contract of employment of a school employee who possesses a certificate, permit or authorization issued by the State Board of Education is terminated, or if such certified school employee resigns his/her employment, as a result of an investigation which reveals that child abuse, neglect or sexual assault has occurred, the Superintendent shall notify the Commissioner of Education within 72 hours of such termination or resignation.

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

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the State Department of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

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

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations shall provide in-service regarding the requirements and obligations of mandated reporters. In addition, all District employees shall complete a training program pertaining to the accurate and prompt reporting of abuse, neglect and sexual assault made available by the Commissioner of Children and Families. Also, all employees must complete a refresher program at least once every three years.

This policy will be distributed annually to all employees. Documentation shall be maintained by the Principal of each school and reported to the Superintendent that all employees have, in fact, received the written policy and completed initial training and

refresher training related to mandated reporting of child abuse, neglect and sexual assault as required by law.

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

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Establishment of the Confidential Rapid Response Team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

(cf. [4112.6](#)/4212.6 - Personnel Records)

(cf. 5141.511 - Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

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

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

[10-221s](#) Investigations of child abuse and neglect. Disciplinary action. (as amended by PA 16-188)

[17a-28](#) Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93 and PA 14-186)

[17a-101](#) Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205, [PA 18-15](#) and [PA 18-17](#))

[17a-101a](#) Report of abuse or neglect by mandated reporters. (as amended by PA 02-106, PA 11-93, PA 15-112 and PA 15-205, [PA 18-15](#) and [PA 18-17](#))

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

[17a-106](#) Cooperation in relation to prevention, identification and treatment of child abuse/neglect

[10-151](#) Teacher Tenure Act

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

PA 14-186 An Act Concerning the Department of Children and Families and the Protection of Children

PA 15-205 An Act Protecting School Children

Adopted: June 25, 1984

Revised: September 24, 1990

April 7, 1997

November 24, 2003

November 23, 2009

February 13, 2012

March 9, 2015

February 29, 2016

September 11, 2016

PERSONNEL - CERTIFIED AND NONCERTIFIED:

Recruitment and Selection

It is the policy of the Board of Education to recruit, select and employ the best qualified personnel on the basis of their merit and effectiveness without discrimination as to their national origin, ancestry, race, color, sex, sexual orientation, age, marital status, physical disability or other applicable unlawful discriminatory standard.

It is the responsibility of the Superintendent of Schools and of persons designated by the Superintendent to determine the personnel needs of the school district and to locate suitable candidates to recommend for employee to the Board of Education.

No inquiry in regard to an employee's race, color, religious creed, sex, sexual orientation or national origin shall be made of a person proposed for or seeking employment.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet all qualifications established by law and by the Board of Education for the type of position for which nomination is made.

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers Retirement System (TRS) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service. The retired teacher shall be eligible for the same health insurance benefits provided to active teachers employed by the District. No retirement benefits shall be paid during this period of reemployment.

Except as indicated below, and in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement System (TRS) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the

assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess.

Commencing July 1, 2016, to June 30, ~~2018~~ [2020](#), the exemption from the limitation on the compensation of a reemployed certified educator apply to an educator who (A) is receiving retirement benefits from TRS based on thirty-four or more years of credited service, (B) is reemployed in a district designated as an alliance district (pursuant to C.G.S. [10-262u](#)), and (C) was serving in the district on July 1, 2015.

On and after July 1, 2016, a certified educator receiving retirement benefits from the system may be employed and receive compensation, health insurance benefits, and other employment benefits provided to active teachers employed by such school system provided such teacher does not receive a retirement income during such employment. Payment of such teacher's retirement income shall resume on the first day of the month following the termination of such employment.

A retired teacher rehired to fill a position that is not designated as a shortage area by the Commissioner and is receiving a salary that does not exceed 45% of the maximum pay for the position and working for any length of time would still be eligible to receive his/her TRS retirement benefits.

