

Somers Board of Education Meeting
Monday, October 29, 2018 7:00 PM
Board of Education Room, [Address], [City], CT [Zip]

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. STUDENT REPRESENTATIVES' REPORT
4. APPROVAL OF MINUTES
 1. Approval of Board's Minutes of October 15, 2018 3
Approval of Board's Minutes of October 15, 2018
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
6. CORRESPONDENCE
7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
8. CONSENT AGENDA
 1. Warrant of October 29, 2018 9
Warrant of October 29, 2018 in the amount of \$200,467.64.
 2. Resignation of Attendance Secretary at Somers High School
Mrs. Rhonda Rawlinitis, Attendance Secretary at Somers High School, has put in her resignation letter with her last day being October 26, 2018.
 3. 2nd Warning New Textbook - "Hidden Roots" by Joseph Bruchac - 8th Grade 15
Language Arts
2nd Warning New Textbook - "Hidden Roots" by Joseph Bruchac - 8th Grade Language Arts.
Board Curriculum Committee members will answer any questions.
 4. 2nd Warning New Textbook - "How Navy SEAL's Lead and WIN" by Jocko Willink 17
and Leif Babin - Academic and College English 12
2nd Warning New Textbook - "How Navy SEAL's Lead and WIN" by Jocko Willink and Leif
Babin - Academic and College English 12. Board Curriculum Committee members will answer
any questions.
9. NEW BUSINESS
 1. Approval of 2019-20 Budget Process and Calendar 19
Superintendent will present the 2019-20 Budget Process and Calendar to the Board.
 2. 1st Warning of Somers Policy DBS 3324.1 - Business Contracts 20
1st Warning of Somers Policy DBS 3324.1 - Business Contracts
 3. 1st Warning of Somers Policy DBS 4112.1 Staff Contracts 21
1st Warning of Somers Policy DBS 4112.1 Staff Contracts
 4. 1st Warning of Somers Policy DBS 4112.2 Staff Certification 22
1st Warning of Somers Policy DBS 4112.2 Staff Certification
 5. 1st Warning of Somers Policy DBS 4113.2 Cert. Change of Status 25
1st Warning of Somers Policy DBS 4113.2 Cert. Change of Status
 6. 1st Warning of Somers Policy DBS 4115 - Personnel Certified - Evaluations 26
1st Warning of Somers Policy DBS 4115 - Personnel Certified - Evaluations
10. OLD BUSINESS
11. ADMINISTRATIVE REPORTS
 1. Curriculum Report on Math 31
Dr. Zytka will present to the Board the Curriculum Report on Math.
 2. Curriculum Report on World Languages 32
Dr. Zytka will present to the Board the Curriculum Report on World Languages.
 3. Forecast of Pupil Services Challenges 33
Dr. Messina will present her report, "Forecast of Pupil Services Challenges," to the Board.
 4. Somers Public Schools Organizational Chart 37

The 2018-19 Somers Public Schools Organizational Chart is presented to the Board for review.

5. Superintendent's Update

Superintendent will update the Board on recent events.

12. COMMITTEE REPORTS

1. CURRICULUM

2. POLICY

3. SALARY & NEGOTIATION

4. PLANNING

13. OTHER

14. ADJOURNMENT

DRAFT

Somers Board of Education Meeting Minutes

October 15, 2018 7:00 PM

Board of Education Room

Attendance Taken at 7:00 PM:

Present Board Members: Jan Martin, Barbara Capuano, Bruce Devlin, Rick Lees, Anne Kirkpatrick

Absent Board Members: David Palmer, Jeremy Anderson, Kate McLellan, Sarah Bollinger

Updated Attendance:

Kate McLellan was updated to present at: 7:07 PM

Sarah Bollinger was updated to present at: 7:03 PM

Sarah Bollinger was updated to absent at: 7:48 PM

Others: Christian Chlebowski, Dee Chlebowski, Brian Chlebowski, Cheryl Gustafson, Michael Mayo, Jim Coleman, Jackie Nappo, Gary Cotzin, Michelle Peacock

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. The Board will honor Somers High School student, Christian Chlebowski

Rationale: The Board will honor Somers High School student, Christian Chlebowski, for his national recognition at the Future Business Leaders of America Awards of Excellence on July 1. Christian also earned the Congressional Award Silver Medal this past April.

Discussion: The BOE honored SHS student, Christian Chlebowski, for his national recognition at the Future Business Leaders of America Awards of Excellence on July 1, 2018. He attended the conference in Baltimore to enhance business skills and participate in events. Christian also earned the Congressional Award Silver Medal this past April. The BOE presented him with a gift.

Motion Passed: Motion to move agenda item 11.4 - Transportation Report to 11.1 passed with a motion by Anne Kirkpatrick and a second by Jan Martin. **Passed 6-0.**

4. APPROVAL OF MINUTES

4.1. Board Minutes from September 24, 2018

Rationale: Board to review and approve Board Minutes from September 24, 2018.

Motion Passed: The BOE Draft Minutes of the September 24, 2018 meeting passed with a motion by Barbara Capuano and a second by Jan Martin.

Passed 6-0.

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. CORRESPONDENCE

7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8. CONSENT AGENDA

Motion Passed: Motion to approve the entire Consent Agenda as presented passed with a motion by Barbara Capuano and a second by Jan Martin. **Passed 6-0.**

8.1. Warrant of October 15, 2018

Rationale: The warrant of October 15, 2018 in the amount of \$337,848.10 is attached for the Board of Education to review.

8.2. Medical Leave for MBA Custodian, Gary Kane

Rationale: Gary Kane, Custodian at MBA, has been out since 9/19/18 on a medical leave.

8.3. Retirement of Somers High Head Custodian, "Barry" Squazza

Rationale: Mr. Bruno Squazza, Head Custodian of Somers High School, is retiring after 23 years with the Somers Public Schools.

8.4. 2nd Warning - Somers Board of Education 2019 Meeting Schedule

Rationale: The Board to review and approve the 2019 Board of Education Meeting Schedule.

