

**SOMERS Board of Education Meeting**  
**Monday, December 10, 2018 7:00 PM**  
Board of Education Room, [Address], [City], CT [Zip]

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. AWARDS AND RECOGNITIONS
  1. The Board will recognize Joan Jaquith for her work for the last 23 years with the Network Against Domestic Abuse.  
The Board will recognize Joan Jaquith for her work for the last 23 years with the Network Against Domestic Abuse.
4. APPROVAL OF MINUTES
  1. Draft Minutes of November 26, 2018 3  
Draft Minutes of November 26, 2018
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
6. CORRESPONDENCE
7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
8. CONSENT AGENDA
  1. Warrant of December 10, 2018 8  
Board will review and consent to the warrant of December 10, 2018 in the amount of \$385,387.54.
  2. Resignation of Mrs. Susan Murphy, ParaEducator at Somers High School.  
Mrs. Susan Murphy is resigning from her position of ParaEducator at Somers High School.
9. NEW BUSINESS
  1. Approval of Overnight Field Trip Request - Somers High School's US History 13  
Teacher, Phil Goduti to take students to Washington DC from March 29 -31st, 2019.  
The Board will review request and approve for Overnight Field Trip of Somers High School's US History Teacher, Phil Goduti, to take students to Washington DC from March 29 -31st, 2019.
  2. 1st Warning of Somers Public Schools Calendar for 2019-2020 15  
Attached is the 1st Warning of the Somers Public Schools Calendar for 2019-2020 for the Board to review. It will be voted on in the January 14, 2019 meeting.
  3. 1st Warning - Somers Policy DBS 5118.1.-Admission of Resident Students 16  
The Board will review the 1st warning of Somers Policy DBS 5118.1.-Admission of Resident Students.
  4. 1st Warning of Somers Policy DBS 5131.7 Students Weapons & Dangerous Instruments  
The Board will review the first warning of Somers Policy DBS 5131.7 Students Weapons & Dangerous Instruments.
  5. 1st Warning of Somers Policy DBS 5131.111 -Student Conduct and Surveillance 20  
The Board will review the 1st Warning of the Somers Policy DBS 5131.111 -Student Conduct and Surveillance.
  6. 1st Warning of 1st Warning of the Somers Policy DBS 5131.913 - Students Bullying 22  
The Board will review the 1st Warning of the Somers Policy DBS 5131.913 - Students Bullying .
  7. 1st Warning of Somers Policy DBS 6141.312 - Instruction Migrant Students 25  
The Board will review the Somers Policy DBS 6141.312 - Instruction Migrant Students.
  8. 1st Warning of Somers Policy DBS 6141.322 Instruction - Computer web/social media 26  
The Board will review Somers Policy DBS 6141.322 Instruction - Computer web/social media.
10. OLD BUSINESS
11. ADMINISTRATIVE REPORTS
  1. SESA Pension Update  
Forma Group will be giving an update to the Board on the SESA Pension.
  2. SES Language Arts Program 29

Mrs. Dina Senecal will present to the Board of Education the Fountas and Pinnell Classroom.

3. Superintendent's Update

The Superintendent will update the Board of current issues/events.

12. COMMITTEE REPORTS

1. CURRICULUM

2. POLICY

3. SALARY & NEGOTIATION

4. PLANNING

13. OTHER

1. Executive Session - Superintendent's Mid-Year Evaluation

The Board will vote to go into Executive Session for the Superintendent's Mid-Year Evaluation.

The Superintendent will be invited in.

14. ADJOURNMENT

**Somers Board of Education Meeting  
Board of Education Room  
November 26, 2018  
7:00 PM**

**Attendance Taken at 7:00 PM:**

Present Board Members: Jan Martin, Sarah Bollinger (arrived at 7:04 p.m.), Barbara Capuano, Rick Lees, Jeremy Anderson, Anne Kirkpatrick

Absent Board Members: Bruce Devlin, David Palmer, Kate McLellan

Others: Bill Boutwell, Dr. Irene Zytka, Emma Felix, Fiona Cheyney

**1. CALL TO ORDER**

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

**2. PLEDGE OF ALLEGIANCE**

**3. STUDENT REPRESENTATIVES' REPORT**

**Discussion:** Somers High School representatives, Emma Felix and Fiona Cheyney, updated the BOE on SHS events. Winter sports have begun. The football team is undefeated and plays in the quarter final on 11/27/18 in Enfield. NCCC concert was a success. The concert was held in Ellington on 11/16/18. The band, chorus, and drama annual NYC field trip sign-up began last week. They will see a play on Broadway. The drama production, "Almost Maine," will occur on Friday, 11/30/18, and Saturday, 12/1/18. Tech week is off to a good start. The Semiformal will occur on 12/6/18 and is hosted by the Senior class. They continue collecting string lights from the community. The Unity Team is now led by Mrs. Dzurenda. The GSA Club will hold a LGBTQ seminar. There will be a seminar on Thursday, 11/29/18, to educate parents and students on vaping dangers. The Student Advisory Council fundraised for Loaves and Fishes. Teachers and a student have participated in No Shave November. Students may vote during lunch, and donations will go to Hartford Hospital. The first quarter has finished at SHS.

**4. APPROVAL OF MINUTES**

**4.1. Draft of November 12, 2018 Minutes**

**Rationale:** The Board is to review and approve the minutes of November 12, 2018.

**Motion Passed:** Motion to approve the minutes of the 11/12/18 Board of

Education Meeting passed with a motion by Jan Martin and a second by Barbara Capuano. **6 Yeas - 0 Nays.**

## **5. AUDIENCE TO CITIZENS/STAFF/STUDENTS**

## **6. CORRESPONDENCE**

## **7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**

**Motion Passed:** Motion to table agenda item 8.5, 2nd Warning Somers Policy DBS 5141.21 Administrative Regulation Definitions, to the 12/10/18 BOE meeting passed with a motion by Anne Kirkpatrick and a second by Barbara Capuano. **6 Yeas – 0 Nays.**

## **8. CONSENT AGENDA**

**Motion Passed:** Motion to approve Consent Agenda as amended passed with a motion by Anne Kirkpatrick and a second by Jan Martin. **6 Yeas - 0 Nays.**

### **8.1. Warrant of November 26, 2018**

**Rationale:** Board will review and consent to the November 26, 2018 warrant of bills in the amount of \$203,718.66.

### **8.2. Resignation of Somers High Science Teacher, Mr. James Folger**

**Rationale:** Mr. James Folger, Somers High School Science teacher, handed in his letter of resignation on November 15, 2018.