(cf. 0410 Affirmative Action)

Legal Reference: Connecticut General Statutes

[10-151](#) Employment of teachers. Notice and hearing on termination of contract

[10-153](#) Discrimination on account of marital status

[10-183v](#) Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teacher Retirement System, [PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes](#) and [PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.](#)

[10-220](#) Duties of Boards of Education

[31-126](#) Unfair Employment Practices

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

Title IV Equal Employment Opportunities

20 U.S.C. Section 1119 No Child Left Behind Act

34 C.F.R. 200.55 Federal Regulations

Circular Letter C-6, Series 2004-2005, Determining "Highly
Qualified" Teachers

Circular Letter C-9, Series 2004-2005 "No Child Left Behind" and
Districts' High Objective Uniform State Standard of Evaluation
(HOUSSE) Plans

Circular Letter C-7, Series 2007-2008, "Discontinued Use of Districts'
High Objective Uniform State Standard of Evaluation and Five Areas
of Exception

Circular Letter C-13, Series 2007-2008, "Continuation of HOUSSE
Plans for Highly Qualifying Veteran Teachers

[10-183v](#) Reemployment of teachers, as amended by P.A. 10-111, An
Act

Concerning Education Reform in Connecticut.

Adopted: March 23, 1981

Revised: June 14, 1999

April 27, 2009

July 9, 2009

April 25, 2011

September 11, 2016

February 13, 2017

Deleting section on chronic absenteeism as this is redundant with SPS Policy 5113.

STUDENTS

Elementary and Secondary - Attendance:

Regular student attendance in school is essential to the educational process. Responsibility for assuring that students attend school rests by statute with the student's parent or other person having control of the child.

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences.

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Somers Board of Education, through its superintendent, will adopt and maintain procedures to:

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication, which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.
8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer "truants" to community agencies, which provide family services.

~~Chronic Absenteeism~~

~~The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:~~

~~1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.~~

~~2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.~~

~~3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.~~

~~The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.~~

~~Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.~~

~~The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.~~

~~The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.~~

~~The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)~~

Legal Reference: Connecticut General Statutes

[10](#) 184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

[10](#)-198a Policies and procedures concerning truants (as amended by PA 00-157) and P.A. 11-136 and PA 16-147

[10](#) 199 through [10](#) 202 Attendance, truancy in general. (Revised, 1995, PA 95-304)

[45a-8c](#) Truancy clinic. Administration. Policies and procedures. Report.
(as amended by PA 15-225)

[10-220\(c\)](#) Duties of boards of education (as amended by PA 15-225)

[10](#) 202e f Policy on dropout prevention and grant program.

[10](#) 221(b) Board of education to prescribe rules. Campbell v New
Milford, 193 Conn 93 (1984).

Action taken by the State Board of Education on January 2, 2008, to
define "attendance."

Action taken by the State Board of Education on June 27, 2012, to
define "excused and "unexcused" absences.

PA 15-225 An Act Concerning Chronic Absenteeism.

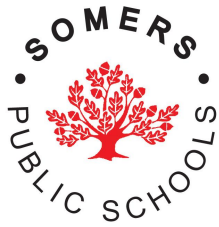
Cross Reference: DBS CODE: [5113](#)

Adopted: July 1, 1991

Revised: June 8, 2009

January 11, 2016

January 9, 2017



Somers Board of Education Administrative Report

Title of Report: CIP Requests (2019-20)

Board Meeting Date: July 9, 2018

Submitted by: Bill Boutwell

Action

Report

Information

Discussion

Executive Summary

Summary of CIP requests to be presented to the Somers CIP Committee. These projects are identified on the Board of Education Long Range Facilities Plan. Final BOE approval at August meeting.

Report

- Lintel Repairs
 - SES media center lintel \$25,500
 - MBA cracked bricks at lintels in several areas \$8,600
 - MBA science & art rooms lintels sagging & leaking \$20,500
- SES Media Center Air Handling Unit (40 years old) \$30,000
- SES Oil Tank \$194,200
- SHS Auditorium Lighting \$198,800
- MBA Tech Ed Ventilation & Dust Collection \$26,500
- Door Canopies \$52,000
- SES Roof Scuppers \$27,000
- Total \$583,100**

SES Building Goals 2018-2019

Goal 1 ~ Literacy:

The percentage of students on or above grade level in reading will maintain or increase while students below grade level will increase by more than one year's growth.

