

# Board of Education Meeting

Monday, May 13, 2019 7:00 PM

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

1. **CALL TO ORDER**

2. **PLEDGE OF ALLEGIANCE**

3. **School Wellness Committee Report**

4. **APPROVAL OF MINUTES**

1. Board of Education Meeting Minutes of April 22, 2019

2. Approval of April 29, 2019 Special Board of Education Meeting Minutes

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

6. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**

7. **CONSENT AGENDA**

1. Warrant of May 1, 2019

2. Warrant of May 13, 2019

3. Maternity leave followed by Childrearing leave anticipated September 11, 2019 to June 30, 2020, for SES teacher, Jill Madden.

8. **NEW BUSINESS**

1. 1st Warning on Strategic Plan

9. **OLD BUSINESS**

1. Board of Education to approve the proposed Track Replacement Project.

2. 2nd Warning - Grade 6 Transition Course

10. **ADMINISTRATIVE REPORTS**

1. Superintendent's Update

11. **COMMITTEE REPORTS**

1. CURRICULUM

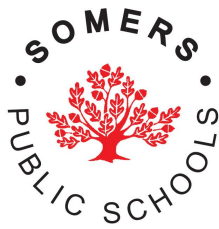
2. POLICY

3. SALARY & NEGOTIATION

4. PLANNING

12. **CREC UPDATE**

13. **ADJOURNMENT**



**Board of Education  
Administrative Report**

Title of Report: School Wellness Committee Report

Board Meeting Date: May 13, 2019

Action

Report

Information

Discussion

Submitted by: Cheryl Fry

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***Executive Summary***

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***Report***

**Health Services/ Wellness Report 2018-2019**

- There have been approximately 12000 student visits for illness/injury to the health offices at all three schools to date for the 2018-2019 school year. The monthly average of students seen is approximately 1300-1500 a month.
  - Medication administration visits throughout the year averaged approximately 4300 for the three schools. This includes regularly scheduled prescriptive and medically authorized OTC medications. It does not include administration of medications that are indicated on an as needed basis, i.e., asthma inhalers, glucose tabs, and tums
  - Between 100- 150 students are dismissed each month for health reasons.
  - Approximately 500 visits were from staff members for the school year to date.
- There is (1) one-to- one nurse in district to accompany a student and attend to the healthcare needs of that student.
- The majority of absences were due to strep, upper respiratory infections, conjunctivitis and flu. There has been an increase in mental health issues and these are impacting student attendance.
- The flu epidemic hit the district this year with a total of 85 confirmed cases within all three schools. The breakdown within the district showed as SES with twenty-two confirmed cases, while MBA had forty-seven confirmed cases and a total of thirty-two at SHS. The preventative hand sanitizers in the classrooms are used frequently by the students and staff.



## Board of Education Administrative Report

- Strep remains to be one of the major illnesses reported for absence at the elementary and middle school levels. There have been a total of 160 confirmed cases reported to date.

- Numerous daily visits are related to diabetes, asthma and mental health

- There were 10 cases of pneumonia this reported this year.

- Immunization break down for the district this year

6 exemptions at MBA

14 exemptions at SHS

24 exemptions at SES

The majority of the exemptions are of religious in nature although we do have some immunocompromised students who are medically exempt

- Concussions were often reported and occurring out of school the majority of time. Proper accommodations were made for students with provider communication being a key component of creating a specialized medical plan for implementation throughout the school day.

- Individual Emergency Medical Plans and Medical Plans are written for specific students with health concerns that impact their education.

In addition, Nurses attend PPT , IEP, and 504 and attendance meetings as necessary.

---Counseling of students and families is a vital role of the health office and nursing care, this aids families in gaining access to medical and mental health services locally. The overflow from the Social worker and Guidance office will next utilize the health office as a safe place at the middle and high school level. At the elementary level, much of the mental health issues are presenting as physical ailments. A careful evaluation and determination is an added component to nursing that has now become an daily occurrence requiring more mental health support by the nurses.

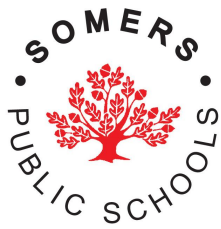
An increase in use of social media, and certain technologies are being shown to affect everyday attitudes/ moods and actions of the students throughout the day as well as their general well being. It is becoming more concerning as more and more students are carrying phones that allow access to various media outlets.

- Pupil Services has resources and information regarding mental health issues and diagnosis for parents and families.



## **Board of Education Administrative Report**

- Health Screenings are completed for vision, hearing and scoliosis according to State of CT and BOE guidelines. Referrals are made if needed. Vision screenings are done at the elementary school with the help of the Lions club.
  
- Sports physicals and permission forms are processed at the middle and high school levels to ensure that athletes meet all required regulations and requirements. Approximately 500-600 permissions processed each year
  
- All students who enter the school district need to be processed by the appropriate health office to ensure compliance with state and BOE health requirements. Students leaving the district, have their health records follow them to the accepting district.
  
- At the beginning of each year, the nurses from the respective health office ensure training of staff in the use of rescue medications, such as EpiPens. In addition, there is training for basic first aid, Blood borne pathogens, AED's and the Heimlich maneuver, and education on diabetes. This is now being done via computer training.
  
- Each year the food allergy policy is reviewed and all staff members are given the names of students with life threatening allergies. Parents are given the opportunity to meet with the nurses and school administration throughout the year if questions or changes arise regarding the allergy policy or their child's plan. Parents/ guardians are also sent a reminder in the beginning of the school year to send in new, up to date rescue medications. In addition, they are also notified at the end of the year that the medications need to be picked up or they will be disposed of.
  
- Nutritional education/teachings done on an individual basis at all levels. Eating disorders are becoming more evident with the student population at the adolescent level and addressed with the family and care providers. Breakfast and snacks are continuing to be an issue at the middle school level. Fruit and breakfast bars are routinely handed out from the health office at MBA.
  
- A Registered Dietician from Shop Rite was brought in for a "Healthy Snack" hands-on workshop that was open to all of the student body and their families. There was minimal turn-out but hoping that next year it will turn out to be more of a success.
  
- Field trips require planning due to the many students with complex medical issues. At times, it is required for nursing staff to accompany these students on the trips. In addition, it requires an additional review of medications that are necessary for student health and safety.
  
- State surveys are completed annually by the health offices at each school to supply data to Dept. of Health and Education.



## Board of Education Administrative Report

- The nurses in the district maintain the highest level of professionalism and attend applicable conferences and continuing education opportunities when they become available. This ensures that they are current on trends and standards. Nurses at all schools attended conferences this year.

---- An new and updated Health Services page has aided in answering frequently asked questions and provides useful information for current and/or incoming students and their families. This page will now be updated throughout the year with any important notices.

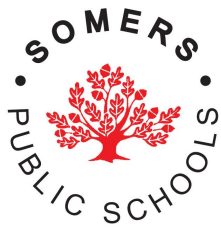
---- Because of new information regarding the recall and FDA standards, all of our AEDs were replaced with new machines. In addition, one will now be housed in central office. The Somers Fire Dept. was integral in the process of purchasing machines that are compatible with their equipment should the need ever arise. The FD will also be doing monthly service checks on the equipment. This allows the district to become part of the heart safe community.

---- The addition of Narcan to our district was a step forward in dealing with the ever-growing opioid epidemic. All district nurses have been trained in the administration of Narcan. Our district has obtained the medication that is to be administered nasally. In addition, nursing staff attended the public education program for Narcan and opioid overdose that was held at the Somers FD with Somers Comes Together to act as a resource for any questions that involved Narcan in our schools

--- Again this year, a self-defense class is scheduled for May 16th, girls of middle and high school ages will be invited to attend. The class that ran last year had more than 50 girls show up, and some staff members for participation. The class will be free of charge and delivered by owner of Royce Gracie Enfield, James Harpe. In addition to being the owner and a black belt in Brazilian jiu jitsu, James has an MSW with a specialization in domestic violence. He presently works for the Superior Court for Juvenile Matters/ Family Court in Vernon, CT.

### Recommendations for the 2019/20 school year-

- There is a need for the district to embark on a breakfast program. Breakfast is an integral part of maintaining all around health and can help maintain focus in the classroom. There are numerous students who come to school without eating breakfast. There are an increasing number of students that visit the health offices, social worker's office and even the main office ( at MBA) in the morning hours to receive a breakfast snack. While still in the very early planning stages at this point, it should be placed as more of a priority in the future



## **Board of Education Administrative Report**

- The selections available for lunch should be reconsidered in the future to offer healthier choices for the students and staff.
  