### **8.3. 2nd Warning Somers Policy DBS 4148 4248 Cert/NonCert Employee Protections**

**Rationale:** 2nd Warning Somers Policy DBS 4148 4248 Cert/NonCert Employee Protections

**Discussion:** Questions may be directed to Anne Kirkpatrick or any member of the Policy Committee.

### **8.4. 2nd Warning Somers Policy DBS 4148.1 -to Delete**

**Rationale:** 2nd Warning Somers Policy DBS 4148.1 -to Delete

**Discussion:** Questions may be directed to Anne Kirkpatrick or any member of the Policy Committee.

### **8.5. 2nd Warning Somers Policy DBS 5144.1 Student - Restraint**

**Rationale:** 2nd Warning Somers Policy DBS 5144.1 Student - Restraint

**Discussion:** Questions may be directed to Anne Kirkpatrick or any member of the Policy Committee.

## **9. NEW BUSINESS**

## **10. OLD BUSINESS**

## **11. ADMINISTRATIVE REPORTS**

### 11.1. SBAC Cohort Report

**Rationale:** Dr. Irene Zytka will go over the SBAC Cohort Report and answer questions from the Board.

**Discussion:** Dr. Irene Zytka, Director of Curriculum, updated the BOE on the SBAC Cohort Report. Superintendent Czapla stated that he wanted Dr. Zytka to do a deep-dive analysis to better understand scores, what they mean, and what we need to do. SBAC testing is currently done in grades 3-8 in Math and English Language Arts. Dr. Zytka analyzed the data in a variety of ways. The State recently presented a growth model analysis of SBAC. For the most part, Somers is above State average; however, there are areas in need of improvement. Dr. Zytka met with the principals in order to better understand the problem areas. Individually, students have shown very good growth. Dr. Zytka stated that Somers has not been utilizing optional SBAC interim assessments where students are tested after finishing certain content areas. The MBA Math and Language Arts departments are going to examine the interim SBAC assessments during PD on 12/7/18. The Math department will then map out when to administer these assessments for the remainder of the year. SES will examine their SBAC assessment calendar for grades 3-5 this summer for the 2019-20 school year. SES will also determine which Math textbooks to purchase for 2019-20 that will align with Common Core. Dr. Zytka also stated that they will be re-evaluating the calendar so that SBAC and NWEA testing is more spread out. Currently, students have NWEA testing within two weeks of SBAC testing. The format, structure, and language are different between the two tests. Also, students may be burnt out by all of the testing at once. Another finding includes the amount of content and decreased amount of time to teach certain topics in the fourth and fifth grades. Grade 5 may explore reorganizing in 2019-20 to have teachers teach subject-specific content. Professional Development in December of 2018 will offer learning how to utilize the new IXL diagnostic to be used in conjunction with SBAC interim assessment results. Also, equity issues at MBA will be examined in Language Arts and Math (i.e. number of teachers, blocks of instruction, and specialist/tutors).

### 11.2. Quarterly Budget Update

**Rationale:** Mr. William Boutwell will review the quarterly budget report with the Board and answer any questions they may have.

**Discussion:** Mr. Bill Boutwell, Director of Business Services, updated the BOE on the 2018-19 budget. The budget report is a guide; however, the budget is fluid due to unforeseen variables. There will be savings in some salary categories. Legal fees are the predominant expenses. Special education plays a major role in managing the budget. A 50% spending cap has been instituted this year as in years past. Any further questions may be directed to Mr. Boutwell.

### 11.3. District Grant Updates

**Rationale:** Mr. William Boutwell will review the District Grant Updates with the Board and answer any questions they may have.

**Discussion:** Mr. Bill Boutwell, Director of Business Services, updated the BOE on district grants. He included attachments for current grants as well as a ten-year history of grants. The current grants include two-year grants and one-year grants. Most of the funds in the 2017-19 grants were utilized in 2018. Funds from the 2018-20 grants are being used this year. There hasn't been any significant change in the one-year grants. The Town of Somers Education Grants were also discussed. The ECS (Education Cost Sharing) Grant increased in 2018-19 after decreasing in 2017-18.

#### **11.4. Superintendent's Update**

**Rationale:** Our Superintendent will update the Board on current events.

**Discussion:** Superintendent Czapla stated that a budget is being assembled. The strategic planning is proceeding well. The data phase is complete and will be analyzed and prioritized at the next full-group meeting on 12/13/18. He reported that the strategic planning participation has been enthusiastic. He's excited for the end product which will drive the district to newer heights. The Vaping Seminar will be held on Thursday, 11/29/18. He will send a reminder through school messenger.

### **12. COMMITTEE REPORTS**

#### **12.1. CURRICULUM**

**Discussion:** No report.

#### **12.2. POLICY**

**Discussion:** Anne Kirkpatrick reported that the committee met prior to the BOE meeting on 11/26/18. There will be six new policies to warn for the next BOE meeting. The next Policy Committee meeting is TBD.

#### **12.3. SALARY & NEGOTIATION**

**Discussion:** Superintendent Czapla reported that the next Salary and Negotiations meeting will be held on 12/10/18 at 6:30 p.m. The Forma group, who managed the pension, will update the BOE.

#### **12.4. PLANNING**

**Discussion:** Superintendent Czapla reported that SPS is in the process of receiving requests for qualifications on the track and putting together bid specifications for other projects. Most projects are targeted for 2019. Sarah Bollinger will email Superintendent Czapla questions on line items to report back at the next BOE meeting.

### **13. OTHER**

**Discussion:** Anne Kirkpatrick updated the BOE on the CABA Convention that she

attended on 11/16/18. She distributed a summary handout to members. There was an update on task forces and workgroups. There was discussion at the convention regarding social and emotional learning in pre-K through 3rd grade and evaluating emotional intelligence. There was a speaker from Milford Public Schools who discussed changes they have made in their K-2 curriculum by supporting the whole child with the idea of growth mindset versus fixed mindset.

**14. ADJOURNMENT**

**Motion Passed:** Motion to adjourn at 8:25 p.m. passed with a motion by Jan Martin and a second by Jeremy Anderson. **6 Yeas - 0 Nays.**

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Rick Lees, Board of Education Secretary                      Date

Shannin Burns, BOE Recording Secretary

# Somers Board of Education General Budget Treasury Warrant


Report # 55235

Check Batch: 21714  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP GB  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:

Date:


12/6/18

William B. Boutwell, Director of Business Services

21714	16117	12/10/2018	V60790	Alternative Access Assistive Technology	0.00	1,286.25
	16118	12/10/2018	V52670	SYNCB/AMAZON	0.00	5,168.06
	16120	12/10/2018	V52306	AmeriPride Services, Inc	0.00	305.46
	16121	12/10/2018	V60040	Anthem Life Insurance Company	0.00	2,305.09
	16122	12/10/2018	V60313	Apperson	0.00	421.28
	16123	12/10/2018	V02141	Apple Inc.	0.00	2,224.90
	16124	12/10/2018	V61455	ConnectiCare, Inc	0.00	165,118.03
	16125	12/10/2018	V02198	The Connecticut Water Company	0.00	1,177.21
	16126	12/10/2018	V61473	COX Business	0.00	803.89
	16127	12/10/2018	V00204	CREC	0.00	21,148.28
	16128	12/10/2018	V60390	Cummins Power Systems, LLC	0.00	1,601.59
	16129	12/10/2018	V61443	Dawn Enterprises Inc	0.00	3,937.00
	16130	12/10/2018	V60416	DG Graphics	0.00	166.00
	16131	12/10/2018	V60089	Dime Oil Company LLC	0.00	6,362.40
	16132	12/10/2018	V53276	EdAdvance	0.00	2,000.00
	16133	12/10/2018	V52317	Ellington Board of Education	0.00	15,637.94
	16134	12/10/2018	V61230	ENGIE Resources	0.00	2,218.65
	16135	12/10/2018	V00159	Eversource Energy	0.00	3,252.76
	16136	12/10/2018	V54168	First Student, Inc	0.00	77,169.14
	16137	12/10/2018	V02186	Flinn Scientific, Inc.	0.00	557.25