- o By May 1, 2019, students in grades K – 5 will reach or exceed the Fountas and Pinnell end-of-year grade level instructional reading expectation.
- o By May 1, 2019, students Kdg. will reach or exceed end-of year grade level scores on Marie Clay Letter ID, Letter Sound ID and Phonological Assessments.
- o By May 1, 2019, students in Gr. 1 & 2 will increase their end-of –year score on the MAP for Primary Grades (MPG) reading assessment by one RIT band or more (approx. 10+ point increase)
- o By May 1, 2019, students in Gr. 3-5 will increase their end-of –year score on the MAP reading assessment by one RIT band or more (approx. 10+ point increase)

Goal 2 ~ Math:

The percentage of students on or above grade level in math will maintain or increase while students below grade level will increase by more than one year's growth.

- o By May 1, 2019, Kindergarten students will reach or exceed end-of year grade level scores on Oral Counting, Number Identification, Quantity Discrimination and Missing Number Fluency assessments.
- o By May 1, 2019, students in Gr. 1 & 2 will increase their end-of –year score on the MAP for Primary Grades (MPG) math assessment by one RIT band or more (approx. 10+ point increase)
- o By May 1, 2019, students in Gr. 3-5 will increase their end-of –year score on the MAP math assessment by one RIT band or more (approx. 10+ point increase)

“ If you focus on results you will never change.
If you focus on changes, you will get results”
~Jack Dixon

Literacy:

- Unifying resources K-5
- Researching PD for continued development and implementation of the “Workshop model of instruction”.
- Fountas & Pinell staff training. Moving from “independent” to “instructional” level.
- Continued “roll out” of Foundations Program K-3

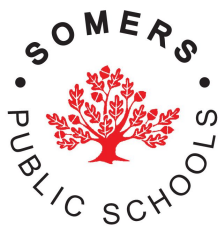
MATH:

- Piloting the most updated version of the current program “My Math” for the remainder of the contract (2 years)
- Piloting other math programs.
- Investigate “Math Workshop” model of instruction PD options

Social Emotional Learning (SEL):

- Planning/pacing of materials and content (continuation of “growth mindset” and Responsive Classroom training from 2017-2018)

- Monthly grade-level Data Team Meetings with a targeted focus.
- Implementation of “Pineapple Boards”: A way to organize staff observing other staff.
- RTI/MTSS Direct: Further streamlining the SST process. Creates a student data portfolio.



Somers Board of Education Administrative Report

Title of Report: SBAC/NGSS Results 2018

Board Meeting Date: August 27, 2018

Submitted by: Irene Zytka

Action

Report

Information

Discussion

Executive Summary

The overall performance scores for the spring 2018 ELA SBAC scores show an increase for grade 5 but decrease in performance scores for grade 3,4,6,7,and 8. Performance scores for math show an increase for grades 4, 5,7, 8 with a decrease in grades 3 and 6.

The NGSS field test was given in March with an review of results done by CSDE. No results will be shared with participating districts.

Report

Attached are powerpoint presentation slides showing the actual results for SBAC 2018 for all participating grades. Included also is an analysis plan for disagrating the class results once they are released by CSDE.

SBAC/NGSS 2018 Results

Overall Performance by Grade/ELA

Grade	# of students tested-16/17	# of students tested-17/18	% at level 3 or above-16/17	% at level 3 or above-17/18
3	79	101	59%	56%
4	100	85	63%	56%
5	125	102	59%	70%
6	108	128	64%	52%
7	117	101	68%	53%
8	135	121	59%	58%

Overall Performance by Grade/MATH

Grade	# of students tested-16/17	# of students tested-17/18	% at level 3 or above-16/17	% at level 3 or above-17/18
3	78	100	63%	57%
4	100	83	47%	60%
5	125	101	46%	48%
6	106	129	60%	42%
7	118	107	42%	54%
8	135	120	47%	58%

Analysis Plan

- Use of the new Interpretive Guide provided by CSDE to ensure proper interpretation and use of the data to inform decisions around both classroom instruction and professional development
- Analysis of class performance and sub-groups when released in late August/early September. Specific focus on challenging test items and their alignment with current curriculum
- Review of the interim state assessments and limited use in deficit areas for data analysis.