8.5. 2nd Warning - Somers DBS Code 1340 - Community Relations - Access to School Procedures and Materials

Rationale: 2nd Warning - Somers DBS Code 1340 - Community Relations – Access to School Procedures and Materials

8.6. 2nd Warning - Somers DBS Code 3110 - Business - Budget Planning

Rationale: 2nd Warning - Somers DBS Code 3110 - Business - Budget Planning

8.7. 2nd Warning - Somers DBS Code 3112 - Business - Budget Calendar

Rationale: 2nd Warning - Somers DBS Code 3112 - Business – Budget Calendar

8.8. 2nd Warning - Somers DBS Code 3120 - Business - Preparation of Budget

Rationale: 2nd Warning - Somers DBS Code 3120 - Business - Preparation of Budget. The Policy Committee recommends **deleting** this policy: redundant with policy 3112.

8.9. 2nd Warning - Somers DBS Code 3130 - Business - Budget Publication

Rationale: 2nd Warning - Somers DBS Code 3130 - Business – Budget Publication. The Policy Committee recommends **deleting** this policy: redundant with policy 3112.

8.10. 2nd Warning - Somers DBS Code 3140 - Business - Public Review of Budget

Rationale: 2nd Warning - Somers DBS Code 3140 - Business - Public Review of Budget. The Policy Committee recommends **deleting** this policy: redundant with policy 3112.

8.11. 2nd Warning - Somers DBS Code 3150 - Business - Adoption of Budget

Rationale: 2nd Warning - Somers DBS Code 3150 - Business - Adoption of Budget. The Policy Committee recommends **deleting** this policy: redundant with policy 3112.

8.12. 2nd Warning - Somers DBS Code 3310 - Business - Expenditures/Expending Authority - Purchasing Guides

Rationale: 2nd Warning - Somers DBS Code 3310 - Business - Expenditures/Expending Authority - Purchasing Guides

8.13. 2nd Warning - Somers DBS Code 3326 - Business - Paying for Goods and Services

Rationale: 2nd Warning - Somers DBS Code 3326 - Business - Paying for Goods and Services

8.14. 2nd Warning - DBS Code 3430 - Business - Periodic Financial Reports

Rationale: 2nd Warning - DBS Code 3430 - Business - Periodic Financial Reports

8.15. 2nd Warning - Somers DBS Code 4117.2 – Personnel – Certificated: Resignation

Rationale: 2nd Warning - Somers DBS Code 4117.2 - Personnel - Certificated: Resignation

9. NEW BUSINESS

9.1. Appointment of Cheryl Gustafson as Assistant Principal of Somers High School

Rationale: Appointment of Cheryl Gustafson as Assistant Principal of Somers High School.

Discussion: Superintendent Czapla enthusiastically recommended appointing Cheryl Gustafson as Assistant Principal at SHS as of 10/22/18. He stated that Mrs. Gustafson began at SHS in 2003 as a French teacher and subsequently assumed a variety of leadership roles including co-chairing NEASC while guiding faculty and students through the process. Mrs. Gustafson is pleased to have been in the Somers district for the past fifteen years and appreciates the opportunity to serve families, students, and staff.

Motion Passed: Motion to approve appointment of Cheryl Gustafson as Assistant Principal of Somers High School as of 10/22/18 passed with a motion by Jan Martin and a second by Sarah Bollinger. **Passed 7-0.**

9.2. 1st Warning New Textbook - "Hidden Roots" by Joseph Bruchac - 8th Grade Language Arts

Rationale: 1st Warning New Textbook - "Hidden Roots" by Joseph Bruchac - 8th Grade Language Arts. Board Curriculum Committee members will answer any questions.

9.3. 1st Warning New Textbook - "How Navy SEAL's Lead and WIN" by Jocko Willink and Leif Babin - Academic and College English 12

Rationale: 1st Warning New Textbook - "How Navy SEAL's Lead and WIN" by Jocko Willink and Leif Babin - Academic and College English 12. Board Curriculum Committee members will answer any questions.

10. OLD BUSINESS

Motion Passed: Motion to move agenda item 11.1 - Transportation Report back to agenda item 11.4 passed with a motion by Anne Kirkpatrick and a second by Jan Martin. **Passed 7-0.**

11. ADMINISTRATIVE REPORTS

11.1. Curriculum Report on (ELA) English Language Arts K-12

Rationale: Dr. Irene Zytka will present the Board on ELA initiatives throughout the district.

Discussion: Dr. Irene Zytka, Director of Curriculum, updated the BOE on the ELA K-12 curriculum. Staff continues to work on Atlas and is completing the last set of Mapping categories. The district is focusing on alignment with CCSS and grade level foundational skills. SHS is examining their grades 9-12 alignment and continuing the switch of sophomore American Literature to junior American literature. The department is updating their communication rubrics and style guides. MBA is exploring "textbooks" and novels. They are looking to focus more on writing with specific resources and aligning with the high school. SES is implementing the K-3 systematic program in foundational skills

(Foundations) focusing more on phonetics, vocabulary, comprehension, handwriting, and spelling. The English department is slated for new textbooks and wants to align K-5 with Fountas and Pinnell (F & P). Dr. Zytka attended a presentation on F & P modules last week. Professional Development is scheduled in February for these teachers. SES is focusing on identifying target skills needed during guided reading based on a student's individual reading level. A meeting is scheduled with F & P representatives to discuss the possible purchase of F & P classroom and implementation plan over a three-year period.

11.2. Educational Technology Report

Rationale: Dr. Irene Zytka will present the Board of Education the Education Technology Report.

Discussion: Dr. Zytka provided the BOE a spreadsheet depicting resources that are currently used in the district. Some of the resources utilized are free. Educational technology is used to structure lessons and engage students. It is also a Mapping category in Atlas. The technology resource spreadsheet will be updated accordingly.

11.3. SAT and AP Reports

Rationale: Mr. Gary Cotzin, Principal of SHS, will present the Board the SAT and AP results.

Discussion: Mr. Gary Cotzin, SHS Principal, updated the BOE on SAT and AP reports. SHS continues to perform fairly well when compared to the State and nation. The teachers have done a great job focusing on problem solving skills and giving students practice problems; however, there is room for improvement. The College Board estimates that student scores increase 20-30 points on average in English and Math. SHS has met or exceeded the averages. Mr. Cotzin also provided a five-year report showing an increase in the number of students in AP courses as well as an increase in students taking the AP exams. SHS allows any student to waive into the course as long as the student and parents are aware of the course's expectations. Students did well in English, Math, Art, and Statistics. Biology, Chemistry, and History scores were below expectations. Scores tend to fluctuate year to year. Teachers continue to set goals in order to increase scores by working with the students, visiting other successful AP programs, attending workshops, and examining material that needs to be taught.