- The district wellness policy should be revised to encompass increasing nutritional and physical activity recommendations.

**Somers Board of Education Meeting  
Board of Education Room  
April 22, 2019  
7:00 PM**

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

Present Board Members: Jan Martin, Sarah Bollinger, Barbara Capuano, David Palmer, Bruce Devlin, Rick Lees, Jeremy Anderson, Kate McLellan (arrived at 7:08 PM), Anne Kirkpatrick

Others: Brian Czapla, Bill Boutwell, Dr. Irene Zytka, Dick Webb, Alan Walker, Dina Senecal, Broderick Rheault, Fiona Cheyney, Edwin Genece, Todd Rolland

**1. CALL TO ORDER**

The regular meeting of the Board of Education was called to order by Chairman Devlin at 7:01 p.m. in the Mabelle B. Avery Board of Education meeting room.

**2. PLEDGE OF ALLEGIANCE**

**3. STUDENT REPRESENTATIVES' REPORT**

**Discussion:** Fiona Cheyney and Edwin Genece updated the BOE on SHS events. Varsity Baseball won against SMSA while Varsity Softball has a current record of 4-1. Junior Varsity Softball won against Granby on 4/18/19. Boys Varsity and JV Lacrosse have won all games and have games scheduled for 4/23/19. Varsity Girls Lacrosse won their last game 18-0. Boys Tennis has won two out of three games so far. The National Honors Society are starting their annual blood drive on 4/24/19 from 8:30-1:30 p.m. The Beta Club Induction was held on 4/3/19. The Senior class is getting ready for their Talent Show in June. During spring break, students in the Drama Club worked on cleaning the stage, and it is now ready for MBA to hold their production. Mrs. Wolf and Mrs. Kraus are preparing for the COTA Concert (Celebration of the Arts). The Art Show will begin Thursday, 4/25/19 at 6 p.m. at the Somers Public Library.

**4. APPROVAL OF MINUTES**

**4.1. Draft Minutes of March 25, 2019 Board of Education Meeting**

**Rationale:** Board to review and approve the minutes from the March 25, 2019 meeting.

**Motion Passed:** Motion to approve minutes from the 3/25/19 Board of Education meeting passed with a motion by Jeremy Anderson and a second by Jan Martin.

**8 Yeas - 0 Nays.**

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

## 6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

### 7. CONSENT AGENDA

**Discussion:** The Board of Education recognized the service of the staff members who are resigning/retiring.

**Motion Passed:** Motion to approve the entire Consent Agenda as presented passed with a motion by David Palmer and a second by Sarah Bollinger. **8 Yeas - 0 Nays.**

#### 7.1. Warrant of April 5, 2019

**Rationale:** Board to review and consent to the Warrant of April 5, 2019 in the amount of \$262,450.54.

#### 7.2. Warrant of April 22, 2019

**Rationale:** Board to review and consent to the Warrant of April 22, 2019 in the amount of \$309,622.84.

#### 7.3. Retirement of Principal of Mabelle B. Avery Middle School - Clay Krevolin

**Rationale:** Retirement as of June 30, 2019 of Principal of Mabelle B. Avery Middle School - Clay Krevolin. He has been at Somers Public Schools for five years.

#### 7.4. Resignation of Assistant Principal of Mabelle B. Avery Middle School – Rob Kapner

**Rationale:** Robert Kapner, Assistant Principal of Mabelle B. Avery Middle School, has submitted his resignation effective June 30, 2019. He has been in the Somers Public Schools fourteen years.

#### 7.5. Retirement of Central Office Administrative Assistant - Joan Jaquith

**Rationale:** Joan Jaquith, Central Office Administrative Assistant has put in her retirement letter effective September 27, 2019. She has been with Somers Public Schools for 34 years.

#### 7.6. Retirement of ParaEducator at Mabelle B. Avery - Pat Doyker

**Rationale:** Pat Doyker, Paraeducator at Mabelle B. Avery, has submitted her retirement to be effective June 30, 2019. Mrs. Doyker has been at Somers Public Schools for 32 years.

#### 7.7. Resignation of Somers High School Math Intervention Tutor – Caroline Gamble

**Rationale:** Caroline Gamble, Math Intervention Tutor at Somers High School, has submitted her resignation effective June 30, 2019.

#### 7.8. Approval of June 12, 2019 Graduation Date

**Rationale:** Approval of June 12, 2019 Graduation Date

## 8. NEW BUSINESS

### 8.1. Approval of Somers High School Auditorium Lighting Project Contract

**Rationale:** Approval of Somers High School Auditorium Lighting Project Contract by the Board of Education

**Discussion:** Superintendent Czapla introduced Mr. Bill Boutwell, Director of Business Services, to update the BOE on the SHS Auditorium Lighting Project. Mr. Boutwell stated that he worked with Mr. Rob Wilson and Mr. Bob Hall and advertised the project through local papers and the State of CT Department of Administrative Services. There were three companies that received contact from SPS. A mandatory walk-through was held with Supertech as the only participating vendor. Mr. Boutwell stated that Supertech is well qualified and doesn't think rebidding would generate any additional interest. Mr. Boutwell recommended to move forward with Supertech at the bid price of \$197,390.20. This project will be done over the summer.

**Motion Passed:** Motion to approve the Somers High School Auditorium Lighting Project Contract as presented passed with a motion by David Palmer and a second by Jan Martin. **9 Yeas - 0 Nays.**

### 8.2. 1st Warning - Grade 6 Transition Course

**Rationale:** Dr. Zytka will present to the Board the 1st Warning of the Grade 6 Transition Course.

**Discussion:** Dr. Irene Zytka, Director of Curriculum, updated the BOE on the first warning of the elimination of the Exploratory World Language Program at SES and the creation of a 6th Grade Transition Program. The objective of this program is to provide students with the necessary tools (i.e. executive functioning, study skills, etc.) to ensure a smooth transition from SES to MBA and beyond. Dr. Zytka met with the Curriculum Council and discussed a number of topics to present in the curriculum including but not limited to social media, digital literacy, a community service project, etc. There will be an introduction to Spanish and French with student language selection to be determined in Grade 7. A curriculum-writing group of sixth grade teachers, social worker, school psychologist, and administrators will meet along with Dr. Zytka in developing the curriculum for this class. The curriculum will be entered into Atlas. A 6th Grade Seminar Teacher (0.6 FTE) position will be posted in the spring. Mrs. Senecal, SES Principal, Dr. Zytka, and Mr. Krevolin, MBA Principal, have worked on restructuring current schedules and have come up with a good plan. Mrs. Senecal stated that teachers will get additional instructional time during the week with the elimination of the Exploratory World Language Program. There will be no Specials at SES on Wednesdays allowing for extracurricular activities (i.e. adapted PE for Special Education students, instrument lessons, students' week in review, picture day, etc.). The 5th Grade will be switching classes through the day in order to transition them to MBA's schedule rotation.

### 8.3. Review of Track Replacement Plan (SMRT)

**Rationale:** An update on the Track Replacement Plan (SMRT) will be presented to the Board.

**Discussion:** Superintendent Czapla introduced Mr. Dick Webb from SMRT to present to the BOE recommendations and the current plan for the track. Over the last four months Gary Cotzin, Chris Boucher, Todd Rolland, Bill Boutwell, Alan Walker, Jim MacFeat, and Superintendent Czapla met with SMRT to discuss what is in the best interest of the track project from budget and location standpoints. Three locations were assessed. The first area considered was the existing natural grass fields behind the school in the lower fields abutting the park. Concerns in that area included remoteness from utilities and parking. The second location considered was where the existing track is located but in a north-south orientation. Concerns to that area included the need to level the dropping grade as well as the septic system located underneath the natural grass field. From an engineering perspective, it is not good practice to locate a permanent paved track over a septic system. The third location is the current track location with a proposal for a new track configuration consisting of six distance and eight sprint lanes. SMRT is proposing the track as an unequal quadrant track as it relates to interior field space. The track will be oval in order to support an interior multipurpose field with soccer dimensionally driving the program geometry. The track will include running, jumping (pair of long and triple jumps, open area for high jump, and rebuilding the pole vault in its current location), and throwing events on the lower fields. The proposed field will have lighting with four 70-80 foot poles. The proposed track will also incorporate a 500-seat grandstand facility that is handicap accessible. There is a proposed emergency access to the track facility including equipment storage, an area highlighting a potential concession building, and access to utilities. The proposed track will move closer to the parking area; however, it will not impact existing parking. Some trees will be impacted, and new trees will be planted. Some of the existing fencing will remain and some will have to be replaced.