NGSS

- Field test administration in the spring of 2018
- CDSE reviews item performance data but will not be sharing results of field test with districts
- CDSE will be reviewing and updating grade level performance tasks based on the results of the field test for the 2019 administration of NGSS in the spring.



**Board of Education
Administrative Report**

Title of Report: Activity Account Report

Board Meeting Date: 8/27/18

Action

Report

Information

Discussion

Submitted by: Bill Boutwell

Executive Summary

Report

8/20/18

To: Board of Education

Fr: Bill Boutwell

Re: Activity Account Report

Per the Board of Education reporting schedule, enclosed please find the 2017-2018 Activity Fund Report. The report is broken down by elementary, middle, high school and system wide accounts. Please do not hesitate to contact me with questions.

**Cc: Superintendent
Administrators**

Somers Board of Education

Activity Statement Report

By Activity

Cash Accounts: (First) - (Last)
 Activities: SES 1082 - SES 985
 Dates: 07/01/2017 - 06/30/2018
 Activity Status: Both
 Sort By: Activity Code
 Sort Detail By: N/A
 Include Detail: No
 Group Detail By Cash Account: N/A
 Print One Activity Per Page: No

Activity Code / Description	Beginning Balance	Receipts	Disbursements	Ending Balance
SES 1082 SES Early Start Preschool	46,370.64	37,361.60	37,052.95	46,679.29
SES 1116 SES Memorial Donations	0.00	745.18	745.18	0.00
SES 1224 SES Library	401.22	111.04	0.00	512.26
SES 1226 SES PTA K-5	452.29	0.00	0.00	452.29
SES 1239 SES Staff Activity	278.93	0.00	0.00	278.93
SES 1338 SES Grade 4	129.62	1,642.00	1,716.70	54.92
SES 1339 SES Grade 5	620.38	6,378.00	6,208.26	790.12
SES 1340 SES Grade 3	362.34	2,163.00	2,426.05	99.29
SES 1528 SES Grade 1	11.92	0.00	0.00	11.92
SES 1529 SES Grade 2	0.00	1,378.04	1,378.04	0.00
SES 1538 SES Gifted & Talented	92.56	0.00	0.00	92.56
SES 1574 SES SLAM	7,455.77	3,000.00	4,845.24	5,610.53
SES 1628 SES 4th Gr Service Fund	2,729.79	0.00	2,184.69	545.10
SES 1696 SES SEF Grants	3,621.63	6,964.00	10,462.54	123.09
SES 1702 SES School Store	58.50	0.00	0.00	58.50
SES 1726 SES Full Day Preschool	0.00	15,608.05	0.00	15,608.05
SES 984 SES General Fund	3,887.81	9,376.78	12,970.36	294.23
SES 985 SES Grade K	127.67	146.00	0.00	273.67
Total All Activities	66,601.07	84,873.69	79,990.01	71,484.75

Somers Board of Education

Activity Statement Report

By Activity

Cash Accounts: (First) - (Last)
 Activities: MBA 1000 - MBA 961
 Dates: 07/01/2017 - 06/30/2018
 Activity Status: Both
 Sort By: Activity Code
 Sort Detail By: N/A
 Include Detail: No
 Group Detail By Cash Account: N/A
 Print One Activity Per Page: No