11.4. Transportation Report

Rationale: Mr. Bill Boutwell will update the Board of Education on any transportation issues.

Discussion: Mr. Bill Boutwell, Director of Business Services, updated the BOE on transportation. Mr. Boutwell reported that SPS is in the second year of a five-year contract with First Student. There are 12 daily home-to-school runs with the larger buses and a couple of smaller/mid-size buses and vans for Special Education. A smaller vehicle is used on County Road. There is one other First Student bus used for Cheney Tech. One bus stop request was denied this year. Bus stops may be examined next year to determine equitability.

12. COMMITTEE REPORTS

12.1. BUDGET

Discussion: No report.

12.2. CURRICULUM

Discussion: K. McLellan stated that there was nothing new to report except for the two new textbooks that were warned.

12.3. POLICY

Discussion: A. Kirkpatrick reported that the Policy Committee met prior to the BOE meeting on 10/15/18 and will have a few policies to warn. The next meeting will be held on 10/29/18 at 6:15 p.m.

12.4. SALARY & NEGOTIATION

Discussion: No report.

12.5. PLANNING

Discussion: No report.

13. OTHER

Discussion: Superintendent Czapla reported that there will be a full-day Professional Development on 10/26/18 where teachers will be working on a variety of topics. Superintendent Czapla will also be one of the presenters. A. Kirkpatrick reported on the past full day Strategic Planning meeting. Members worked on the Vision statement and broke up into groups. She reported a positive atmosphere, and everyone is pleased with the process. The next Strategic Planning meeting will be held on Thursday, 10/18/18 from 3:30-5:30 p.m. The next full day meeting will be held in December. The Vision Statement should be finalized and ready to be presented to the BOE in January.

Mr. B. Boutwell, Director of Business Services, introduced Mr. Jonathan Wilkins, Location Manager for First Student, to the BOE.

14. ADJOURNMENT

Motion Passed: Motion to adjourn at 7:58 p.m. passed with a motion by Jan Martin and a second by Barbara Capuano. **Passed 6-0.**

Rick Lees, Board of Education Secretary Date

Shannin Burns, BOE Recording Secretary

Somers Board of Education General Budget Treasury Warrant

Report # 54570

Check Batch: 21373
 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

 10/25/18

21373	15889	10/29/2018	V58674	Administrator, Unemployment Compensation	0.00	5,736.00
	15890	10/29/2018	V52670	SYNCB/AMAZON	0.00	4,254.47
	15892	10/29/2018	V52306	AmeriPride Services, Inc	0.00	610.92
	15893	10/29/2018	V60064	Angeloni Refrigeration, Inc.	0.00	503.20
	15894	10/29/2018	V00282	Atwood Fire & Security	0.00	176.86
	15895	10/29/2018	V61182	Automated Building Systems, Inc	0.00	1,816.75
	15896	10/29/2018	V00884	Avery Septic Service	0.00	150.00
	15897	10/29/2018	V51604	Awards & More	0.00	42.00
	15898	10/29/2018	M52866	CAPP USA	0.00	572.06
	15899	10/29/2018	E00053	Castro, Carla	0.00	162.20
	15900	10/29/2018	V51942	CBS	0.00	208.00
	15901	10/29/2018	E00076	Cotzin, Gary	0.00	106.27
	15902	10/29/2018	V61473	COX Business	0.00	880.76
	15903	10/29/2018	V00204	CREC	0.00	20,961.08
	15904	10/29/2018	V60961	Data Management, Inc	0.00	280.00
	15905	10/29/2018	E00096	Duffy, Margaret	0.00	27.25
	15906	10/29/2018	V00264	EastConn	0.00	50.00
	15907	10/29/2018	V00605	Electrical Wholesalers	0.00	38.17
	15908	10/29/2018	V52317	Ellington Board of Education	0.00	15,637.94
	15909	10/29/2018	V61230	ENGIE Resources	0.00	6,434.93

Somers Board of Education General Budget Treasury Warrant

Report # 54570

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15910	10/29/2018	V00159	Eversource Energy	0.00	5,474.08
	15911	10/29/2018	V54168	First Student, Inc	0.00	75,799.98
	15912	10/29/2018	V02186	Flinn Scientific, Inc.	0.00	475.26
	15913	10/29/2018	V60951	Follett School Solutions, Inc	0.00	52.39
	15914	10/29/2018	V61017	Frontier Communications	0.00	296.15
	15915	10/29/2018	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
	15916	10/29/2018	V00511	Granger	0.00	278.24
	15917	10/29/2018	E00126	Grenier, Lisa	0.00	12.54
	15918	10/29/2018	V53439	Group Dynamic	0.00	27.75
	15919	10/29/2018	V53525	H&H Service, LLC	0.00	256.00
	15920	10/29/2018	V51232	Hartford Hospital-Grace Webb School	0.00	5,776.00
	15921	10/29/2018	V54063	HSABank	0.00	166.25
	15922	10/29/2018	V52848	Intensive Education Academy, Inc.	0.00	14,421.26
	15923	10/29/2018	V60467	MFAC, LLC	0.00	516.45
	15924	10/29/2018	R00632	MacLeod, Judith	0.00	30.52
	15925	10/29/2018	V60971	Mercer Consumer	0.00	83.00
	15926	10/29/2018	V60053	Microbac Laboratories, Inc	0.00	220.00
	15927	10/29/2018	V21005	MSC Industrial Supply Co.	0.00	66.70
	15928	10/29/2018	V01013	NASCO Fort Atkinson	0.00	49.94
	15929	10/29/2018	V53849	NCS Pearson, Inc.	0.00	140.00
	15930	10/29/2018	V00206	Pearson Education, Inc.	0.00	96.00
	15931	10/29/2018	E00269	Preston, Linda	0.00	118.15
	15932	10/29/2018	V61451	Prime Landscape Services	0.00	5,775.00
	15933	10/29/2018	V61261	Ray Seraphin Ford Inc	0.00	84.34
	15934	10/29/2018	V60925	ReadyNurse Staffing Services	0.00	391.50
	15935	10/29/2018	V53593	ReadyRefresh by Nestle	0.00	66.89
	15936	10/29/2018	V52074	Really Good Stuff, Inc.	0.00	244.14
	15937	10/29/2018	V51134	Richco Products, Inc.	0.00	938.00
	15938	10/29/2018	V52476	River Valley Lawn Care LLC	0.00	875.19
	15939	10/29/2018	V53811	RJ Mase, LLC	0.00	112.00
	15940	10/29/2018	V01292	School Specialty, Inc.	0.00	291.04
	15941	10/29/2018	V61387	Shipman & Goodman, LLP	0.00	7,744.00
	15942	10/29/2018	V60940	Sid Harvey Industries, Inc	0.00	43.55
	15943	10/29/2018	V60067	Silktown Roofing	0.00	828.00
	15944	10/29/2018	V00486	Somers High School	0.00	21.50
	15945	10/29/2018	V00886	Somers Lunch Program	0.00	9.90
	15946	10/29/2018	V60616	Somers Public Schools	0.00	150.96