The proposed field will be a synthetic turf field with a combination monofilament and slit film fiber with a pad underneath for shock attenuation. The infield is proposed as a sand and rubber infill system. The track material will be a synthetic paved basemat system with polyurethane binders. It will be similar to the existing track but a stronger upgrade. The track will be designed to have a permanent trench drain tied into drainage from the field. SMRT is not a proponent of organic-type of infields for New England as they decompose and may have poor drainage in the freeze/thaw cycle of the seasons. Synthetic turf longevity is 10-12+ years. Studies are finding that it is less about how much a turf is played on as simply the exposure to UV light. The sand and rubber component may be vacuumed which is a recyclable component to the infield. The track will have a 20-24 year lifespan and will need to be re-sprayed and re-stripped every plus or minus six years. Synthetic turf fields are lower maintenance than natural grass fields with an increase in playability. The BOE will need to develop a maintenance budget for the track.

The goal is to have this bid by early July in order to begin construction in the fall. It is possible that the track surfacing may not occur until spring 2020 due to weather. Preliminary estimates are on target with a \$3 million projection cost.

There was discussion among BOE members and Mr. Webb regarding injury rates of synthetic turf versus grass fields. Mr. Webb noted that one particular study used pristine, irrigated, natural grass which was used for games only. He noted it is very difficult to maintain that level of grass. Synthetic turf was noted to have a higher incidence of minor, abrasive injuries versus traumas. One of the key advantages of synthetic turf is consistency of play.

The synthetic turf may be lined for different sports using different colors of paint. This will be discussed with the committee and Mr. Alan Walker. Products may be used to protect the track from benches.

Mr. Webb will be presenting the track project to the public on 4/29/19 at 6 p.m. in the SHS auditorium. BOE members suggested that he bring a list of schools with a similar track as well as samples of the infield.

## 9. OLD BUSINESS

## 10. ADMINISTRATIVE REPORTS

### 10.1. Quarterly Budget Update

**Rationale:** Mr. Boutwell will present the Quarterly Budget Update to the Board.

**Discussion:** Mr. Bill Boutwell, Director of Business Services, updated the BOE on the current 2018-19 budget. The projection shows a current balance of approximately \$79,000 which will continue to decrease in the remaining two months. He noted that the budget is constructed to account for variances.

### 10.2. Superintendent's Update

**Rationale:** 1. 2019-2020 Budget Update

2. MBA Administrative Search Update

**Discussion:**

1. 2019-2020 Budget Update: Superintendent Czapla reported to the BOE that at the last BOF meeting SPS gave back \$30,000 due to a reduced fuel cost because SPS locked in at a lower rate. The BOF Public Hearing will be held on 4/23/19 at 7 p.m. at the Town Hall where the BOF will vote to move the budget.
2. MBA Administrative Search Update: Superintendent Czapla reported that applications have been filing in for both positions. The MBA Principal position will close on 4/30/19, and the MBA Assistant Principal position will close at the end of this week. Superintendent Czapla is putting together a group of teachers, parents, and students to interview for the Principal position. The initial interview for Principal

will occur on 5/13/19. Superintendent Czapla will be leading the search committee for the Assistant Principal position as well.

## 11. COMMITTEE REPORTS

### 11.1. CURRICULUM

**Discussion:** No report.

### 11.2. POLICY

**Discussion:** Anne Kirkpatrick reported that the committee just received the April packet and that Superintendent Czapla reviewed it. The committee does not need to make any adjustments in policies at this time. Another packet will arrive in June.

### 11.3. SALARY & NEGOTIATION

**Discussion:** No report.

### 11.4. PLANNING

**Discussion:** As stated above under agenda item 8.3 -- Review of Track Replacement Plan (SMRT).

## 12. CREC UPDATE

**Discussion:** Anne Kirkpatrick provided a CREC report for each BOE member. There will be monthly updates on bills in the legislature. There has been a shift to regionalism rather than acquired regionalization. The teacher pension proposal has been removed from the Education Committee.

## 13. ADJOURNMENT

**Motion Passed:** Motion to adjourn the meeting at 8:22 p.m. passed with a motion by Jan Martin and a second by Kate McLellan. **9 Yeas - 0 Nays.**

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Rick Lees, Board of Education Secretary      Date

Shannin Burns, BOE Recording Secretary

**Special Board of Education Meeting on High School Track  
Somers High School Auditorium  
April 29, 2019  
6:00 PM**

**Attendance Taken at 6:00 PM:**

Present Board Members: Jan Martin, Sarah Bollinger, Barbara Capuano, Rick Lees, Kate McLellan

Absent Board Members: Anne Kirkpatrick, Bruce Devlin, David Palmer, Jeremy Anderson

**1. CALL TO ORDER**

The special meeting of the Board of Education on the SHS Track was called to order by BOE Secretary, Rick Lees, at 6:00 p.m. in the Somers High School auditorium.

**2. PLEDGE OF ALLEGIANCE**

**3. PRESENTATION BY SMRT ON PROPOSED TRACK REPLACEMENT**

**Discussion:** Superintendent Czapla reviewed the past four to five months of the SHS track preparation. In November, the town passed a \$10 million referendum with \$6 million earmarked for the SPS schools for various projects including the track. A bid was put out in December asking various engineering and architect companies to bid on the architectural, engineering, and project management phase. In January, a committee made up of administrators, school staff, and town officials were asked to analyze the bid specifications and interview five companies. SMRT was selected. They have extensive experience building and replacing track facilities. Over the last three to four months, SMRT has been working with the committee and overseeing project management. There have been numerous meetings regarding expectations, criteria, etc. A comprehensive plan was developed. Superintendent Czapla introduced Mr. Dick Webb and Mr. Ken Costello from SMRT to present their track proposal to the public. Superintendent Czapla stated that questions from the public that aren't answered during the meeting will be posted on the district website.

Mr. Dick Webb introduced himself and Mr. Ken Costello to the public as SMRT's lead designers for the track project. Mr. Webb gave an overview of the presentation involving campus orientation, the track component, the field component, venue improvements, and budget and schedules. Mr. Webb opened the presentation with a slide of an aerial view of the present track, lower athletic fields, baseball field, softball field, gravel parking area of the park on Field Rd., and the natural grass fields to the north. The first step involved analyzing three potential track locations. The first area considered was the existing natural grass fields on Field Rd. behind the school in the lower fields abutting the park. Dimensionally, this area could support a new track facility. There were some key

constraints, however. There are currently two fields located there. Developing a track facility would displace both fields. The site is also more remote than some of the other sites to support facilities, restrooms, adequate parking, and utilities. The second area considered centered around the existing track but in a north-south orientation. One concern to this track location included having to add appreciable amounts of fill to the slope between the track and lower field. More importantly, there is a septic system at the northern end of the lower field. From an engineering perspective, it is not good practice to locate a permanent paved track over a septic system. The third and proposed track is at its existing location and orientation. The existing track is an equal-quadrant track. The concern with this orientation is that it limits the width of the infield. The proposal for the new track would be an unequal-quadrant track which creates shorter runways and longer distance on the turns. This type of track is still a certified track which can support a multipurpose field including soccer.

The proposed track would consist of six full lanes and adding two more sprint lanes on the north straightaway side of the track creating a 6/8 combination track. This design is valuable to manage meets more effectively. The west side of the track will contain a pair of jumping areas for the long jump and triple jump. The east side of the track will support high jump. The pole vault area will remain the same but be reconstructed. The throwing events will be further off the track and not proposed to change. SMRT is proposing a 4-ft. chain link fence around the immediate perimeter of the track for track management. The track material will be a synthetic paved basemat system with polyurethane binders. This product is of good quality (not at the top of the line nor at the bottom of the line). It's very popular and used in most high schools within the State.

The proposed field will be a synthetic turf field consisting of a shock pad underneath and a sand/rubber infill. It is proven to be a workhorse in the industry for shock and allows for safe interaction with the cleat and turf surface. The cleat interacts with the sand/rubber mixture, not the green. There is a proposed ball safety netting with limited return at the ends of the field.

The venue itself will have four 70-80 ft. light poles. The engineering is not final. Currently, SMRT is looking at an LED-type fixture as budget allows. This would provide a 50-ft candle illumination of the field which is important for men's lacrosse. In addition to the lighting, the poles will include convenience lighting for community use of the track. SMRT is proposing a 500-seat bleacher at the north end of the track. There will be accessible ramps and stairs. SMRT is proposing fencing to encase the track so that the school has the ability to control crowds. SMRT is not proposing a press box; however, they are proposing a filming tower which will be a little off-center due to the septic infiltration area. Some of the existing trees abutting the parking area will need to be cleared but will be replaced. SMRT is proposing a scoreboard at the southwest corner of the track as well as storage and future concessions at the east end of the track. The existing fire access drive will be paved for emergency and service access to the track. The proposal also calls for a continuous trench drain around the perimeter of the track.