Activity Code / Description	Beginning Balance	Receipts	Disbursements	Ending Balance
MBA 1000 MBA Yearbook	2,460.66	3,735.00	3,785.52	2,410.14
MBA 1034 MBA Student Govt. (ASD)	1,345.38	982.00	691.52	1,635.86
MBA 1035 MBA Beta Club	1.00	1,833.00	1,592.16	241.84
MBA 1053 MBA Drama	7,630.35	12,193.55	9,730.11	10,093.79
MBA 1059 MBA PTO Field Trips 6-8	19.72	0.00	0.00	19.72
MBA 1060 MBA Lost Books	307.64	130.68	27.06	411.26
MBA 1195 MBA Physical Ed/Sports	164.00	2,080.00	1,685.88	558.12
MBA 1202 MBA Library Lost Books	128.23	81.71	0.00	209.94
MBA 1277 MBA Memorial Funds	3.38	0.00	0.00	3.38
MBA 1647 MBA Calculators	5.24	0.00	0.00	5.24
MBA 1660 MBA S.A.V.E.	0.00	0.00	0.00	0.00
MBA 1695 MBA SEF Grants	1,221.46	10,045.00	9,527.31	1,739.15
MBA 1717 MBA Tech Ed	0.15	0.00	0.00	0.15
MBA 1721 MBA Class of 2022	760.38	19,192.50	18,766.00	1,186.88
MBA 1722 MBA Class of 2023	159.49	0.00	8.00	151.49
MBA 1725 MBA Class of 2024	0.00	5,659.00	5,456.59	202.41
MBA 1727 MBA Ski Club	0.00	26,741.00	25,920.00	821.00
MBA 961 MBA General Fund	4,234.55	3,628.92	6,165.98	1,697.49
Total All Activities	18,441.63	86,302.36	83,356.13	21,387.86

Somers Board of Education

Activity Statement Report

By Activity

Cash Accounts: (First) - (Last)
 Activities: SHS 1001 - SHS 978
 Dates: 07/01/2017 - 06/30/2018
 Activity Status: Both
 Sort By: Activity Code
 Sort Detail By: N/A
 Include Detail: No
 Group Detail By Cash Account: N/A
 Print One Activity Per Page: No

Activity Code / Description	Beginning Balance	Receipts	Disbursements	Ending Balance
SHS 1001	(228.70)	3,370.70	2,938.90	203.10
SHS 1004	312.97	10,500.00	10,244.00	568.97
SHS 1007	133.15	4,168.33	4,301.48	0.00
SHS 1017	1,660.36	12,724.60	13,237.52	1,147.44
SHS 1020	0.00	0.00	0.00	0.00
SHS 1032	7,836.55	15,112.00	16,801.16	6,147.39
SHS 1048	0.00	0.00	0.00	0.00
SHS 1049	224.71	0.00	0.00	224.71
SHS 1085	20.00	0.00	0.00	20.00
SHS 1087	320.00	0.00	0.00	320.00
SHS 1118	1,079.82	1,200.00	894.27	1,385.55
SHS 1133	6.12	0.00	0.00	6.12
SHS 1158	758.34	836.57	954.71	640.20
SHS 1167	267.09	867.00	956.93	177.16
SHS 1244	120.00	449.00	449.00	120.00
SHS 1245	3,611.54	722.00	2,212.36	2,121.18
SHS 1271	6,481.94	2,450.00	3,083.88	5,848.06
SHS 1312	219.19	59.81	279.00	0.00
SHS 1313	5,641.18	7,863.00	10,145.63	3,358.55
SHS 1532	0.00	0.00	0.00	0.00
SHS 1539	3,719.38	13,970.00	13,363.22	4,326.16
SHS 1572	2,103.08	1,770.19	3,873.27	0.00
SHS 1584	848.31	527.00	41.00	1,334.31
SHS 1627	678.02	0.00	0.00	678.02
SHS 1633	444.01	5,088.00	4,338.80	1,193.21
SHS 1638	0.00	0.00	0.00	0.00
SHS 1649	1,060.94	3,700.16	3,779.70	981.40
SHS 1650	0.14	231.52	231.52	0.14
SHS 1651	239.99	2,467.32	2,457.04	250.27
SHS 1653	145.00	0.00	0.00	145.00
SHS 1662	6,045.83	3,255.00	3,060.88	6,239.95
SHS 1664	0.00	0.00	0.00	0.00
SHS 1673	998.87	215.40	395.96	818.31
SHS 1677	0.00	0.00	0.00	0.00
SHS 1679	1,726.59	1,000.00	1,575.00	1,151.59
SHS 1681	180.76	60.00	106.80	133.96
SHS 1682	176.75	996.00	1,172.75	0.00
SHS 1683	50.00	0.00	0.00	50.00
SHS 1684	0.00	0.00	0.00	0.00
SHS 1694	865.33	21,280.00	16,649.14	5,496.19
SHS 1699	0.00	0.00	0.00	0.00
SHS 1700	0.00	0.00	0.00	0.00
SHS 1704	2,102.39	0.00	106.80	1,995.59
SHS 1709	12,071.35	0.00	1,000.00	11,071.35