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

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	16138	12/10/2018	V61017	Frontier Communications	0.00	286.38
	16139	12/10/2018	V61236	Gateway Enterprise Corporation	0.00	492.00
	16140	12/10/2018	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
	16141	12/10/2018	V00511	Grainger	0.00	89.72
	16142	12/10/2018	V21177	Home Depot CRC	0.00	323.29
	16143	12/10/2018	V60923	Hugh's Mechanical Equipment, LLC	0.00	500.00
	16144	12/10/2018	V52848	Intensive Education Academy, Inc.	0.00	10,449.84
	16145	12/10/2018	V02625	K & S Distributors	0.00	274.05
	16146	12/10/2018	V61449	Klingberg Family Centers, Inc	0.00	3,000.00
	16147	12/10/2018	V02898	MagnaKleen Services	0.00	27.76
	16148	12/10/2018	E00825	Malloy, Melissa	0.00	58.36
	16149	12/10/2018	V61483	Maplebrook School Inc.	0.00	11,850.00
	16150	12/10/2018	V000005	Migliore, Joseph	0.00	100.00
	16151	12/10/2018	V60104	Nixon Company Inc., The	0.00	262.50
	16152	12/10/2018	V60983	OMNI Group, The	0.00	22.00
	16153	12/10/2018	V53914	Pitney Bowes, Inc.	0.00	105.00
	16154	12/10/2018	V52476	River Valley Lawn Care LLC	0.00	875.19
	16155	12/10/2018	V61481	S.L. Cooke Co. Inc	0.00	1,229.00
	16156	12/10/2018	V01292	School Specialty, Inc.	0.00	262.72
	16157	12/10/2018	E00817	Slater, Andrew	0.00	45.78
	16158	12/10/2018	V00486	Somers High School	0.00	91.50
	16159	12/10/2018	V01591	Town of Somers	0.00	13,828.20
	16160	12/10/2018	V61333	Speech Academy, The	0.00	20,943.74
	16161	12/10/2018	E00909	Stamm, Cynthia	0.00	104.75
	16162	12/10/2018	V00024	Stanton Equipment, Inc	0.00	94.01
	16163	12/10/2018	E00416	Szafir, Michael	0.00	123.00
	16164	12/10/2018	V00645	Taylor Rental	0.00	171.60
	16165	12/10/2018	V53615	Thurston Foods, Inc.	0.00	2,155.00
	16166	12/10/2018	V21164	Unum Life Insurance Company of America	0.00	3,821.97
	16167	12/10/2018	V54059	Verizon Wireless	0.00	635.13
	16168	12/10/2018	V61410	Cardmember Service	0.00	99.95
	16169	12/10/2018	V60352	Yankee Sheet Metal, Inc.	0.00	37.92
<b>Totals:</b>					0.00	\$385,387.54

52 Checks Listed.

# Somers Board of Education General Journal Register

Report # 55234  
Batch: 21673  
Transaction: N/A  
Show Summary Only: Yes

<b>Batch #</b> 21673	<b>Control Total</b> \$385,387.54	<b>Status</b> Posted	<b>Created By</b> Lbergamini	<b>Created On</b> 11/30/2018	<b>Last Updated By</b> Lbergamini	<b>Last Updated On</b> 12/06/2018
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General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>November, 2019</b>						
<b>Generated Distributions</b>						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			28,624.11	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	28,624.11
		Total Generated Distributions			<b>\$28,624.11</b>	<b>\$28,624.11</b>
<b>User-Entered Distributions</b>						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	30,167.12
	10-100-2-2-00-242-611-01-5-01182	K-5 FOURTH GRADE SUPPLIES			70.68	0.00
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			367.67	0.00
	10-100-2-2-14-242-611-01-5-00799	K-5 - SECOND GRADE SUPPLIES			189.20	0.00
	10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			1,086.53	0.00
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			136.80	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			365.88	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			557.25	0.00
	10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES			2,155.00	0.00
	10-100-2-4-88-214-560-01-5-01672	HS - VIRTUAL HIGH SCHOOL			475.00	0.00
	10-100-2-4-99-242-611-01-5-00809	HS - RENAISSANCE PROGRAM			250.00	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			1,436.26	0.00
	10-120-9-9-98-251-580-05-5-00272	SP ED - TRAVEL/IN-SERVICE			104.75	0.00
	10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES			91.50	0.00
	10-212-2-3-46-242-611-02-5-00224	MA - GUIDANCE INSTRUCT. SUPPLY			37.11	0.00
	10-212-2-4-46-242-611-02-5-00178	HS - GUIDANCE SUPPLY			53.99	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			358.52	0.00
	10-213-3-5-48-421-730-02-5-01076	SW - HEALTH EQUIPMENT			317.99	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			123.00	0.00
	10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	2,000.00	0.00
	10-232-6-5-66-830-440-04-5-00526	CO - POSTAGE METER			105.00	0.00
	10-240-1-3-40-258-690-04-5-00303	MA - OFFICE SUPPLIES			262.72	0.00
	10-259-1-4-40-123-590-04-5-00018	HS - FORMS & PRINTING			96.00	0.00
	10-260-5-2-62-722-430-08-5-01141	K-5 BUILDING REPAIRS			39.32	0.00
	10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE		Yes	331.68	0.00
	10-260-5-3-20-722-430-01-5-00382	MA - MUSIC MAINTENANCE			100.00	0.00

## Somers Board of Education General Journal Register

Report # 55234

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
21673	\$385,387.54	Posted	Lbergamini	11/30/2018	Lbergamini	12/06/2018
		MA - TELEPHONE		Yes	358.42	0.00
		HS - TECHNOLOGY ED MAINTENANCE			174.75	0.00
		HS - QUANTITY FOODS MAINT.			305.46	0.00
		HS - TELEPHONE		Yes	401.56	0.00
		CO - TELEPHONE		Yes	633.74	0.00
		SW - CUSTODIAL SUPPLIES			167.65	0.00
		SW - COMPUTER MAINTENANCE			17.02	0.00
		HS - BUILDING MAINTENANCE			1,817.32	0.00
		SW - EQUIPMENT REPAIR			200.41	0.00
		SW - GROUNDS KEEP			875.19	0.00
		SW - TOOL SUPPLY			0.00	0.00
		SW - EXTERMINATING			166.00	0.00
		SW - SECURITY		Yes	3,937.00	0.00
		HS - FUEL #2			6,362.40	0.00
		MAINTENANCE - ELECTRICITY			156.05	0.00
		SW - WATER			1,177.21	0.00
		LIFE AND AD&D INSURANCE			2,305.09	0.00
					<u>30,167.12</u>	<u>30,167.12</u>
					<b>\$58,791.23</b>	<b>\$58,791.23</b>
<b>December, 2019</b>						
<b>Generated Distributions</b>						
		ENCUMBRANCE CONTROL			351,884.59	0.00
		RESERVE FOR ENCUMBRANCE			0.00	351,884.59
					<u>351,884.59</u>	<u>351,884.59</u>
<b>User-Entered Distributions</b>						
		ACCOUNTS PAYABLE			0.00	355,220.42
		K-5 - SOCIAL STUDIES SUPPLIES			58.36	0.00
		MA - TECHNOLOGY ED SUPPLIES			82.03	0.00
		HS - SCIENCE SUPPLIES			138.09	0.00
		SW - GENERAL COMPUTER SUPPLIES			690.00	0.00
		SW - A.V. SUPPLIES			421.28	0.00
		SP ED - CONTRACTED SERVICES			1,286.25	0.00
		HS - TRAVEL/IN-SERVICE			45.78	0.00
		CO - PROFESSIONAL LIBRARY			29.33	0.00
		SW - FORMS & PRINTING			138.24	0.00
		B.O.E. - OTHER PROF. SERVICES		Yes	22.00	0.00