Somers Board of Education General Budget Treasury Warrant

Report # 54570

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15947	10/29/2018	E00679	Stoltz, Tenley	0.00	225.00
	15948	10/29/2018	V51174	Therapro, Inc.	0.00	405.86
	15949	10/29/2018	V53615	Thurston Foods, Inc.	0.00	2,094.55
	15950	10/29/2018	V60356	TPC Associates, Inc	0.00	2,139.25
	15951	10/29/2018	M53099	Tull Brothers, Inc.	0.00	585.00
	15952	10/29/2018	V02758	University of Saint Joseph	0.00	6,120.00
	15953	10/29/2018	V21164	Unum Life Insurance Company of America	0.00	7,118.24
	15954	10/29/2018	V53413	W. B. Mason Co., Inc.	0.00	99.99
	15955	10/29/2018	V52399	W.R. Robinson Lumber	0.00	96.00
	15956	10/29/2018	E00571	Wilson, Robert	0.00	769.02
	15957	10/29/2018	V60352	Yankee Sheet Metal, Inc.	0.00	67.20
Totals:					<u>0.00</u>	<u>\$200,467.64</u>

68 Checks Listed.

Somers Board of Education General Journal Register

Report # 54569
Batch: 21350
Transaction: N/A
Show Summary Only: Yes

Batch # 21350	Control Total \$200,467.64	Status Posted	Created By Lbergamini	Created On 10/22/2018	Last Updated By Lbergamini	Last Updated On 10/25/2018
------------------	-------------------------------	------------------	--------------------------	--------------------------	-------------------------------	-------------------------------

General Ledger Distribution Summary

Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
October, 2019						
Generated Distributions						
10-000-0-0-00-000-710-00-0-00000		ENCUMBRANCE CONTROL			192,594.53	0.00
10-000-0-0-00-000-720-00-0-00000		RESERVE FOR ENCUMBRANCE			0.00	192,594.53
Total Generated Distributions					\$192,594.53	\$192,594.53
User-Entered Distributions						
10-000-0-0-00-000-241-00-0-00000		ACCOUNTS PAYABLE			441.35	0.00
10-000-0-0-00-000-241-00-0-00000		ACCOUNTS PAYABLE			0.00	200,908.99
10-100-2-2-08-242-611-01-5-01580		SES - WORLD LANGUAGE			118.15	0.00
10-100-2-2-14-241-611-01-5-00155		K-5 - GENERAL SUPPLIES			280.00	0.00
10-100-2-2-14-241-611-01-5-00155		K-5 - GENERAL SUPPLIES			0.00	105.90
10-100-2-2-16-242-611-01-5-00722		K-5 - LANGUAGE ARTS SUPPLIES			75.44	0.00
10-100-2-2-27-242-611-01-5-00904		K-5 - REMEDIAL READING SUPPLY			292.18	0.00
10-100-2-3-12-242-611-01-5-00904		MA - TECHNOLOGY ED SUPPLIES			96.00	0.00
10-100-2-4-02-242-611-01-5-00182		HS - ART SUPPLIES			0.00	335.45
10-100-2-4-12-242-611-01-5-00183		HS - TECHNOLOGY ED SUPPLIES			66.70	0.00
10-100-2-4-14-241-611-01-5-00159		HS - GENERAL SUPPLIES			559.74	0.00
10-100-2-4-22-242-611-01-5-00195		HS - PHYSICAL ED SUPPLIES			126.29	0.00
10-100-2-4-26-242-611-01-5-01070		HS - ENGLISH SUPPLIES			43.66	0.00
10-100-2-4-28-242-611-01-5-00206		HS - SCIENCE SUPPLIES			525.20	0.00
10-100-2-4-38-242-611-01-5-00181		HS - QUANTITY FOODS SUPPLIES			2,094.55	0.00
10-100-2-5-14-241-611-01-5-00873		SW - GENERAL COMPUTER SUPPLIES			1,162.05	0.00
10-100-2-5-44-242-611-03-5-00222		SW - A.V. SUPPLIES			506.96	0.00
10-100-8-2-66-910-730-01-5-00603		K-5 CAPITAL OUTLAY			99.99	0.00
10-120-9-9-98-242-611-01-5-01332		OCC. THERAPY SUPPLIES		Yes	405.86	0.00
10-120-9-9-98-243-611-01-5-01002		SP ED - TESTING			236.00	0.00
10-120-9-9-98-251-580-05-5-00272		SP ED - TRAVEL/IN-SERVICE			30.52	0.00
10-210-2-4-32-242-611-01-5-01677		HS - PBIS SUPPLIES			21.50	0.00
10-212-2-4-46-242-611-02-5-00178		HS - GUIDANCE SUPPLY			117.67	0.00
10-213-3-5-48-412-112-02-5-00319		SW - NURSE SUBSTITUTE			391.50	0.00
10-221-1-2-52-231-690-05-5-00280		K-5 - PROFESSIONAL LIBRARY			52.39	0.00
10-221-1-4-50-251-580-05-5-00267		HS - TRAVEL/IN-SERVICE			39.79	0.00