Somers Board of Education

Activity Statement Report

By Activity

Activity Code / Description	Beginning Balance	Receipts	Disbursements	Ending Balance
SHS 1710 SHS Class of 2018	2,185.72	25,423.75	25,269.69	2,339.78
SHS 1712 SHS Class of 2019	973.88	1,857.90	1,175.00	1,656.78
SHS 1713 SHS Spartan School Store	5,295.93	1,564.01	500.00	6,359.94
SHS 1714 SHS Transition Program	(721.27)	900.00	45.77	132.96
SHS 1715 SHS Class of 2020	191.00	315.71	225.00	281.71
SHS 1716 SHS Summer School	2,091.00	1,250.00	1,089.24	2,251.76
SHS 1719 SHS Class of 2021	874.93	0.00	0.00	874.93
SHS 1723 SHS Model UN Club	0.00	975.00	905.00	70.00
SHS 929 SHS General Fund	3,483.75	3,010.99	2,244.50	4,250.24
SHS 936 SHS Renaissance	(174.70)	174.70	0.00	0.00
SHS 938 SHS Class of 2011	0.00	0.00	0.00	0.00
SHS 941 SHS Yearbook	11,597.12	16,160.42	14,931.56	12,825.98
SHS 942 SHS Spartan Sports Network/WDJW	725.50	0.00	0.00	725.50
SHS 943 SHS Class of 2010	0.00	0.00	0.00	0.00
SHS 946 SHS Library	1.40	76.00	0.00	77.40
SHS 947 SHS SADD	2,251.34	423.50	349.10	2,325.74
SHS 948 SHS Signage	0.00	0.00	0.00	0.00
SHS 949 SHS Student Senate	135.60	0.00	0.00	135.60
SHS 950 SHS Drama Club	5,318.07	14,167.34	8,402.57	11,082.84
SHS 952 SHS Athletics	20,980.53	46,962.04	67,371.76	570.81
SHS 954 SHS Tech Education	3,613.61	7,480.00	9,413.61	1,680.00
SHS 955 SHS F.B.L.A.	49.50	2,787.46	2,836.96	0.00
SHS 956 SHS National Honor Society	942.03	810.00	178.72	1,573.31
SHS 959 SHS Ski Club	6,588.54	24,160.00	25,016.85	5,731.69
SHS 960 SHS Quantity Foods	14,661.23	9,370.85	12,640.51	11,391.57
SHS 978 SHS Wrestling	1,140.75	250.00	835.72	555.03
Total All Activities	144,126.46	273,003.27	292,082.28	125,047.45

Somers Board of Education

Activity Statement Report

Report # 53420

By Activity

Cash Accounts: (First) - (Last)
 Activities: SW 1022 - SW Health
 Dates: 07/01/2017 - 06/30/2018
 Activity Status: Both
 Sort By: Activity Code
 Sort Detail By: N/A
 Include Detail: No
 Group Detail By Cash Account: N/A
 Print One Activity Per Page: No