## Somers Board of Education General Journal Register

Report # 55234

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
21673	\$385,387.54	Posted	Lbergamini	11/30/2018	Lbergamini	12/06/2018
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			99.95	0.00
10-259-1-5-72-123-590-04-5-00019		CO - FORMS & PRINTING			70.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			21.27	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			519.76	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			3,308.09	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY			219.99	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			5,315.36	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY			24,574.56	0.00
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY			29,518.99	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			13,406.22	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			2,670.00	0.00
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			19,703.93	0.00
10-279-4-3-42-530-580-06-5-00336		MA - ATHLETIC TRIPS			93.45	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			608.21	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			421.98	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,821.97	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			165,118.03	0.00
10-320-7-4-42-880-690-06-5-00601		HS - ATHLETIC AWARDS			262.50	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			68,064.62	0.00
Total User-Entered Distributions					<u>\$355,220.42</u>	<u>\$355,220.42</u>
Total for December, 2019					<u>\$707,105.01</u>	<u>\$707,105.01</u>
<b>Grand Total for Batch # 21673</b>					<u><b>\$765,896.24</b></u>	<u><b>\$765,896.24</b></u>

219 Transactions Listed.

**FIELD TRIP REQUEST****(All Overnight trips are subject to Superintendent and Board of Education Approval)**

School: Somers High School Date: December 3, 2018  
 Requested by: Philip Goduti Department: Social Studies  
 Destination: Washington, DC Date of trip: March 29-31, 2019  
 Departure time: 5:30 am (3/29) Approx. time of return: 10 M (3/31)  
 Number of students involved: 29 Number of chaperones: 4  
 Teachers attending: \_\_\_\_\_ Substitute needed:  
 Chaperones are still pending, but the first day \_\_\_\_\_ Yes  No   
 is a PD day (3/29) and we will not need subs \_\_\_\_\_ Yes  No   
 \_\_\_\_\_ Yes  No

**If a substitute is needed, please fill out a PD-4 Form  
 (Professional Day and Expenditure Request Form)**

Type of transportation: Coach Bus

Expense to students: \$350-\$400 – need to finalize itinerary Expense to school system: 0

Specific Content/Unit(s) the field trip supports: Documentary Film Project in AP / UCONN ECE

Describe how student learning will be assessed: Students will take a trip to Washington, DC as part of the AP US History curriculum. Highlights of the tour include the Capitol, all the major monuments, Arlington National Cemetery, National Archives, Ford's Theatre and several Smithsonian museums. There will be an effort made to get into a White House tour, which we have done two other times on this trip. This trip is attached to the Documentary Film Project in AP / UCONN ECE US History, which students are completing in the last month of the school year. Please see Atlas for an outline of the assignment.

Standards addressed (list by number and code – ex. CCSS:MP1):

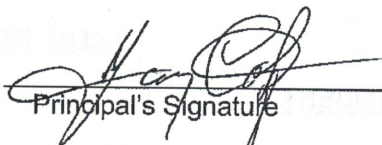
CT:HS:1: INO 9–12.1 Explain how a question reflects an enduring issue in the field.

CT:HS:1 INO 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

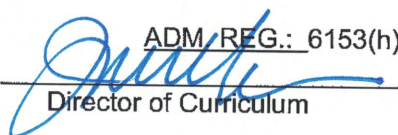
Written Objectives/Relationship to curriculum: Students will be able to debate major moments in the 20th century. Students will know how to utilize editing software and understand the process related to creating an authentic documentary about a major moment in US History. Students will also use inquiry based learning to use sources and images they experienced on the trip in this project.

**If approved, both the field trip activity and assessment need to be put into Atlas.**

Approved by:

  
Principal's Signature


Approved by:

ADM REG.: 6153(h)  
  
Director of Curriculum

CENTRAL OFFICE USE ONLY

Approved

Disapproved

  
Superintendent or Designee's Signature

2/6/18  
Date



# 2019-2020 Somers School Calendar

4 Independence Day

JULY 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2020 (21)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 New Year's Day-NS  
20 M.L. King Day-NS

26 Convocation  
27-28 PD day  
29 First Day of School

AUGUST 2019 (2)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2020 (18)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

17 President's Day - NS  
18 PD Day - NS

2 Labor Day-NS

SEPTEMBER 2019 (20)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2020 (21)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12-13 K-5 Early Release PC  
27 PD Day - NS

14 Columbus Day- NS  
25 PD - NS

OCTOBER 2019 (21)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2020 (17)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6-10 Vacation  
10 Good Friday-Offices Closed

7 SHS PC Early Release (Snow date-11/26)  
11 Veterans Day  
13-15 K-5/PC Early Release(Snow date-11/19)  
20-21 MBA/PC Early Release (Snow Date-11/25)  
27 Early Release  
28 Thanksgiving - NS  
29 Vacation - NS

NOVEMBER 2019 (19)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2020 (20)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 Memorial Day-NS

25 Christmas Day  
23-31 Holiday Recess

DECEMBER 2019 (15)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2020 (6)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8 Tentative Last Day of School-Early Release  
9 PD-NS

Total School Days - 180

NS - No School  
PC - Parent Conferences  
PD - Professional Days

BOE Approved - TBD

*Delete portion about homeless students as this is redundant with policy*

**STUDENTS:**

**Admission of Resident Students:**

Children of school age who are residents of the town of Somers may attend school without payment of tuition. For the specific purpose of determining whether a child must pay tuition to attend the public schools of Somers, a determination of the child's residence will be made as follows:

- A. The location where a child lives on a permanent or indefinite basis is his/her residence.
- B. The residence of the parents or legal guardian of the child will not be considered in determining whether the child is a resident for tuition purposes.
- C. A child who lives temporarily at a location is not a resident.
- D. In the instance where students live within the school district with persons other than natural parents or legal guardians, the Superintendent of Schools shall require completion of an affidavit which attests to the permanency of the residence and that it is provided without pay.
- E. When a child is taken out of the home and placed in a home in the district by a court or public agency, requirement of the state statutes shall be followed.