SMRT is projecting the final design and engineering in two months. Geotechnical work is scheduled this week. They will submit permit reviews with the town and State by the middle of July to bid the project. SMRT has begun conversations with different contractors to make them aware of the project. Construction is proposed to begin in early August with the majority of the track to be completed by December 2019. The formal track surfacing may not be completed until April 2020. This is dependent on the contractor and the weather. The goal for track activity is set for May 2020. The budget for the track is on target.

#### 4. PUBLIC COMMENT

**Discussion:** Superintendent Czaplá opened the floor to the audience for questions and comments:

- Ms. Caroline Skowronek asked Mr. Webb if the bidding will be local and public as well as what type of turf will be used. Mr. Webb stated that it will be a public, competitive bid. SMRT will continue to work closely with the committee regarding the potential contractors. The synthetic turf has not yet been determined; however, SMRT is looking at a multipurpose material to support various types of play. It will most likely consist of a monofilament and slit film fiber combination.
- Mr. Don Kaufman of Applewood Dr. asked Mr. Webb if the scoreboard will be a sophisticated type of scoreboard and asked why the press box was ruled out. Mr. Webb stated that the scoreboard will have a track component but is not proposed to have a video component. At this point, SMRT is still working with the design. Mr. Webb stated that the press box was most likely ruled out due to budget but will be discussed with the committee. The filming box will be an open structure.
- Mr. Brian Reid of Shady Dell Ln. asked Mr. Webb if a grant was available for Somers to obtain for the track. Superintendent Czaplá and Mr. Webb stated that they are not aware of any grants at this time. Mr. Reid also asked about turf maintenance and longevity of the turf field. Mr. Webb stated that a synthetic turf field is less maintenance than a natural grass field because it does not have to be mowed, fertilized, or irrigated. Mr. Webb stated that turf fields may be used 24 hours, seven days a week as long as infield depths are maintained and infill doesn't migrate away from the grass fiber. Typically, synthetic turf fields have twelve years of life with replacement cost at half the cost of the initial installment. Studies have shown that wear of the synthetic turf field has less to do with the amount of play but more to do with the UV light that starts to impact grass fiber.
- Mr. Ned Lynch of Cantlewood Dr. asked Mr. Webb about bleacher location and why another set of bleachers couldn't be placed on the other side. Mr. Webb stated that they proposed the bleachers to be placed on the north side of the track because it is more adjacent to parking and provides accessibility. If the bleachers were placed on the opposite side, it would be at the edge of the sanitary system and accessible walks and paths would have to be provided. Mr. Lynch also asked how close the track will be to the lower fields. Mr. Webb stated that the proposed track will be 10 feet closer to the lower fields than the existing track. Mr. Lynch

asked if the two southern lighting poles could support future lighting. Mr. Webb stated that they could be engineered to support future lighting but would have to look into the cost.

- Mr. Scott Raymond of Main St. asked Mr. Webb about track maintenance and restrooms. Mr. Webb stated that a track surfacing system is similar to building a road. The track will require resurfacing and re-striping every six to eight years. After three to four cycles of that, the track will need to be surfaced out, milled, and resurfaced. Mr. Webb stated that the east side of the track may support storage, concessions, and restrooms.
- Mr. Jim Jewell of Main St. asked Mr. Webb if the track will remain open to the public. Superintendent Czapla stated that the track will be open to the public. Mr. Jewell asked if the infield lines will be seasonal or permanent. Mr. Webb stated that SMRT has not gotten to that level of design just yet but will speaking with the committee about this issue. Mr. Jewell also inquired about a walkway to the lower track or if people will be able to walk through the track. Mr. Webb stated that since the track will be encased in fencing, people will have to walk the perimeter of the track to reach the natural field. Nothing has been proposed for a walkway.
- A member of the audience asked if parents may be part of the committee. Superintendent Czapla stated that the committee is made up of administration, the athletic director, the superintendent, the director of business, town officials, and school staff. The BOE has final approval of the committee's recommendations.

## 5. ADJOURNMENT

**Motion Passed:** Motion to adjourn the Special BOE meeting on the SHS track at 6:46 p.m. passed with a motion by Jan Martin and a second by Barbara Capuano.

**5 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 # 57867

Check Batch: 22883  
 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:** 4/29/19  
William B. Boutwell, Director of Business Services

22883	16874	05/01/2019	V60040	Anthem Life Insurance Company	0.00	2,304.50
	16875	05/01/2019	V61473	COX Business	0.00	702.89
	16876	05/01/2019	V60089	Dime Oil Company LLC	0.00	14,514.78
	16877	05/01/2019	V61230	ENGIE Resources	0.00	9,022.62
	16878	05/01/2019	V00159	Eversource Energy	0.00	13,424.38
	16879	05/01/2019	V61403	Hooker & Holcombe, Inc	0.00	312.00
	16880	05/01/2019	V61497	Krementowski, Megan	0.00	250.00
	16881	05/01/2019	V61534	LearnWell	0.00	105.00
	16882	05/01/2019	V21164	Unum Life Insurance Company of America	0.00	3,685.40
<b>Totals:</b>					0.00	\$44,321.57

9 Checks Listed.

# Somers Board of Education General Journal Register

Report # 57866  
Batch: 22881  
Transaction: N/A  
Show Summary Only: Yes

Batch # 22881	Control Total \$44,321.57	Status Posted	Created By Ibergamini	Created On 04/29/2019	Last Updated By Ibergamini	Last Updated On 04/29/2019
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Period, Fiscal Year Account Number	General Ledger Distribution Summary Account Description	DTF Base	Over Budget	Debits	Credits
<b>April, 2019</b>					
<b>Generated Distributions</b>					
10-000-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			43,468.28	0.00
10-000-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	43,468.28
	Total Generated Distributions			<b>\$43,468.28</b>	<b>\$43,468.28</b>
<b>User-Entered Distributions</b>					
10-000-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	44,321.57
10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES	Yes		312.00	0.00
10-231-1-5-74-134-590-10-5-00648	B.O.E. - COMMUNITY RELATIONS	Yes		250.00	0.00
10-260-5-2-64-642-530-04-5-00365	K-5 - TELEPHONE	Yes		143.00	0.00
10-260-5-3-64-642-530-04-5-00365	MA - TELEPHONE	Yes		117.00	0.00
10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE	Yes		247.77	0.00
10-260-5-5-64-642-530-04-5-00367	CO - TELEPHONE	Yes		195.12	0.00
10-260-5-6-64-630-620-05-5-00354	K-5 - FUEL #2	Yes		2,542.44	0.00
10-260-5-6-64-630-620-05-5-00356	HS - FUEL #2	Yes		11,608.78	0.00
10-260-5-6-64-630-620-05-5-00357	MAINTENANCE - FUEL #2	Yes		363.56	0.00
10-260-5-6-64-641-620-05-5-00358	K-5 - ELECTRICITY			3,726.71	0.00
10-260-5-6-64-641-620-05-5-00360	MA - ELECTRICITY			11,217.42	0.00
10-260-5-6-64-641-620-05-5-00361	HS - ELECTRICITY			7,320.77	0.00
10-260-5-6-64-641-620-05-5-00362	MAINTENANCE - ELECTRICITY			182.10	0.00
10-280-6-5-82-820-200-13-5-00512	LIFE AND AD&D INSURANCE			2,304.50	0.00
10-280-6-5-82-820-200-13-5-00513	L.T.D.			3,685.40	0.00
10-613-9-9-88-955-561-14-5-00673	SP ED - TUITION			105.00	0.00
	Total User-Entered Distributions			<b>\$44,321.57</b>	<b>\$44,321.57</b>
	Total for April, 2019			<b>\$87,789.85</b>	<b>\$87,789.85</b>
	<b>Grand Total for Batch # 22881</b>			<b>\$87,789.85</b>	<b>\$87,789.85</b>

# Somers Board of Education General Journal Register

Report # 57866

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
22881	\$44,321.57	Posted	Ibergamini	04/29/2019	Ibergamini	04/29/2019

41 Transactions Listed.

# Somers Board of Education General Budget Treasury Warrant

Report # 57974

Check Batch: 22925  
 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:

William B. Boutwell, Director of Business Services

Date:

5/2/19

22925	16884	05/13/2019	V02129	Alarm New England LLC	0.00	10,550.33
	16885	05/13/2019	V60790	Alternative Access Assistive Technology	0.00	815.00
	16886	05/13/2019	V52670	SYNCB/AMAZON	0.00	11,434.25
	16891	05/13/2019	V02141	Apple Inc.	0.00	616.00
	16892	05/13/2019	V61535	Arum & Associates LLC	0.00	75.00
	16893	05/13/2019	V54166	Bell/Simons Co., The	0.00	300.00
	16894	05/13/2019	V02406	Billings Sports, Inc.	0.00	539.00
	16895	05/13/2019	E00023	Bohan, Janie	0.00	41.76
	16896	05/13/2019	V61455	ConnectiCare, Inc	0.00	163,243.63
	16897	05/13/2019	V61473	COX Business	0.00	111.68
	16898	05/13/2019	V00204	CREC	0.00	20,673.28
	16899	05/13/2019	V60390	Cummins Power Systems, LLC	0.00	8,314.36
	16900	05/13/2019	V60709	DBS Financial Services LLC	0.00	1,724.27
	16901	05/13/2019	V60416	DG Graphics	0.00	37.50
	16902	05/13/2019	E00096	Duffy, Margaret	0.00	72.26
	16903	05/13/2019	V52317	Ellington Board of Education	0.00	13,837.94
	16904	05/13/2019	V61230	ENGIE Resources	0.00	1,263.45
	16905	05/13/2019	V60968	Fletcher Sewer & Drain, Inc	0.00	200.00
	16906	05/13/2019	V61017	Frontier Communications	0.00	49.98
	16907	05/13/2019	V61236	Gateway Enterprise Corporation	0.00	228.00

# Somers Board of Education General Budget Treasury Warrant

Report # 57974

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	16908	05/13/2019	V01830	Gerry's Music Shop, Inc.	0.00	2,495.00
	16909	05/13/2019	V61324	Global Site Services	0.00	150.00
	16910	05/13/2019	V54081	Graduate Pest Solutions, Inc.	0.00	105.00
	16911	05/13/2019	V00511	Granger	0.00	469.74
	16912	05/13/2019	V60852	Grassmere Country Club	0.00	285.24
	16913	05/13/2019	V53525	H&H Service, LLC	0.00	177.00
	16914	05/13/2019	V00407	Hartford Courant Media Group	0.00	338.38
	16915	05/13/2019	V21219	Hartford Sprinkler Co., Inc	0.00	2,095.00
	16916	05/13/2019	V53228	Herff Jones Inc.	0.00	27.32
	16917	05/13/2019	V00564	Hillyard-New England	0.00	9,400.00
	16918	05/13/2019	V21177	Home Depot CRC	0.00	121.89
	16919	05/13/2019	V61527	InsectLore	0.00	112.15
	16920	05/13/2019	V60548	Johnson Memorial Hospital	0.00	10,000.00
	16921	05/13/2019	V00438	Journal Inquirer	0.00	292.76
	16922	05/13/2019	V02625	K & S Distributors	0.00	1,576.25
	16923	05/13/2019	V02146	Kendall Hunt	0.00	103.00
	16924	05/13/2019	E00206	MacFeat, James	0.00	147.00
	16925	05/13/2019	V61050	Mackin Educational Resources	0.00	468.07
	16926	05/13/2019	V02898	MagnaKleen Services	0.00	193.34
	16927	05/13/2019	V01013	NASCO Fort Atkinson	0.00	102.58
	16928	05/13/2019	V60983	OMNI Group, The	0.00	22.00
	16929	05/13/2019	V52686	Plimpton & Hills	0.00	18.16
	16930	05/13/2019	V60925	ReadyNurse Staffing Services	0.00	756.00
	16931	05/13/2019	V53593	Ready/Refresh by Nestle	0.00	77.88
	16932	05/13/2019	V61532	Rhythmically Yours	0.00	28.00
	16933	05/13/2019	V53775	School Savers	0.00	55.36
	16934	05/13/2019	V01292	School Specialty, Inc.	0.00	36.15
	16935	05/13/2019	V51324	Sherwin-Williams Co., The	0.00	58.56
	16936	05/13/2019	V60911	SHI International Corp	0.00	8,314.90
	16937	05/13/2019	V61311	Sign Warehouse	0.00	209.11
	16938	05/13/2019	V61474	SmartSign	0.00	46.62
	16939	05/13/2019	V00886	Somers Lunch Program	0.00	4.95
	16940	05/13/2019	V61373	Somers Star Hardware	0.00	556.05
	16942	05/13/2019	V01591	Town of Somers	0.00	4,982.99
	16943	05/13/2019	V61508	Soter Technologies, LLC	0.00	5,612.00
	16944	05/13/2019	V61292	State of Connecticut-Treasurer	0.00	2,250.00
	16945	05/13/2019	V60370	Sue's Shirt Creations	0.00	88.50

# Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
16946		05/13/2019	V60248	Total Protection Security Systems LLC	0.00	991.90
16947		05/13/2019	M53099	Tull Brothers, Inc.	0.00	606.00
16948		05/13/2019	V53987	U.S. Bank Equipment Finance, Inc	0.00	2,438.10
16949		05/13/2019	V61140	Van Pool Transportation LLC	0.00	2,700.00
16950		05/13/2019	V54059	Verizon Wireless	0.00	634.75
16951		05/13/2019	V61404	Voice New England	0.00	1.00
16952		05/13/2019	V53413	W. B. Mason Co., Inc.	0.00	3,009.27
16953		05/13/2019	V61410	Cardmember Service	0.00	61.46
<b>Totals:</b>					0.00	\$296,347.12

65 Checks Listed.

# Somers Board of Education General Journal Register

Report # 57977  
Batch: 22914  
Transaction: N/A  
Show Summary Only: Yes

Batch # 22914	Control Total \$296,347.12	Status Posted	Created By Ibergamini	Created On 05/06/2019	Last Updated By Ibergamini	Last Updated On 05/07/2019
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## General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>May, 2019</b>					
<b>Generated Distributions</b>					
10-000-0-0-00-000-241-00-0-00000	ENCUMBRANCE CONTROL			292,554.78	0.00
10-000-0-0-00-000-241-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	292,554.78
	Total Generated Distributions			<b>\$292,554.78</b>	<b>\$292,554.78</b>
<b>User-Entered Distributions</b>					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			149.14	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	296,496.26
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES		Yes	234.62	0.00
10-100-2-2-14-242-611-01-5-00846	K-5 - THIRD GRADE SUPPLIES			108.30	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			411.13	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			0.00	40.40
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			673.33	0.00
10-100-2-2-52-242-611-01-5-01676	K-5 - MEDIA SUPPLIES			487.31	0.00
10-100-2-3-28-242-611-01-5-01150	SW - SCIENCE SUPPLIES			112.15	0.00
10-100-2-4-04-242-611-01-5-00176	HS - BUSINESS ED SUPPLIES			363.96	0.00
10-100-2-4-12-242-611-01-5-00183	HS - BUSINESS ED SUPPLIES			0.00	108.74
10-100-2-4-14-241-611-01-5-00159	HS - TECHNOLOGY ED SUPPLIES			180.85	0.00
10-100-2-4-20-242-611-01-5-00168	HS - GENERAL SUPPLIES		Yes	3,045.42	0.00
10-100-2-4-26-242-611-01-5-01070	HS - BAND SUPPLIES		Yes	2,495.00	0.00
10-100-2-4-28-242-611-01-5-00209	HS - ENGLISH SUPPLIES			426.43	0.00
10-100-2-4-48-242-611-01-5-00229	HS - SCIENCE SUPPLIES		Yes	443.88	0.00
10-100-2-4-48-242-611-01-5-00721	HS - SCHOOL TO CAREER SUPPLIES			93.12	0.00
10-100-2-4-66-730-730-01-5-00616	HS - HEALTH ED SUPPLIES			96.08	0.00
10-100-2-4-66-910-730-01-5-00603	HS - TECH ED REPLACEMENT		Yes	299.32	0.00
10-100-8-2-66-910-730-01-5-00607	K-5 CAPITAL OUTLAY		Yes	1,577.53	0.00
10-100-8-4-66-910-730-01-5-00607	HS CAPITAL OUTLAY			432.04	0.00
10-120-9-9-98-242-611-01-5-00214	SW - CAPITAL OUTLAY TECHNOLOGY		Yes	510.00	0.00
10-120-9-9-98-242-611-01-5-00231	MA - RESOURCE ROOM SUPPLIES			77.59	0.00
10-120-9-9-98-243-611-01-5-01002	HS - ALP I SUPPLIES			143.86	0.00
10-120-9-9-98-955-330-02-5-01674	SP ED - TESTING		Yes	103.00	0.00
	SP ED - CONTRACTED SERVICES		Yes	815.00	0.00