Activity Code / Description	Beginning Balance	Receipts	Disbursements	Ending Balance
SW 1022 SW Temporary	2,722.33	19,491.68	22,199.67	14.34
SW 1036 SW Computer Technology	15,495.63	21,136.35	31,351.52	5,280.46
SW 1083 SW Pay for Play	76.78	20,973.51	20,263.78	786.51
SW 1243 SW Environmental Lab	124.34	0.00	0.00	124.34
SW 1329 SW Custodial Bldg. Usage	1,875.34	13,772.99	14,464.28	1,184.05
SW 1639 SW SEF	395.00	5,223.00	4,511.75	1,106.25
SW 1689 SW Non Resident Tuition	2,609.54	22,220.25	3,586.43	21,243.36
SW 1705 SW Anthem/CTRB Retiree Checks	0.00	192,702.49	191,745.06	957.43
SW 1718 SW Health	595.51	0.00	0.00	595.51
SW 1720 SW Medicaid	74,678.48	60,585.93	43,548.05	91,716.36
SW 1724 SW Technology Insurance	0.00	21,055.00	20,077.75	977.25
Total All Activities	98,572.95	377,161.20	351,748.29	123,985.86

**SOMERS PUBLIC SCHOOLS
NEW STAFF
2018-2019**

8/27/18

School	Name	Position
MBA	Christine Righter	SpEd teacher
	Caitlin Dunlap	SpEd teacher
	Sharon Walsh	Social Worker
	Alexandra Cichon	Grade 8 Language Arts
	Laura Bittner	Grade 6 Language Arts
	Michael Joslin	School Monitor
	Bonnie Scrivener	School Monitor
	Virginia Fareira	LPN/Academic Coach
	SES	Matthew Duhrels
Lindsey Griffiths		Grade 4
Angelina Rinaldi		Kindergarten
Heather Aston		Grade 1
Melissa Mucci		Asst. Principal
Stephanie Jodice- rehired		SLP
Susan Grandpre - rehired		SLP
Cathie Lodge-Guyette		Para
Jennifer Giverson		Nurse
James Zuccalo		School Monitor
Patricia Vivilecchia		School Monitor
Caroline Thompson		Grade 5
SHS		Judy MacLeod
	Catherine Gleason	Long Term Sub – English
	Eric Uthgenannt	Para
	Kate Dzurenda	Long Term Sub – Guidance
	Laura Allen	Math
	Lori Caron	Secretary to AP
	David Clark	School Monitor
	Stacy Corbin	School Monitor
	Alicia Bonin	Long Term Sub - Science
SW	Sean Shimansky	BCBA
IT	John Bibisi	IT Tech
SW	Greg Genlot	Maintenance II

Somers Public Schools

Strategic Coherence Planning

Planning Process Goals and Overview:

- Lead a representative constituent group of administrators, teachers, Board of Education and community members through a data-based review of current district practice designed to create a system of schools all dedicated to the same high-leverage student success outcomes. .
- Build consensus support for key skills, attributes and/or content outcomes that are most likely to drive improved student success for life, learning and work beyond school (*Foundational Learning Systems - Goals*).
- Identification of key instructional and adult learning strategies that will have the greatest impact on achievement of those identified outcomes (*Foundational Learning Systems - Practices*).
- Identification of key student learning assessment measures and adult accountability strategies that will have the greatest impact on achievement of those identified outcomes (*Foundational Learning Systems - Measures*).
- Build alignment of *Foundational Learning Systems* across all three levels of the organizational practice (student, adult, school/organization).
- Build district systems support capacity (Leadership, Resources, Community Engagement, and Policy) to align and focus improvement efforts on the highest leverage learning outcomes that lead to the highest levels of long-term student success over time (*Supporting Organizational Systems*).
- Compiling the results of this process into a systemic strategic coherence plan that designates a pathway of progress for the Somers Public Schools over the next 3-5 years.