**~~Homeless Students~~**

~~The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.~~

~~Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.~~

~~Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.~~

~~Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:~~

- ~~1. continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or~~
- ~~2. provided in the school that is attended by other students living in the same attendance area where the homeless child lives.~~

~~To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.~~

~~Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the District, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs, and preschools operated by the District, if they meet the established criteria for these services.~~

~~The Superintendent of Schools shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families (DCF).~~

~~The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:~~

- ~~1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.~~
- ~~2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.~~
- ~~3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.~~
- ~~4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations~~
- ~~5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.~~

~~6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.~~

~~7. The Board will provide any homeless student, who is not in the physical custody of a parent/guardian, full access to his/her educational records, including medical records, in the Board possession.~~

~~8. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.~~

~~9. The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.~~

~~The District's educational liaison for homeless children is the Director of Pupil Services. Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:~~

~~1. continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or~~

~~2. pay tuition to the district in which the temporary shelter is located.~~

~~The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.~~

Legal Reference: Connecticut General Statutes

[10-253\(e\)](#) School privileges for children in certain placements, non-resident children and children in temporary shelters.

[17a](#) 101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.

[17a](#) 103 Reports by others.

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

[46b](#) 120 Definitions.

McKinney-Vento Homeless Assistance Act, (P.L. 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.

Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.

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

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011

**Adopted: March 10, 1986**

**Revised: January 9, 2017**

**Revised: March 12, 2018**

**CZAPLA NOTES: Eliminate notification on district calendar of video surveillance**

**Students**

**Conduct**

**Video Surveillance**

The Board authorizes the use of video cameras on District property to ensure the health, welfare, security, and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. (or: In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras.)

Cameras shall not be placed in areas where students, staff and community members have a reasonable expectation of privacy.

The Superintendent or designee shall notify staff and students through student/parent and staff handbooks, ~~District calendar~~, District website or by other means that video surveillance may/will occur on district property. A notice will also be posted at the main entrance of all District buildings.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record or a staff member's personnel record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

Audio shall not be part of the video recordings made, reviewed or stored by the District.

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

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

(cf. [5131.1](#) - Bus Conduct)

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

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

**Policy adopted: September 9, 2013**

Czapla notes: Include language adding school-issued electronic devices

## **Students**

### Bullying

### Cyberbullying

The District's computer network, [school issued electronic devices](#), and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

## **Definitions**

**“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

**“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

Malicious use of the District's computer systems [and/or school issued electronic devices](#) to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material

from the system. A copy of the material should be printed and brought to the attention of the School Climate Specialist/Principal.

All reports of cyberbullying will be investigated promptly in compliance with the District's "Safe School Climate Plan."

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school employees, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student. A student who redistributes inappropriate content, as previously described, is also subject to disciplinary action.

Disciplinary action may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

(cf. [0521](#) – Nondiscrimination)

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

(cf. [5131](#) – Conduct)

(cf. [5131.21](#) – Threats or Acts of Violence)

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

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.912 – Aggressive Behavior)

(cf. [5131.911](#) – Bullying)

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

(cf. 5145.4 – Nondiscrimination)

(cf. [5145.5](#) – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.* (SC 15862)

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

*Wisniewski v. Bd. Of Educ.*, 494 F.3d 34 (2nd Cir. 2007)

*Doninger v. Niehoff*, 257 F. 3d 41 (2<sup>nd</sup> Cir. 2008)

P.A. 11-232 AAC The Strengthening of School Bullying Laws

**Policy adopted: 12/12/11**

CZAPLA NOTES: Delete reference to No Child Left Behind

**Instruction**

Migrant Students

It is a goal of ~~the No Child Left Behind Act and~~ the Somers Board of Education to support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves and to ensure that migrant children are not put at a disadvantage because of disparities in curriculum, graduation requirements, and content and student academic achievement standards.

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted:

Czapla notes: Update policy for inclusion of social media and other electronic communication systems.

## **Instruction**

### Computers: Web Sites/Pages/Social Media

The creation of the Somers Public School's web page, [social media or other electronic communications systems](#), provides a means of two way communication for the purposes of sharing information with the school district and the world about school curriculum and instruction, school authorized activities, and other information relating to the District's schools and mission. Instructional resources for staff and students may also be provided.

Publishing privileges are provided to staff through the webmaster authorized by the appropriate district administrator. The Board establishes the following guidelines and responsibilities pertaining to the web site publishing.

### Content Standards

**Subject Matter** — All subject matter on School District Web pages, [social media or other electronic communications systems](#) and their links must relate to curriculum and instruction, school-authorized activities, or information about the District or its mission. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Students, staff, or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services.

**Pre-Approval** — All building level material must have pre-approval of the appropriate building principal. All district level material must have pre-approval of the appropriate district administrator.

**Quality** — All work must be free of any spelling or grammatical errors. Documents may not contain objectionable material or point directly to objectionable material. Objectionable material is determined on a case by case basis by the appropriate district administrator. The judgment of the classroom teachers, instructional technology teachers and, ultimately, the appropriate district administrator will prevail.

**Student Safeguards** — Documents shall include only the first name of the student. Documents shall not include a student's home phone number or address or the names of other family members or friends.

Published E-mail addresses shall be restricted to those of staff members.

Pictures of students may be posted on any District sponsored web pages provided no identifying information other than first name is used and permission has been granted by the student's parent or guardian.

Student work shall not be published without permission of the student and parent or guardian.

### Technical Standards

The Board, in the interest of maintaining a consistent identity, professional appearance and ease of use and maintenance established the following technical standards for all District web pages.

Each web page must have an authorized school district sponsor.

~~Each web page added to the district web site must contain certain common elements:~~

- ~~• —At the bottom of the page, there must be the date of the last update of the page and the name or initials of the person(s) responsible for the page or the update.~~
- ~~• —At the bottom of the page, there must be a link that returns the user to appropriate points in the district pages. This would normally be a return to the district home page.~~
- ~~• —Standard formatting is used; Browser friendly HTML editors or word processor programs that save files as HTML may be used.~~
- ~~• —Backgrounds, graphics and color combinations must coordinate with the District format.~~

The authorized sponsor who is responsible for the final web page will edit, test the document for accurate links, and ensure that the page meets the content standards listed above. In addition, the sponsor will assume responsibility for updating the information as needed.

Pages may not contain links to other pages that are not yet completed. If further pages are anticipated but not yet developed, the text that will provide the link should be included but may not be made “hot” until the further page is actually in place.

Directory structure will be determined by the web master. Staff members approved for access will be given access passwords by the web master.

### Revision of Guidelines

These guidelines will be evaluated and updated as needed in response to the changing nature of technology and its applications in the School District. Questions regarding this information may be directed to the appropriate district administrator.