Somers Board of Education General Journal Register

Report # 54569

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
21350	\$200,467.64	Posted	Ibergamini	10/22/2018	Ibergamini	10/25/2018
10-221-1-4-50-251-580-05-5-00269		HS - PRINCIPAL'S TRAVEL				
10-221-2-5-50-214-111-05-5-00659		SW - PROF DEVELOPMENT/CEU				
10-221-2-5-50-251-322-01-5-01689		SW - TECH PROF DEV				
10-222-2-2-52-233-611-03-5-00144		K-5 - A.V. MATERIALS				
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES				
10-231-1-5-74-134-590-10-5-00648		B.O.E. - COMMUNITY RELATIONS				
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES				
10-232-1-5-50-137-810-05-5-00057		CO - INSTITUTIONAL DUES				
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH				
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES				
10-232-1-5-72-258-690-04-5-00044		CO - OFFICE SUPPLIES				
10-232-8-5-66-910-730-04-5-00614		CO - CAPITAL OUTLAY EQUIPMENT				
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES				
10-240-1-4-40-258-690-04-5-00304		HS - OFFICE SUPPLIES				
10-240-6-2-66-830-440-04-5-00524		K-5 - COPIER SUPPLIES				
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS				
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE				
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE				
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE				
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.				
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE				
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE				
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE				
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK				
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE				
10-260-5-6-62-722-430-08-5-00435		SW - THERMOSTAT/CONTROLS				
10-260-5-6-62-722-430-08-5-00438		HS - SEPTIC TANK				
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE				
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR				
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP				
10-260-5-6-62-722-430-08-5-00443		SW - ROOF REPAIR				
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY				
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING				
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY				
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY				
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS				
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY				
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY				

Somers Board of Education General Journal Register

Report # 54569

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On	
21350	\$200,467.64	Posted	Lbergamini	10/22/2018	Lbergamini	10/25/2018	
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			2,002.50	0.00	
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			19,703.93	0.00	
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			27.75	0.00	
10-280-6-5-82-820-200-13-5-00513		L.T.D.			7,118.24	0.00	
10-280-6-5-82-820-200-13-5-00517		UNEMPLOYMENT INSURANCE		Yes	5,736.00	0.00	
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			166.25	0.00	
10-280-6-5-82-820-520-13-5-00520		UMBRELLA LIABILITY INSURANCE		Yes	83.00	0.00	
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			516.45	0.00	
10-613-9-9-88-955-561-14-5-00622		SPED - CREC RIVER STREET		Yes	14,490.18	0.00	
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			48,138.30	0.00	
Total User-Entered Distributions						<u>\$201,350.34</u>	<u>\$201,350.34</u>
Total for October, 2019						<u>\$393,944.87</u>	<u>\$393,944.87</u>
Grand Total for Batch # 21350						<u>\$393,944.87</u>	<u>\$393,944.87</u>

223 Transactions Listed.

Instructional Resource Proposal Form

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

Date: June 21, 2018

Person(s) submitting: Miranda Wilson

Content Area: Language Arts **Grade(s)** Eighth **Course:** General Education

Recommended Purchase:

Title or Name of Resource: *Hidden Roots* by Joseph Bruchac

Type of Resource: Mentor Text ISBN# 0557711681

Copyright: January 31, 2011 Vendor: Amazon

Address: Amazon.com

Background: (Why this purchase is being proposed?)

Based on a review of the 2017-2018 school year, it has been determined that the Holocaust Unit no longer meets cross-curricular alignment or unit goals as presented in the current curriculum model. As the current unit (Research: The Holocaust) progressed, it was evident instruction in core skills were lacking and did not provide students with a readiness to learn and succeed. Furthermore, students exhibited a confusion of time period when transitioning from the social studies curriculum to the language arts classroom as the year in social studies ends with the Civil War.

In addition, the eighth grade curriculum lacks a mentor text featuring a minority character. This gap alienates many of our students. The inclusion of a Native American protagonist will provide students with an opportunity to expand their worldview and connect with someone who demonstrates the struggles of our minority population.

Process used to select this curriculum resource:

Joseph Bruchac is a celebrated Native American author. Many of his poems and short stories are already a part of our curriculum. In addition, the novel *Winter People* was just added to our summer reading list. This novel directly connects to the social studies curriculum. The title of the unit will be "Embracing Heritage". The unit will provide instruction and monitoring of the core skills necessary to enhance student performance. Furthermore, the novel will strengthen the alignment of the social studies curriculum to the literature/concepts presented in language arts.

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

- Supporting Modified Instruction- *Touch My Tears: Tales from the Trail of Tears* by Sarah Sawyer, *As Long as the Rivers Flow: The Stories of Nine Native Americans* by Paula Gunn Allen and Patricia Clark Smith
- Teacher- *Native Americans Today: Resources and Activities for Educators, Grades 4-8* by Arlene Hirschfelder, *Native Americans: A Thematic Unit on Converging Cultures* by Wendy S. Wilson, *The Truth About Stories: A Native Narrative* by Thomas King

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

The novel has been chosen because it provides rigor and aligns with the eighth grade standards, while maintaining a level of content appropriate for middle level students.

Enduring Understandings –By the end of the unit, students will understand that...

- our heritage defines us individually and as a nation.
- our heritage molds our belief systems and influences our traditions.
- background information enhances understanding of literature.
- oral tradition is vital to the survival of culture.
- the experiences of each American populace varies and is influenced by cultural misunderstandings/prejudice.
- genocide occurred in the United States.
- our stories are interwoven and connect us as people.

Attach a standard budget sheet to detail the purchase costs.

*The cost will be covered within the 2018-2019 budget as presented to the staff in June (\$566).

Textbook Proposal Form

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

Date: April 18th, 2018

Person(s) submitting: Erik Serrell-Dube

Content Area: English Grade(s) 12

Course: Academic and College English 12

Recommended Purchase: 15 copies of Extreme Ownership: How Navy SEAL's Lead and WIN for 2018-2019 academic year

Title or Name of Resource: How Navy SEAL's Lead and WIN by Jocko Willink and Leif Babin

Type of Resource: Nonfiction Memoir/Business

ISBN# 1250183863 SKU#

Copyright: 2017 Vendor: St Martain Press

Address: _____

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

Yes

No

Process used to select this curriculum resource:

In adopting this text the goal is to introduce current non-fiction reading into the curriculum for academic seniors that is relevant and allows for deeper discussion and application. The memoir-narrative/application style of the text is highly engaging, which is necessary for academic and college level students.

Is this the only curriculum resource for this course? No If not, what other resource(s) will be used? The remaining grade 12 novels will remain in their scheduled places within the curriculum.