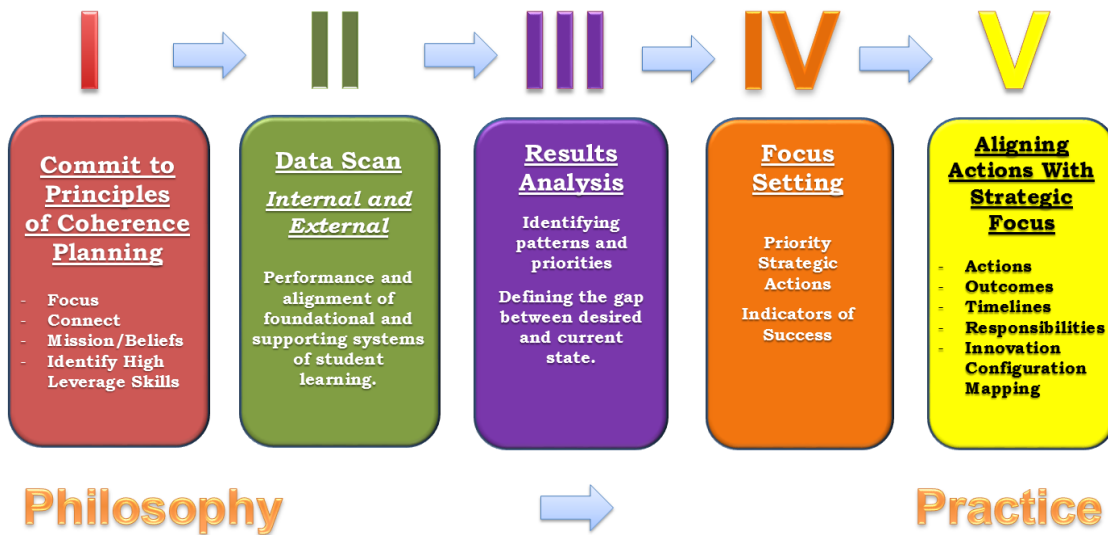


- How is Strategic Coherence Planning Is Different?

Strategic Coherence Planning uses data-based planning assumptions to focus the process on those highest leverage improvement processes that have demonstrated over time to make the largest impact on student learning and preparation for life, learning and work in a digital age.

Phases:

The strategic coherence planning process is divided into Five Phases. Phase I is designed to build consensus around the purpose and outcomes of the coherence planning process; including mission and a vision of a successful graduate and the key learning outcomes that go with it. Phase II reviews existing performance data and activity within both the Foundational Learning and Supporting Systems. Phase III analyzes the results of the data scan, Phases IV uses that analysis to identify the most important leverage points for change in each target area and at each level (student learner, adult learner, and organizational) and the required practices needed to coherently align these goals between the levels over time. Phase V will build consensus on the technical and adaptive change strategies needed for aligning and focusing resources in each of the target areas. These strategies will be created and supported by a range of school constituencies, have associated indicators of success, and a roadmap for bringing district staff together to the successful action steps that will move the district toward accomplishment of its strategic goals.



Strategic Planning - Logistical Information

Somers Core Values

1. We believe the education, safety, and welfare of our students are the highest priority and influence all our decisions.
2. We have high expectations for the academic, social, emotional, and citizenship development of all our students.
3. We implement high quality and innovative instruction to meet the diverse learning needs of our students.
4. We access multiple dynamic resources to support student learning.
5. We engage in life-long learning.
6. We foster a collaborative, collegial, and respectful partnership with the Somers Community

Planning Committee and Calendar

Facilitator: Jonathan Costa (EdVance)

Planning Committee

Administrators:

- Czapla
- Zytka
- Cotzin
- Krevolin
- Senecal
- Wilson
- Messina
- Boutwell

Teachers: 2 from each school

Board of Education: 2 members appointed

Community

- Parent (PTO)
- Town of Somers
- SEF

Data Collection Chairs

- Goals for Learning - Zytka
- Strategies for Learning - Messina
- Measures of Learning - Senecal
- Supporting System - Cotzin
- Other - Krevolin

Dates and times (location is Public Library unless otherwise noted)

- Sept. 13 (3:30-5:30pm)
- Sept. 27 (8:30-3:30pm) @ Town Hall
- Oct. 18 (3:30-5:30pm)
- Nov. 19 (3:30-5:30) - Data Collection Chairs only at Central Office
- Dec 13 (8:30-3:30pm)
- Dec 17 (8:30-3:30pm) - Administrators only at Central Office