(cf. [1110](#) Communications with the Public)

(cf. 5125 Student Records)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. [6145.3](#) Publications)

(cf. 6161.1 Guidelines for Evaluation/Selection of Instructional Materials)

(cf. 6162.6 Use of Copying Device, Copyrights)

(cf. 6163 Instructional/Resources for Students)

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

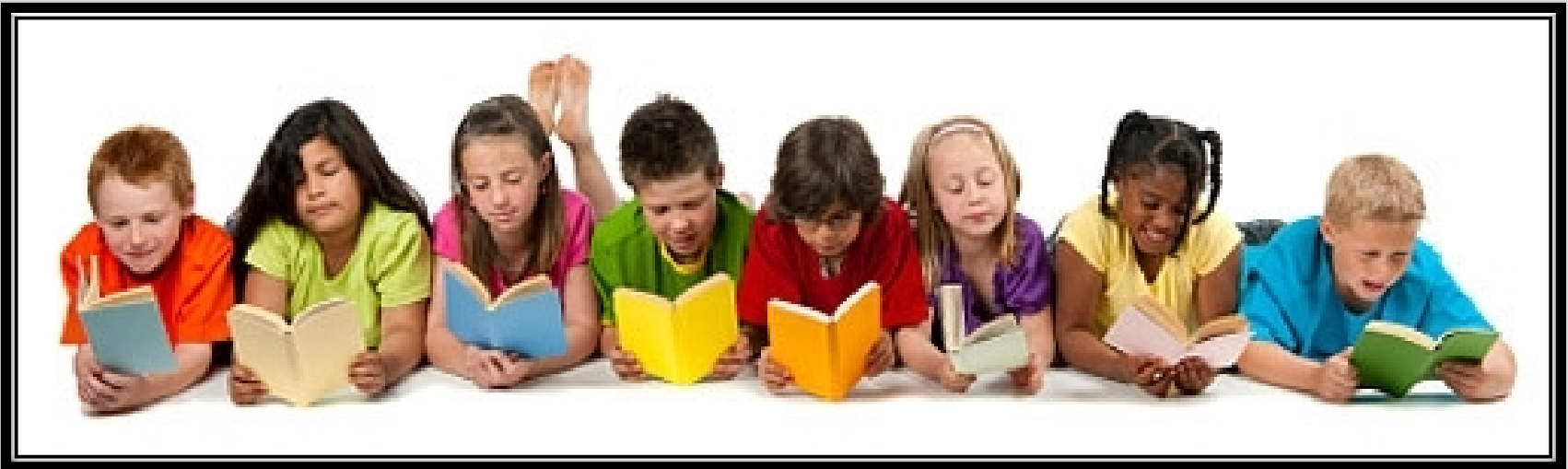
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.

**Policy adopted: March 23, 2009**



Fountas & Pinnell  
Classroom™



Somers BOE Presentation  
December 10, 2018  
Dina M. Senecal



- Current reading materials are no longer relevant (more than 10 years old).
- Test scores have consistently remained stagnant or declined over the years.
- F & P Classroom curriculum materials...
  - ✓ will standardize our current workshop model of reading instruction.
  - ✓ will align content both within and across grade levels.
  - ✓ will support our current BAS assessment as well as LLI intervention resources resources making a more seamless transition between the tiered levels of intervention.

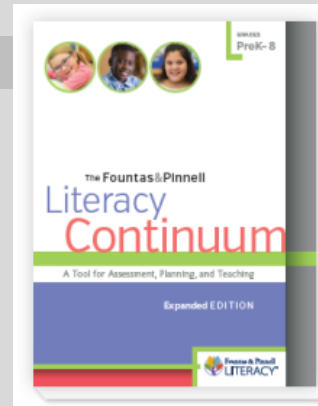
# COMMON VISION, COMMON GOALS, COMMON LANGUAGE