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

This text was reviewed by the department and found to be of appropriate reading level for all 12th grade students. The pedagogical nature of the writing, which goes from memoir in action to application in business, demonstrates the interconnectedness of experiences, consequences of actions, and allows for not only discussion but also extensive projects. This book is currently a number 1 Amazon seller in several categories and a New York Times Bestseller. There may be interdisciplinary possibilities for assignments as well.

Attach a standard budget sheet to detail the purchase costs.

Amazon price is \$18.29. We average 15 students in Academic 12 English where it will be used next year. This puts the cost at \$274.35. This will be purchased through the English Supply budget at the beginning of 2018-19 school year.



Board of Education Administrative Report

Title of Report: 2019-20 Budget Process and Calendar

Board Meeting Date: October 29, 2018

Action Report Information Discussion

Submitted by: Brian P. Czapla

Executive Summary

Per Policy 3110, the budget process and calendar must be approved by the Board of Education.

Report

September 2018

- Leadership Team meets to discuss budget priorities
- Administrators engage staff in conversations to develop budget requests

October 2018

- Leadership Team electronically submits budget requests
- Central Office Budget Team meets with insurance broker, actuaries, pension investment committee to determine non-discretionary budget items

November – December 2018

- Superintendent meets with Leadership Team to review individual budget requests
- Central Office Budget Team meets with town officials to discuss budget climate and establish calendar.
- Central Office Budget Team prepares budget information for Superintendent's Proposed Budget

January 2019

- Superintendent presents proposed budget to Board of Education at the first meeting
- Board of Education continues discussions and deliberations at the second meeting

February 2019

- Board of Education approves budget for public hearing in March
- Campus View developed and mailed

March 2019

- Board of Education Public Hearing on Budget
- Board of Education approves final Budget to be presented to Board of Finance
- Superintendent presents Board of Education Budget to Somers Board of Finance

April 2019

- Board of Finance Public Hearing
- Board of Finance approves Budget to be sent to Annual Town Meeting

May 2019

- Annual Town Meeting
- Budget Referendum

DBS CODE 3324.1

CZAPLA NOTES: reporting to BOE would be a substantial administrative burden due to the numerous contracts we engage in.

BUSINESS:

Contracts:

All contracts between the district and outside agencies shall conform to prescribed standards as required by law.

All contracts between the district and outside agencies shall be prepared under the supervision of the Central Office Administration and where appropriate, subject to approval of the legal advisor of the district.

Any service contract, maintenance contract, or purchase agreement will be subject to approval by the superintendent. ~~who will report these to the Budget Committee annually during the normal budget preparation process. Any new contracts will be brought to the Budget Committee as the need arises.~~ Any lease purchase or purchase agreement for more than one year and more than ~~\$5,000~~ \$15,000 must be approved by a simple majority vote of ~~both the Budget Committee and~~ the Board of Education.

Affirmative Action:

This school district shall not enter into any contract with a person, agency or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, religious creed, age, marital status, national origin, sex or physical handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

Legal Reference: Title VII, Civil Rights Act, as amended by

Title IX, Equal Employment Opportunity Act

Title IX of the Education Amendments of 1972

(Higher Education Act)

Adopted: November 24, 1980

Revised: January 10, 2000

DBS CODE 4112.1

CZAPLA NOTES: More realistic reporting period

PERSONNEL - CERTIFICATED:

Contracts:

Salary agreements as per negotiated contracts shall be issued by the Superintendent to its employees annually. They shall be signed and returned to the Superintendent within ten school days. By June ~~1st~~, 30th the Superintendent shall summarize staff changes to the Board of Education for the coming year.

Cross Reference: 4112, 4212 - Appointment of Staff

Adopted: November 9, 1981

Revised: November 26, 2001

CZAPLA NOTES: Crossed out text cites state law which could change. We are covered with the first paragraph.

PERSONNEL

Certification

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

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

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

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

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

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

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

~~Distinguished Educator Designation~~

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

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

Adopted: February 9, 1981

Reviewed: April 16, 2001

October 24, 2001

Revised: February 22, 2010

Revised: October 9, 2012

Revised: November 9, 2015

Revised: November 13, 2017

DBS CODE 4113.2

PERSONNEL - CERTIFICATED:

Assignment:

Change of Status:

When a teacher is eligible to move to a different degree status, a written report, accompanied by a certificate showing evidence that the degree has been earned, shall be submitted to the Superintendent. ~~prior to October 1. After certification has been recorded, the change in salary shall be made retroactive to September 1.~~

~~If the change in status has not been requested by October 1, the change in salary will not be effective until the following September.~~

For further information see the latest working agreements of the Somers Educational Association and the Somers Administrative Association with the Somers Board of Education.

Adopted: July 6, 1981

~~For further information see the latest working agreements of the Somers Educational Association and the Somers Administrative Association with the Somers Board of Education.~~

CZAPLA NOTES: Policy too prescriptive in development of evaluation plan. We review our evaluation plans frequently and make changes based on CSDE and teacher recommendations.

Personnel - Certified

Evaluation and Support Program

~~It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan which demonstrates a clear link between teacher evaluation, professional development and improved student learning. (The educator evaluation and support plan or revisions must be approved annually by the State Department of Education prior to District implementation.)~~

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee.

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

~~Appraisal of teaching performance should serve three purposes:~~

- ~~1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning.~~
- ~~2. To raise the standards of the teaching profession as a whole.~~
- ~~3. To aid the individual teacher to grow professionally, linking district wide teacher evaluation and professional development plans.~~

~~Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction.~~ The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher/administrator evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation Committee for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions. ~~The teacher shares with those who work with the teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.~~

~~The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee.~~

~~The system-wide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. *Further, claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.~~

~~The Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.~~

~~The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.~~

~~In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.~~

~~The Superintendent shall report to the Board by June 1st annually on the status of the evaluations. In addition, annually, by dates determined by the State Department of Education, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.~~

Improvement and Remediation Plans

~~Teachers rated "below standard" or "developing" shall have a well-articulated improvement and remediation plan that:~~

- ~~1. is developed in consultation with the teacher and his/her union representative is differentiated by the level of identified need and/or stage of development;~~
- ~~2. identifies resources, support, and other methods to address documented deficiencies;~~
- ~~3. contains a timeline for implementing such measures in the same school year as the plan is issued; and~~
- ~~4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.~~

Evaluation Training

The Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) has adopted a flexible plan for the implementation of Connecticut's Educator Evaluation and Support System.