# Somers Board of Education General Journal Register

Report # 57977

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
22914	\$296,347.12	Posted	Ibergamini	05/06/2019	Ibergamini	05/07/2019
10-212-2-4-46-242-611-02-5-00178		HS - GUIDANCE SUPPLY			1,240.17	0.00
10-213-3-4-48-421-323-02-5-01146		SW HEALTH SUPPLIES			511.80	0.00
10-213-3-5-48-412-112-02-5-00319		SW - NURSE SUBSTITUTE			756.00	0.00
10-215-9-9-94-242-611-01-5-00747		PRESCHOOL-SPEECH/HEARING SUPPL			83.38	0.00
10-221-1-3-50-251-580-05-5-00263		MA - TRAVEL/IN-SERVICE			41.76	0.00
10-221-1-4-50-251-580-05-5-00267		HS - TRAVEL/IN-SERVICE			72.26	0.00
10-222-2-4-52-231-642-03-5-00139		HS - LIBRARY BOOKS			1,366.92	0.00
10-222-2-5-44-233-611-03-5-00149		SW - A.V. MATERIALS			148.81	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			22.00	0.00
10-231-1-5-74-134-330-10-5-00048		B.O.E. - COMMUNITY RELATIONS			61.46	0.00
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES			4.95	0.00
10-232-1-5-72-134-540-04-5-00025		CO - ADVERTISING			631.14	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			77.88	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			75.00	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL			609.53	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			609.51	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			609.53	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			609.53	0.00
10-240-7-4-54-880-690-07-5-00274		HS - GRADUATION			27.32	0.00
10-259-1-2-40-123-590-04-5-00015		K-5 - FORMS & PRINTING			36.06	0.00
10-260-1-5-64-642-530-04-5-01217		SW - COMMUNICATION SUPPLIES			1.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			598.89	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			152.48	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			224.18	0.00
10-260-5-3-66-722-430-08-5-00409		MA - EQUIPMENT MAINTENANCE			45.00	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			2,833.09	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			103.49	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			463.26	0.00
10-260-5-5-64-642-530-04-5-01679		SW - INTERNET			2,250.00	0.00
10-260-5-6-44-722-430-03-5-00404		SW - A.V. MAINTENANCE			342.09	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			2,384.35	0.00
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE			616.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			606.00	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			16,371.36	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY			9,400.00	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			372.89	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			58.56	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING			105.00	0.00

# Somers Board of Education General Journal Register

Report # 57977

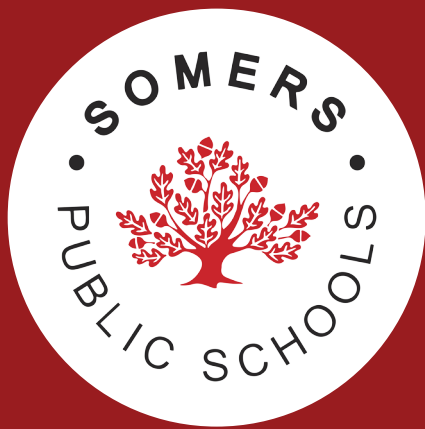
Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
22914	\$296,347.12	Posted	Ibergamini	05/06/2019	Ibergamini	05/07/2019
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			18.16	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY			11,021.04	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			2,987.72	0.00
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS			521.19	0.00
10-260-6-9-62-722-590-08-5-00453		SW - SOFTWARE MAINT CONTRACTS			7,804.90	0.00
10-270-4-5-84-521-510-12-5-00328		ADDITIONAL TRANSPORTATION			600.00	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			4,844.37	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE			2,100.00	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			138.62	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			163,243.63	0.00
10-320-2-4-54-880-690-07-5-00602		HS - ACADEMIC AWARDS			191.10	0.00
10-320-7-4-42-860-590-06-5-01006		HS - ATHLETIC TRAINER			10,000.00	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			861.74	0.00
10-613-9-9-88-955-561-14-5-00622		SPED - CREC RIVER STREET			14,490.18	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			20,021.04	0.00
Total User-Entered Distributions					\$296,645.40	\$296,645.40
Total for May, 2019					\$589,200.18	\$589,200.18
<b>Grand Total for Batch # 22914</b>					<b>\$589,200.18</b>	<b>\$589,200.18</b>

342 Transactions Listed.

# Somers Public Schools

## Strategic Plan of Action

2019-2024



## Moving Somers Forward

Full Report





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## Moving Somers Forward

Society is experiencing unprecedented changes requiring a constant acquisition of new skills and knowledge. Life-long learning is critical to future success. The jobs of today will experience dramatic shifts or even extinction requiring the workforce to adjust and continuously learn. Change is the only constant.

Education must be responsive to societal changes. Our practices of the past prepared students for college and the work place. Somers Public Schools will continue to prepare students for these post-secondary paths, but we must reconsider our methodology, vision, mission, and values. What do students need today to be successful, responsible, and ethical contributors to society? The advent of the digital age and the interconnected nature of the global economy has transformed what it means to appropriately prepare a student for life, learning, and work beyond school. Content knowledge and test scores are no longer the exclusive indicators that portend student success. It is known from research and experience that students will also need to develop a sophisticated set of skills and foundational personal attributes to navigate the uncertain challenges they will encounter. The purpose of this Strategic Plan is to align the systems that drive Somers Public Schools and ensure all students acquire content knowledge, critical skills, and the attributes necessary for success in our evolving society.

During the intensive seven-month planning process, the Strategic Planning Committee remained open-minded and committed to “future thinking” instead of holding on to the past. This mindset allowed us to revise our vision and mission statements, making them concise, relative, and realistic. We then looked at the skills students must have to be successful. The result of this analysis was the development of the ***Somers Student Success Skills***. These critical skill sets will guide instruction to better prepare students for tomorrow.

Unlike traditional strategic planning which seeks to collect data and set goals related to narrowly defined special interests, this Strategic Plan focused on the elements of work that support increased student success. The Strategic Planning Committee sought to answer three questions:

1. How are PreK-12 teaching and classroom experiences facilitating student practice of the district’s recently identified foundational skills?
2. How is the district measuring its success and using that K-12 data to create accountability and the continuous improvement of student performance in those areas?
3. How do budgets and plans ensure that all PreK-12 work is designed to increase the number of children who leave Somers ready to perform and succeed at a high level?

By asking these questions and building the answers based on the successes in Somers, the members of the Strategic Planning Committee identified three priority goals (***Student Achievement, Professional Learning, and Accountability***) along with strategies to be implemented over the next five years to make sure every child is ready for their own future.

I want to thank the members of the committee. Their commitment to this process, thoughtful insights, and dedication to our school system has resulted in a plan that will move Somers forward.

Brian P. Czapl  
Superintendent of Schools



## **Vision, Mission, and Beliefs**

### **Vision:**

The Somers Public Schools strives to be an exceptional and innovative educational community.

### **Mission:**

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.

### **In pursuit of this Vision and Mission we believe in:**

- The pursuit of excellence
- Life-long learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child

# Somers Student Success Skills

“Using appropriate tools for learning in a socially/civically responsible manner.”

Students must possess core content knowledge, they must also have the following critical skills to be successful in an evolving world society:



## Communication

- Read, view, and listen to demonstrate mastery of content and skills
- Write, speak, and present to demonstrate mastery of content and skills
- Effectively utilize multi-media tools
- Demonstrate interpersonal discourse



## Collaboration

- Lead, cooperate, and contribute to groups
- Recognize and accept diverse perspectives
- Support consensus to reach a common goal
- Adhere to and participate in multiple roles
- Regulate personal behavior in responsiveness to self and others



## Critical Thinking/Problem Solving

- Analyze, evaluate, and synthesize information from multiple sources
- Define problems and implement appropriate processes
- Propose and defend solutions
- Reflect on processes and generate conclusions



## Creativity/Innovation

- Generate a variety of options
- Be aware of own learning strengths
- Use various questioning techniques
- Demonstrate adaptability and a growth mindset
- Learn from mistakes
- Demonstrate intrinsic motivation
- Be curious about the world

# Goals and Strategies



## Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Assess learning environments and current practices and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
- B. Build a common understanding of the selected skills.
- C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
- D. Continue curriculum development and vertical articulation for all content areas.
- E. Develop K-12 interdisciplinary information literacy curriculum and programming.
- F. Continually assess, update, and implement the five-year technology replacement plan.
- G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
- H. Develop and implement STEM courses at Mabelle B. Avery and Somers High School.
- I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.



## Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Develop staff understanding of Somers Student Success Skills.
- B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
- C. Identify gaps in current teacher knowledge and practice at each grade and content level and create a professional learning plan to address the identified gaps.
- D. Implement professional development for each of the identified gaps tailored to needs across the district.
- E. Provide personalized professional development opportunities to support curriculum development.
- F. Provide professional development opportunities to support the development and implementation of STEM courses at Mabelle B. Avery and Somers High School.
- G. Utilize instructional coaches to provide embedded professional development opportunities.
- H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allow students to demonstrate mastery more authentically.



## Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
- B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
- C. Develop alternative means to gather evidence of teacher practice and student achievement.
- D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
- E. Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup>-grade students.

# GOAL ONE: STUDENT ACHIEVEMENT

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills

**Indicators of Success:**

- Somers measures what it values and values what it measures
- Student work is routinely examined, and explicit feedback is provided for student skill improvement
- Student work is routinely examined, and explicit feedback is used for instructional improvement
- Students are capable self-assessors
- Standards and expectations are vertically aligned with the Somers Student Success Skills
- Digital resources are thoughtfully used to transform learning opportunities in support of the Somers Student Success Skills

Present State	Beginning	Progressing	Accomplishing
There is currently no systemic reporting on the Somers Student Success Skills.	There are plans for the systemic reporting on the Somers Student Success Skills.	Systems for reporting on the Somers Student Success Skills are being piloted and tested.	Somers measures what it values and values what it measures.
Student work is rarely examined, and explicit feedback is provided for improving Somers Student Success Skills.	Student work is occasionally examined, and explicit feedback is provided for student skill improvement.	Student work is frequently examined, and explicit feedback is provided for student skill improvement.	Student work is routinely examined, and explicit feedback is provided for student skill improvement.
Student work is rarely examined, and explicit feedback is rarely used for instructional improvement.	Student work is occasionally examined, and explicit feedback is used for instructional improvement.	Student work is frequently examined, and explicit feedback is used for instructional improvement.	Student work is routinely examined, and explicit feedback is used for instructional improvement.
Students may self-assess but it is not a systemic activity.	Students have begun to practice self-assessment of skills but it is not a systemic activity.	Students practice self-assessment of skills and there is evidence of efficacy.	Students are capable self-assessors.
Standards and expectations are not aligned with the Somers Student Success Skills.	Standards and expectations are aligned in a few areas with the Somers Student Success Skills.	Standards and expectations are aligned in many areas with the Somers Student Success Skills.	Standards and expectations are vertically aligned with the Somers Student Success Skills.
Digital resources are used occasionally to support the Somers Student Success Skills.	Digital resources are frequently used to support the Somers Student Success Skills.	Digital resources are consistently used to support the Somers Student Success Skills.	Digital resources are thoughtfully used to transform learning in support of the Somers Student Success Skills.

## GOAL ONE: ACTION PLANS

Strategies	Who's Responsible	Impact on students	Completion
Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done	SES, MBA, and SHS Administration, Director of Curriculum, Director Pupil Services, Team Leaders	Students will access age-appropriate tools for learning in a socially/civically responsible manner.	2019-2020
Build a common understanding of the Somers Student Success Skills	SES, MBA, and SHS Administration, Director of Curriculum, Director Pupil Services, Team Leaders, Teachers	Students will understand expectations through staff communication of Somers Student Success Skills.	2019-2020
Create Somers Student Success Skills rubrics for grades 5, 8, & 12 <ul style="list-style-type: none"> <li>a. Develop, Test, and Calibrate</li> <li>b. Pilot with early adopters</li> <li>c. Implement</li> </ul>	SES, MBA, and SHS Administration, Director of Curriculum, Grade Level/Content Teachers	Students will understand and internalize the Somers Student Success Skills. Rubrics will be implemented with fidelity. Consistency across grade levels (PreK-12) creates a baseline of student understanding and increases student performance.	a. 2019-2020 b. 2020-2021 c. 2021-2022
Continue curriculum development and vertical articulation for all content areas	Director of Curriculum, Teachers	Students will have uniform assured experiences and demonstrate grade level content knowledge.	2020-2021
Develop K-12 interdisciplinary information literacy curriculum and programming.	Director of Curriculum, Director of Technology, Library Media Specialists, Board of Education	Students will develop information literacy skills and apply these through interdisciplinary authentic experiences.	2020-2021
Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.	Director of Curriculum, School Administrators, Director of Pupil Services, Teachers, Parents	Students will utilize authentic evaluation practices that more accurately measure content and skill mastery.	2020-2021
Hire instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.	Superintendent, Principals, Director of Technology, Board of Education	Students will be exposed to best instructional practices in support of content mastery and development of the Somers Student Success Skills.	2021-22
Develop and implement STEM courses at Mabelle B. Avery, Somers High School, and Somers Elementary	Director of Curriculum, Principals, Director of Technology, Teachers,	Students will have access to courses aligned with 21 <sup>st</sup> century societal employment trends.	2021-2022 (develop)

School	Board of Education		2022-23 (implement)
Continually assess, update, and implement the five-year technology replacement plan.	Director of Technology, Board of Education	Students will access current and emerging technologies to support content mastery and development of Somers Student Success Skills.	ongoing

**GOAL TWO: PROFESSIONAL LEARNING**

Develop and implement meaningful and personalized professional development programming that supports best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

**Indicators of Success:**

- Professional learning program/strategy facilitates horizontal and vertical discourse
- Professional learning embeds the Somers Student Success Skills
- Professional learning is focused and sustained
- Professional learning includes time for practice, reflection, and refinement
- Professional learning positively impacts student performance

<b>Present State</b>	<b>Beginning</b>	<b>Progressing</b>	<b>Accomplishing</b>
Professional Learning program/strategy facilitates discourse but it is not aligned among schools or levels.  Professional Learning does not imbed or focus on the Somers Student Success Skills.  Professional Learning is topical.	Professional Learning program/strategy is shifting to facilitate a more connected discourse.  Professional Learning occasionally imbeds or focuses on the Somers Student Success Skills.  Professional Learning is a mix of topical and thematic elements.	Professional Learning program/strategy facilitates a more connected discourse.  Professional Learning frequently imbeds or focuses on the Somers Student Success Skills.  Professional Learning has consistent thematic elements.	Professional Learning program/strategy facilitates horizontal and vertical discourse.  Professional Learning embeds the Somers Student Success Skills.  Professional Learning is focused and sustained.

Professional Learning does not systemically include time for practice, reflection, and refinement.  Professional Learning impact on student performance is unclear.	Professional Learning occasionally includes time for practice, reflection, and refinement.  Professional Learning impact on student performance is used as a frame of reference for planning.	Professional Learning frequently includes time for practice, reflection, and refinement.  Professional Learning impact on student performance is being tracked and analyzed.	Professional Learning consistently includes time for practice, reflection, and refinement.  Professional Learning has measurable, positive impacts student performance.
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## GOAL TWO: ACTION PLANS

Strategies	Who's Responsible	Impact on Students	Completion
Develop staff understanding of Somers Student Success Skills.	Director of Curriculum, Principals, Director Pupil Services, Team Leaders, Teachers	Students will understand, develop and apply Somers Success Skills.	2019-2020
Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.	Director of Curriculum, Principals, Teachers	Students will understand, develop and apply Somers Success Skills.	2019 -2020
Identify gaps in current teacher knowledge and practice at each grade and content level.	Director of Curriculum, Principals, Team Leaders, Teachers	Students will be exposed to rigorous, engaging, and appropriate instructional practices.	2019-2020
Provide personalized professional development opportunities to support curriculum development.	Director of Curriculum, Director Pupil Services	Students will have uniform assured experiences, content knowledge as they progress to next education level.	2019-2020
Institute an <i>Instructional Think Tank</i> to develop district philosophy of assessment and practices that allow students to demonstrate mastery more authentically.	Director of Curriculum, Director of Pupil Services, Principals, Teachers, Board of Education, Director of Technology, Parents	Students will utilize authentic assessment methodologies to demonstrate mastery based on personal growth rather than dates in a syllabus.	2020-2021
Implement professional development for each of the identified gaps tailored to needs across the district.	Director of Curriculum, Principals	Students will be exposed to rigorous, engaging, and appropriate instructional practices.	2020-2021
Provide professional development opportunities to support the	Director of Curriculum, Director of	Students will have access to courses aligned with	2021-2022

development and implementation of STEM courses at Mabelle B. Avery, Somers High School, and Somers Elementary School.	Technology, Principals	21 <sup>st</sup> century societal employment trends.	
Utilize instructional coaches to provide imbedded professional development opportunities.	Director of Curriculum, Principals, Teachers	Students will be exposed to rigorous, engaging, and appropriate instructional practices.	2021-2022