GATHER DATA

OBSERVE READING BEHAVIORS

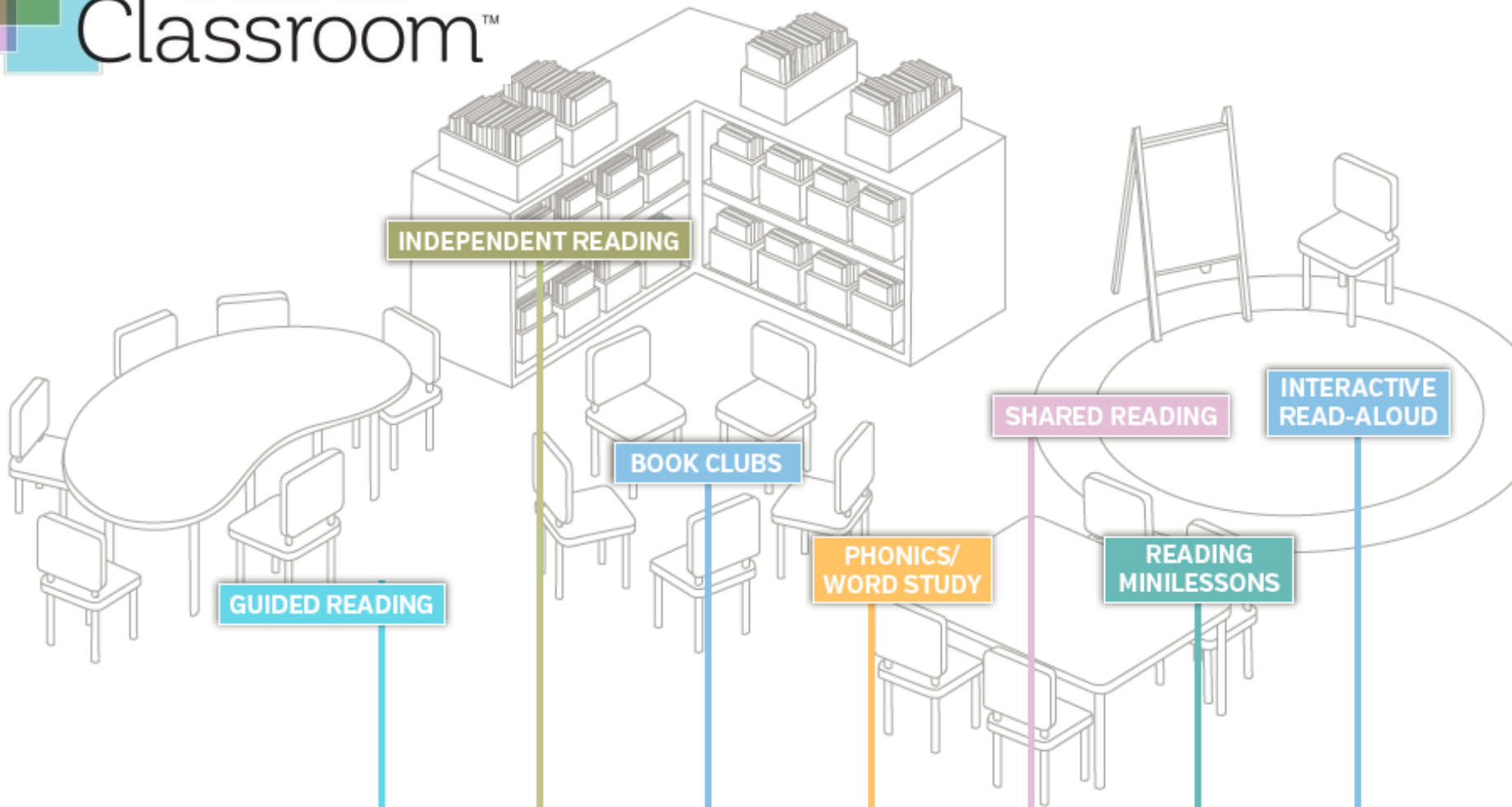
IDENTIFY EMPHASES FOR TEACHING

TEACH FOR EFFECTIVE STRATEGIC ACTIONS





# Fountas & Pinnell Classroom™



**PLT**

PROFESSIONAL LEARNING TOOLS

**GR**

**IR**

**BC**

**PWS**

**SR**

**RML**

**IRA**



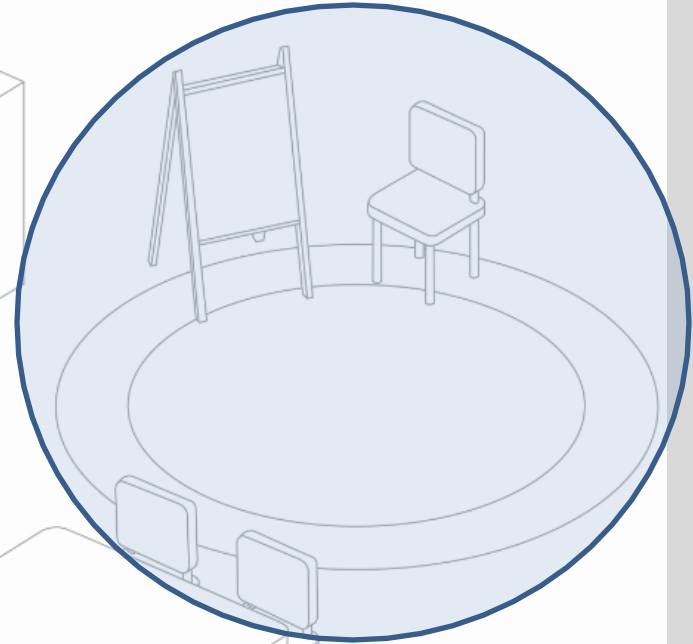
2020-2021: Gr's. 3-5 & 2021-2022: Gr's K-2

2020-2021 Gr's K-2

2019-2020 Gr's K-5

### INTERACTIVE READ-ALoud

- 120 trade titles per grade PreK–6
- Lesson folder per title (print and digital)
- Inquiry Overview Card (1 per text set)
- FPC Interactive Read-Aloud Collection Guide per grade PreK–6



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### BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud children can:

- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study characteristics of different genres.

## Expand students' thinking across the year with books that spark discussion and inquiry

Interactive read-aloud promotes the joy of reading, expands children's vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest.

### Interactive Read-Aloud At A Glance

- Whole-group instruction
- During interactive read-aloud, teacher reads aloud a selected text to children, occasionally pausing for discussion
- Texts are organized into text sets for highly intentional teaching
- Texts are beyond the instructional reading level of most children
- Children are listening to the text and viewing the illustrations
- Text-based discussion helps children construct meaning
- Children make connections between books in the text set.



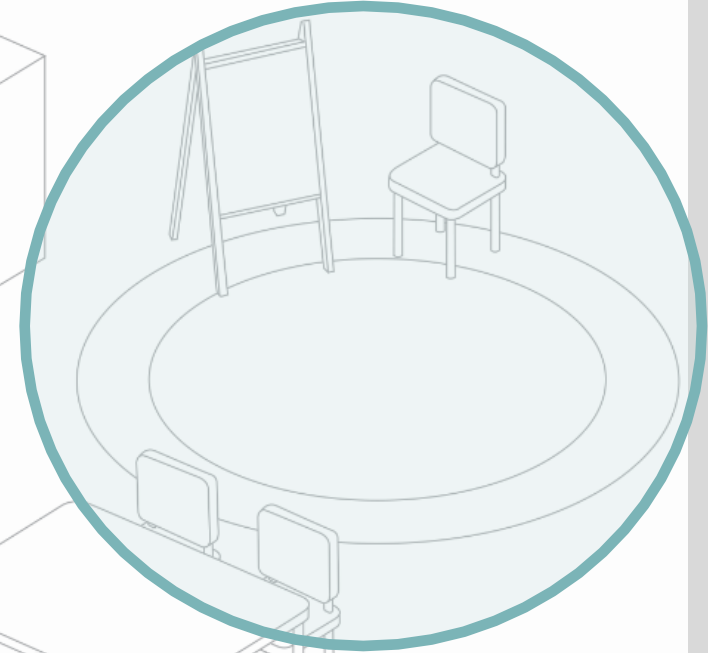
### Texts and Instruction for Interactive Read-Aloud

The *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* is the foundation for literacy instruction, and is organized into 25 text sets per grade that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.



## READING MINILESSONS

- Focused / practical lessons on
  - Management
  - Literary Analysis
  - Strategies & Skills
  - Writing About Reading
- Operationalizes *The Literacy Continuum*
- One book of minilessons per grade K–6



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### BENEFITS OF READING MINILESSONS

1. Foster community through the development of shared language.
2. Focus learning on a single idea or principle.
3. Make connections using mentor texts from interactive read-aloud and shared reading.
4. Create relevance by linking to previous learning experiences.
5. Reinforce effective processing systems.
6. Nurture independence with application activities to extend learning.



## Develop children's deep knowledge of literacy concepts through minilessons

Reading Minilessons are short, concise, explicit, inquiry-based lessons about a principle that students can apply to their own independent reading. Growing out of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding.

### Reading Minilessons At A Glance



- Whole-group instruction
- During reading minilessons, the teacher presents specific, explicit instruction to help children become independent readers for life
- Four types: Management; Literary Analysis; Strategies and Skills; and Writing About Reading
- Interactive Read-Aloud and Shared Reading texts serve as mentor texts and as examples for generalizing the principle
- Children practice and apply the principle during independent reading.

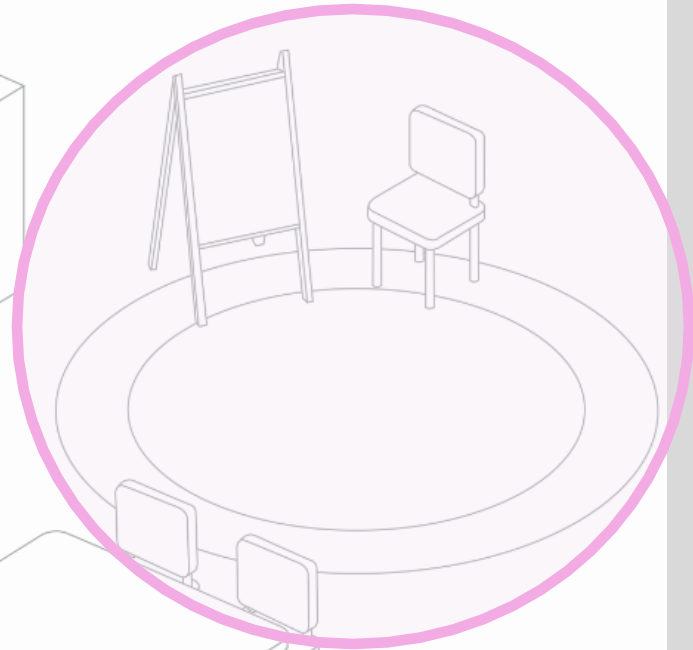
### Instructional Framework for Reading Minilessons

*The Reading Minilessons Book* includes minilessons organized into four types:

- 1 Management:**  
 Teach routines that are essential to the smooth functioning of the other instructional contexts. [Most minilessons at the beginning of the school year will focus on management.]
- 2 Literary Analysis:**  
 Build students' awareness of the characteristics of various genres and of the elements of fiction and nonfiction texts. [The books read during interactive read-aloud and shared reading serve as mentor texts when applying the principles of literary analysis.]
- 3 Strategies and Skills:**  
 Reinforce broad principles that every reader in the class needs to learn. [Most teaching related to processing texts will take place in guided reading.]
- 4 Writing About Reading:**  
 Introduce and help students use the *Reader's Notebook* to respond to what they read and promote independent literacy learning.