The submission of the District's evaluation plans for State Department of Education's review and approval, including flexibility requests, shall take place by annual deadlines set by the State Department of Education.

Complementary Observers

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. The District may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators, who may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers shall be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre and post conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary observer shall share his/her feedback with the primary evaluator as it is collected and shared with teachers.

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

Dispute Resolution Process

In accordance with the requirement in the "Connecticut Guidelines for Teacher Evaluation and Professional Development," in establishing or amending the local teacher evaluation plan, the Board of Education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.

Data Management

The District's Professional Development and Evaluation Committee will review and report to the Board the user experiences and efficiency of the District's data management system/platform to be used by teachers and administrators to manage the evaluation plans.

Data management systems/platform to be used by teacher and administrators to manage evaluation plans shall be selected by the Board with considerations given to functional requirements/needs and efficiencies identified by the Professional Development and Evaluation Committee.

Such plans shall consider guidance pertaining to the entry of data into the District's data management system/platform needed to manage the evaluation plan. Such guidance shall address items to be entered, prohibitions pertaining to the sharing and transference of individual teacher data to another district or entity without consent of the teacher or administrator, limits on the access to teacher and administrator data and a process for recording authorized individuals' access to information.

Audit

The Board, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

~~All teachers teaching in public schools at the elementary, middle and high school levels (including special education teachers) must be determined to be "highly qualified," as defined in the No Child Left Behind Act. To be determined "highly qualified," a teacher must use the HOUSSE plan if he or she has not passed a state subject-matter test, does not hold advanced certification (e.g., National Board Certification) in all of the core academic content areas that he or she teaches (see appendix "Questions and Answers" document for more detailed information).~~

~~The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency (i.e., be highly qualified) in the core academic subjects that they teach.~~

~~Because the District's teacher evaluation and professional development guidelines (1) were reviewed and critiqued using the State Department of Education's peer review process and (2) include subject matter knowledge assessment, Connecticut's district teacher evaluation plans have been approved by the U.S. Department of Education as Connecticut's official HOUSSE plan.~~

~~To ensure that this statewide HOUSSE is standardized across districts throughout the state, it is critical that the District evaluates a teacher's subject matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:~~

- ~~A. foundational skills and competencies; and~~
- ~~B. the discipline based professional standards.~~

~~The Superintendent is directed to develop appropriate regulations, based upon guidance promulgated by the State Department of Education, pertaining to the District's HOUSSE plan.~~

(cf. [2400](#) - Evaluation of Administrators and Administration)

(cf. [4111/4211](#) - Recruitment and Selection)

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

Legal Reference: Connecticut General Statutes

[10-145b](#) Teaching certificates.

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

[10-151b](#) Evaluation by superintendent of certain educational personnel.
(amended by PA 04-137, An Act Concerning Teachers' Evaluations, PA 10-111, An Act Concerning Education Reform in Connecticut, and PA 12-116 An Act Concerning Educational Reform.)

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

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

Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers. (as amended by PA 15-215)

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

PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.

PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

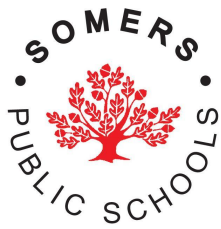
Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

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

34 C.F.R. 200.55 Federal Regulations.

Adopted: December 7, 2015



**Board of Education
Administrative Report**

Title of Report: Math K-12

Board Meeting Date:

Action

Report

Information

Discussion

Submitted by: Irene Zytka

Executive Summary

The Math initiatives throughout the district are in various stages of re-examination. Both the SES and MBA programs will examine their textbook resources in the 2019-20 school year for implementation in the following year.

Report

K-5:

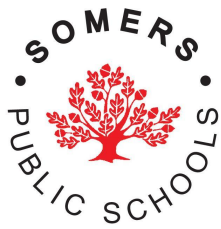
The introduction of the Math workshop model continues to be the focus this year. Math at the elementary level is slated for textbook acquisition during the 2020-21 school year. Staff will be examining the current Math resources used.

MBA:

The Math dept at MBA is slated for textbook acquisition for the 2019-20 school year. They have requested an additional year of student subscriptions for the 2019-20 school year with their current program. The program currently used is slated for revisions in the 2020 school year at which point they will look to reexamine the program.

SHS:

Geometry is slated for new textbooks for the 2019-20 school year. No other textbook purchases are required. The Math dept at SHS is examining introducing a new Math semester course for the 2020-21 school year.



**Board of Education
Administrative Report**

Title of Report: World Language

Board Meeting Date:

Action Report Information Discussion

Submitted by: Irene Zytka

Executive Summary

Discussion regarding the structure and vertical flow of World languages K-12 has been the main discussion this school year. Changes have occurred in staff and future textbook purchases.

Report

K-5:

In light of the multiple transitions occurring in the overall World Language dept., examination of the World Language program at SES has begun in order to analyze the impact of Spanish at the early grades, determine its effectiveness on the acquisition of Spanish and any future impact on scheduling.

MBA:

Our 6th grade World Language teacher has transferred to SHS to fill the French position left by the appointment of Cheryl Gustafson to AP at SHS. An experienced teacher has been hired to fill the position for the remainder of the school year. The curriculum has been completed for the 6th-grade exploratory course so the transition is predicted to be smooth. Difficulty in hiring staff to sustain the program has led to a more intensive examination of the 6th-grade exploratory program which will be conducted this school year.

SHS:

Both MBA and SHS World Language programs are slated for textbook acquisitions in the 2019-20 school year. Both schools are looking to renew what was previously purchased for online subscriptions. No additional textbooks are predicted to be purchased at this time.



Somers Board of Education
Administrative Report

Title of Report: **Trends and Forecast for Pupil Services**

Board Meeting Date:

Action

Report

Information

Discussion

Submitted by: Denise Messina

Executive Summary

Trends and Forecast for Pupil Services Challenges: Caseloads, Demands and Capacity

Report

Executive Summary / Healthy Students and Thriving Schools: A Comprehensive Approach for Addressing Students’ Trauma and Mental Health Needs

“Schools are increasingly viewed as a critical setting for the delivery of mental health services. Many children’s behavioral health needs are not identified and the majority of children with identified challenges do not receive services in traditional community-based settings.