## SHARED READING

- 200 titles spanning grades PreK–3
- Big Books (many with special features)
- 6-copy small book set per title
- Shared Reading audiobook files
- Lesson folder per title (print and digital)
- FPC Shared Reading Collection Guide per grade PreK–3



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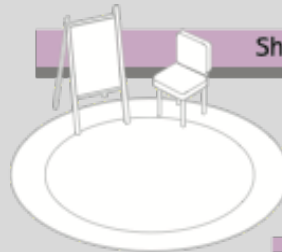
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### STEPS IN THE SHARED READING PROCESS

1. Select a text.
2. Introduce the text to the children.
3. Read the text aloud.
4. Talk about the text with the children.
5. Invite the children to read the text (or part of it) with you.
6. Repeat the shared reading of that text several times.
7. Children may read or listen to the text independently at other times during their day.

## Build a strong early reading foundation with books that engage and excite

Shared Reading is an enjoyable experience for your classroom community and an important opportunity for children to “step up together” into more challenging texts while also beginning to notice and acquire the processes they need to read texts independently.



### Shared Reading At A Glance

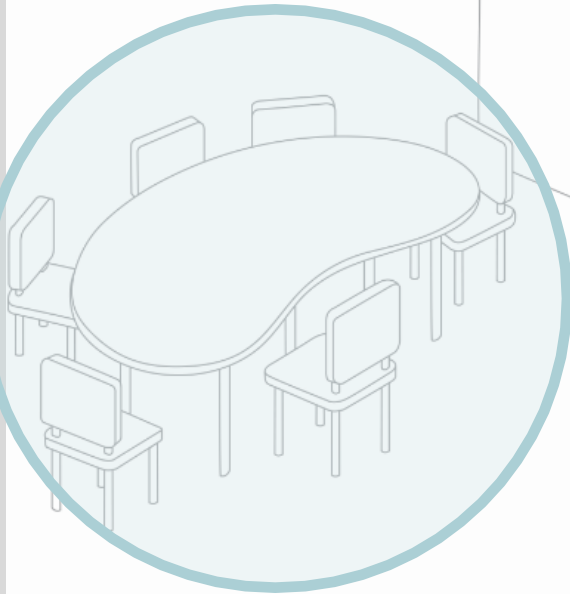
- Whole-group instruction
- During shared reading, teacher and children read aloud a large version of an engaging text that is beyond children's ability to read independently
- Texts provide early experiences with print and promote the development of reading processes
- Texts serve as mentor texts
- After the first reading, children take part in multiple, subsequent readings of the text
- Children discuss the text and the teacher selects teaching points based on children's needs.

### Texts and Instruction for Shared Reading



The *Fountas & Pinnell Classroom™ Shared Reading* texts are an exquisite collection of original big books, in a variety of genres, with accompanying lesson folders. Six copies of each book are also provided in a small size for children to revisit during independent reading. Some of the books have special features such as flaps, cutouts, and foldouts to engage and excite children.





## GUIDED READING

- **A comprehensive collection of 1300 new titles**
  - 50 titles per text level on the F&P Text Level Gradient™
    - 200 titles each grades K–3
    - 180 titles grade 4
    - 170 titles grade 5
    - 150 titles grade 6
- **6-copies per title**
- **Lesson folder per title (print and digital)**
- **Recording Form per title (digital)**
- **Online Data Management System (1-year trial)**
- **Professional Development video library**
- **FPC Guided Reading Collection Guide per grade K–6**

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### STEPS IN THE GUIDED READING PROCESS

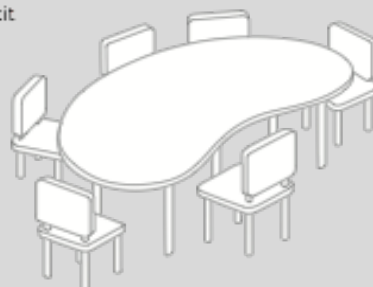
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Children read the text.
5. Children discuss the text.
6. Decide on one or two teaching points.
7. Children engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the lesson and plan the following lesson.

## Meet students where they are and lead them forward with intention and precision

Build a rich guided reading collection over time with the most powerful, engaging, original texts to advance each student's ability to process increasingly challenging books with fluency and comprehension.

### Guided Reading At A Glance

- Small-group instruction
- During guided reading, children read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts
- Texts are at children's instructional reading level
- Children read the whole text
- Teaching is responsive to individual student strengths and needs.



### Books and Instruction for Guided Reading

The *Fountas & Pinnell Classroom™ Guided Reading Collection* includes 1300 new, original titles (6 copies of each title) that span text levels A through Z, with an accompanying lesson folder for each title. These guided reading books were created by a team of talented authors and illustrators under the direction of Fountas and Pinnell. Each book is carefully calibrated to match the text characteristics underlying the F&P Text Level Gradient™.

For the complete *FPC Guided Reading Collection* release schedule see the inside back cover.



# Fountas & Pinnell Classroom Handout



## Pages

## Topics

6-7

- The 7 components of F&P Classroom

11-18

- Interactive Read Aloud (IRA)

19-24

- Shared Reading (SR)

31-36

- Reading Mini-lesson (RMA)

38-46

- Guided Reading (GR)

# Implementation Timeline & Estimated Cost

<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Updated BAS Reading Assessment: ✓ Updated materials ✓ PD (independent to instructional level)	Interactive Read Alouds (K-5): \$37,000	Shared Reading (K-2): \$52,000	Guided Reading (K-2):\$65,000 PD- \$3,600
F & P Learning Continuum: ✓ Resource for Teachers ✓ PD Feb. 2019	Reading Mini-lessons (K-5): \$3,200	Guided Reading (3-5): \$58,000 PD: \$3,600	



## Board of Education Administrative Report

Title of Report: Fountas and Pinnell Classroom

Board Meeting Date: December 10, 2018

Action

Report

Information

Discussion

Submitted by: Dina M. Senecal

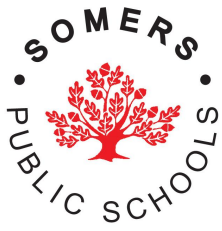
### Executive Summary

Implementation of Fountas and Pinnell Classroom for Somers Elementary is an integral piece of our systematic approach to enhancing literacy instruction. The following report outlines the need as well as the projected implementation of the selected components of the program.

### Report

- Current ELA materials at Somers Elementary School are no longer relevant as they are more than 10 years old.
- Trends in standardized test scores have consistently remained stagnant or declined over the years (as outlined in detail by Dr. Irene Zytka & Dr. Denise Messina's most recent BOE reports)
- New F & P Classroom curriculum materials will standardize our current workshop model of reading instruction aligning content both within and across grade levels.
- F & P Classroom instructional strategies and materials support our current BAS assessment as well as LLI intervention resources making a more seamless transition between the tiered levels of intervention.

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**Board of Education  
Administrative Report**