“In a typical classroom of 25 students, approximately five will meet criteria for a mental health disorder but most of them are not receiving appropriate mental health treatment or support. Among those who do access care, approximately 70% receive services through their schools.

“Early identification and intervention promotes better care and results in cost savings: School staff are often the first to identify children with a potential mental health concern and often are the treatment providers as well.

(<https://www.chdi.org/publications/reports/impact-reports/ September 2018>)

The Child Health and Development Institute of Connecticut (CHDI), a subsidiary of the Children’s Fund of Connecticut, is a not-for-profit organization established to promote and maximize the healthy physical, behavioral, emotional, cognitive, and social development of children throughout Connecticut. CHDI works to ensure that children in Connecticut, particularly those who are disadvantaged, will have access to and make use of a comprehensive, effective, community-based health and mental health care system.



Somers Board of Education Administrative Report

Somers Public Schools

504 Plan 2018-2019 Referral and Caseload Increase

Increase approximately 74% since EOY 2015-2016 (4.8%)

2018-19 October Count: 117 (8.4% of total population with 504 plan)

SES	MBA	SHS	OTHER/Magnet
41	35	32	7

Causes / Trends:

- Legal compliance guidance (referral protocol AND eligibility)
- Increase in referral rate from staff (curriculum and learner demands; MTSS)
- Increase in referral rate from parents (parent, clinical and pediatric advocacy)
- Increase in eligibility due to mental health demands (Big 3: ADHD, ASD and Anxiety)

Pupil Services Infrastructure / Stressors

SES (504 plans: 41, total student population: 577, 7 levels – PreK, K, 1st – 5th grades)

- 2 Administrators
- 1 FT counselor (504 coordinator)
- 1 FT psychologist
- No social worker

MBA (504 plans: 35, total student population: 336, 3 levels, 6th – 8th grades)

- 2 Administrators
- 1 FT counselor (504 coordinator)
- .4 psychologist
- 1 FT social worker

SHS (504 plans: 32, population: 459, 4 levels 9th -12th grades, plus Transition)

- 2 Administrators
- 2.5 FT counselor (504 coordinators)
- .6 psychologist
- 1 FT social worker

CASELOAD / CAPACITY CONCERNS:

504 caseload increase / administrative management results in capacity competing scheduling and time demands, less time to provide support services to students and consultation to staff.

Caseload of 40 represents approximately 25 - 30% time in administrative case management tasks, reduction to direct student service.



Somers Board of Education Administrative Report

Prevalence of Disability (Special Ed / IEP ONLY)

Statewide Increase: 11.45% in 2008 to 14.5% in 2017. (If EOY 2018 figures included > 3% increase.)

Somers Special Education / IEP Eligibility: 3.9 % increase

2017-18 205 (14.4%)

2016-17 212 (15%)

2015-16 193 (13.5%)

2014-15 188 (12.8%)

2013-14 176 (11.7%)

2012-13 183 (11.6%)

2011-12 172 (10.7%)

2010-11 175 (10.7%)

2009-10 174 (10.5%)

Causes / Trends:

- Changes in identification (accuracy and broadening of diagnostic labels)
- Legal compliance guidance (child find / referral protocol AND eligibility)
- Increase in referral rate from staff (curriculum and learner demands; MTSS)
- Increase in referral rate from parents (parent, clinical and pediatric advocacy)
- Increase in OHI eligibility due to mental health demands (Big 3: ADHD, ASD and Anxiety)
- Shift in mental health lens: Pediatric screening; Adverse Childhood Experiences (ACEs); emotional dysregulation / depression, mood disorder
- Shift from “truancy” to school avoidance / anxiety
- Increase in 603 / DCF foster assignment, McKinney Vento identification, psychiatric hospitalization, EMPS/211 referrals

“ . . .What makes it a little tougher is the need to change how we see students specifically thinking less about the students belligerent behavior for example and more on the reasons for the behavior.”

We shift from misbehavior and opposition to dysregulated behavior

We shift from “What did you do?” to “What has happened to you?” (ACE)

The Child Health and Development Institute of Connecticut

The Child Health and Development Institute of Connecticut began reviewing mental health needs in Connecticut Public Schools after Sandyhook - CHDI identified some strengths but indicated over all efforts have focused on crisis management rather than early identification, prevention and a continuum of care.

(<https://www.chdi.org/publications/reports/impact-reports/> September 2018)



Somers Board of Education Administrative Report

FINDINGS:

- Adverse childhood experience / trauma, secondary traumatic stress results in PTSD or in a toxic stress response - which gives rise to emotional problems that can profoundly disrupt children's lives, learning and the classroom.
- Mental health issues affect one in five students ages 13 to 18
- 11% of youth have a mood disorders such as depression or bipolar
- 8% of children have an anxiety disorder
- 10% of children have a behavior or conduct disorder
- By ages 13-17, 15.9% females have depression
- By ages 13-17, 7.7 % males have depression
- 75% of mental health disorders begin before the age of 24
- Half of mental health disorders begin before the age of 14
- Early identification, prevention and a continuum of care has been shown to be effective in reducing life long impact and increasing resiliency.

SOMERS

Three disabilities combined: 2009-2010 (40) 2018-2019 (79) nearly 100% increase

- Other Health Impaired (OHI: ADD / ADHD / Anxiety)
2009-2010 (10) 2018-2019 (47) 370% increase
- Autism Spectrum Disorder
2009-2010 (14) 2018-2019 (27) 93% increase
- Emotional Disturbance
2009-2010 (16) 2018-2019 (5) nearly 69% decrease

Out of District / High Cost Tuition and Transportation:

- 2017-2018 (12 OOD students, 2 DCF, 1 partial year, 1 in district): \$1,108,340.
(\$892,969. tuition and \$215,371. transportation)
Approximately 25% of total cost is in transportation
- 2013-2014 (18 students): \$1,321,223.

CASELOAD / CAPACITY CONCERNS:

Somers student population: 1401

Disability identification: 373

October 2018 population identified with disability:

117 504 plans (8.4%) PLUS 202 IEPs (14.7%) = 373 (23% of total population of 1401)

- Total prevalence of disability in Somers Public Schools: 23%.
- At least 1 in 5 students is identified with a disability.

SOMERS PUBLIC SCHOOLS – 2018-2019 ORGANIZATIONAL CHART