## GOAL THREE: ACCOUNTABILITY

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

### Indicators of Success:

- Teacher and Administrator evaluation systems reflect professional learning goals and student achievement of the Somers Student Success Skills
- Personalized learning supports professional success
- District and school goals are aligned with the Somers Student Success Skills
- Professional goals foster risk-taking and support multi-year innovation

Present State	Beginning	Progressing	Accomplishing
Teacher and Administrator evaluation systems reflect the external guidelines and legacy indicators of success.	Teacher and Administrator evaluation systems are being reconsidered for overall alignment with district priorities.	Teacher and Administrator evaluation systems are being implemented that have overall alignment with district priorities.	Teacher and Administrator evaluation systems reflect professional learning goals and student achievement of the Somers Student Success Skills.
Personalized learning is not a systemic feature of professional goal-setting.	Personalized learning is being considered as a feature of professional learning and goal-setting.	Personalized learning is a feature of professional learning and goal-setting.	Personalized learning supports professional success.
District and school goals are not aligned with Somers Student Success Skills.	District and school goals are sometimes aligned with Somers Student Success Skills	District and school goals are frequently aligned with Somers Student Success Skills	District and school goals are aligned with the Somers Student Success Skills.
Professional goals are annual in nature and	Professional goal setting processes are	Professional goal setting processes are	Professional goals foster risk-taking and

are compliance focused.	being reconsidered for how they support innovation and multi-year planning.	being implemented that support innovation and multi-year planning.	support multi-year innovation.
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## GOAL THREE: ACTION PLANS

Strategies	Who's Responsible	Impact on Staff and Students	Timeline
Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.	Building and Central Office Administrators, PDEC, Board of Education	Teachers will be more purposeful in embedding high leverage skills into their daily instruction.	2019-2020
Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.	Building and Central Office Administrators	Administrators will better support teachers and best teaching practices by providing meaningful supervision.	2019-2020
Develop alternative means to gather evidence of teacher practice and student achievement.	PDEC, Building and Central Office Administrators	Students will utilize authentic assessment methodologies to demonstrate mastery.	2020-2021
Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).	PDEC, Building and Central Office Administrators, Teachers	Students will be exposed to best instructional practice in support of content mastery and development of the Somers Student Success Skills.	2020-2021
Develop and implement a capstone project for the transition years of 5th, 8th and 12th-grade students.  Grade 12 <ul style="list-style-type: none"> <li>a. Develop</li> <li>b. Implement</li> </ul> Grades 5 & 8 <ul style="list-style-type: none"> <li>c. Develop</li> <li>d. Implement</li> </ul>	Director Curriculum, Teachers, Parents, Board of Education	Students will utilize authentic assessment methodologies to demonstrate mastery.	a. 2019-2020 b. 2020-2021  c. 2020-2021 d. 2021-2022

## STRATEGIC PLAN TIMELINE

Years	Goal 1: Achievement	Goal 2: Professional Learning	Goal 3: Accountability
2019-20	<p>Assess current practices and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done</p> <p>Build a common understanding of the selected skills</p> <p>Continually assess, update, and implement the five-year technology replacement plan. (ongoing)</p> <p>Create Somers Student Success Skills rubrics for grades 5, 8, &amp; 12 d. Develop, test, calibrate (early adopters)</p>	<p>Develop staff understanding of Somers Student Success Skills.</p> <p>Provide personalized professional development opportunities to support curriculum development.</p> <p>Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals</p> <p>Identify gaps in current teacher knowledge and practice at each grade and content level.</p>	<p>Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.</p> <p>Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices (ongoing).</p> <p>Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade students. a. Develop a capstone project for 12th-grade students.</p>
2020-21	<p>Assess the current practices of homework, assessment, personalized learning, mastery learning, and the purpose of grades (<i>Instructional Think Tank</i>.)</p> <p>Continue curriculum development and vertical articulation for all content areas</p> <p>Develop K-12 interdisciplinary information literacy curriculum and programming.</p> <p>Create Somers Student Success Skills rubrics for grades 5, 8, &amp; 12 e. Pilot with early adopters</p>	<p>Institute an <i>Instructional Think Tank</i> to develop district philosophy of assessment and practices that allow students to demonstrate mastery more authentically.</p> <p>Implement professional development for each of the identified gaps tailored to needs across the district.</p> <p>Provide professional development opportunities to support the development and implementation of STEM courses at SES, MBA and SHS.</p>	<p>Identify alternative means to gather evidence of teacher practice and student achievement (<i>Instructional Think Tank</i>.)</p> <p>Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).</p> <p>Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade students. b. Implement capstone project for grade 12 students c. Develop a capstone project for the transition years of 5<sup>th</sup>, and 8<sup>th</sup> grade students.</p>
2021-22	<p>Utilize instructional coaches to support the effective use of technology/media and 21<sup>st</sup> century skills in instruction and provide embedded professional development to teachers.</p> <p>Develop STEM courses at SES, MBA and SHS</p> <p>Create Somers Student Success Skills rubrics for grades 5, 8, &amp; 12 c. Implement district-wide</p>	<p>Utilize instructional coaches to provide imbedded professional development opportunities.</p>	<p>Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade students. d. Implement a capstone project for the transition years of 5<sup>th</sup>, and 8<sup>th</sup> grade students.</p>
2022-23	<p>Implement STEM courses at SES, MBA and SHS</p>		

# **APPENDIX A**

## **STRATEGIC PLANNING PROCESS**

Over a seven-month period of time, the Strategic Planning Committee engaged in a comprehensive process as described below:

### **Phase 1 – Vision, Mission, Beliefs and Somers Student Success Skills**

The committee participated in a retreat to review existing foundational documents, current research, future economic trends, engaged in constructive dialogue, and collaboratively made relevant revisions.

### **Phase 2 – Data Scan**

A data scan where each of the desired systems planning outcomes required for student success was compared to what is currently happening in the district. The gaps between what is happening and what the district ultimately wants to create were defined (see Appendix B).

### **Phase 3 – Gap Analysis and Priority Setting**

The committee engaged in a retreat where they analyzed and synthesized the information from the data scan, identified critical challenges facing the district, and developed strategic priorities for planning future work (see Appendix C).

### **Phase 4 – Goal Setting**

Based on the Gap Analysis and Priority Setting, the committee developed high priority goals, indicators of success, progress maps, and action plans.

## APPENDIX B DATA SCAN

The data scan compared systems planning outcomes required for student success to what is currently happening in the district. The gaps between what is happening now and what the district ultimately wants to create were defined. To accomplish this, the Strategic Planning Committee organized themselves into working groups around five areas of focus. The names of the members as well as the other district or community volunteers who assisted them in their work in each of the five areas are listed below:

<b>Group One <i>Goals for Learning</i></b>	<b>Group Two <i>Teaching for Learning</i></b>	<b>Group Three <i>Measures of Learning</i></b>	<b>Group Four <i>Supporting Systems</i></b>	<b>Group Five <i>External Factors</i></b>
Irene Zytka Denise Collins Sharon Remington Elizabeth McCloskey Erin Scholes	Denise Messina Jaime Bohan Sarah Martin Chris Castonguay Gina Hailer Melinda Roberge Rob Wilson Sheri Yarrows Melissa Mucci Mike McDonnell Karen Jones	Michael Clarity Rob Kapner Maria Peterson Stephanie Toney Dina M. Senecal Cheryl Gustafson	Gary Cotzin Dan Clement Bill Boutwell Jessica Wolf Andrea Zanelli Laura Allen	Jeremy Anderson Anne Kirkpatrick Clay Krevolin Marissa Marks Sharon Walsh Kathy Devlin

Each group was assigned with collecting data that would explore the status of the district for each of the above identified challenges as framed through the lens of the goals, measures, and practices required to meet the skill acquisition needs of students. The groups worked with additional volunteers and other district staff over a ten-week period to collect information, identify what the district was already doing to meet these challenges, and report back to their peers about what was needed to close the gap between what was desired and what was actually happening. For common frames of reference, each of the first four groups was additionally asked to provide a Likert scale style rating of the performance of the district for their areas of focus. A group's choices ran from a zero that would indicate "no evidence" of the desired practice to four, which would show systemically improving performance. This scale is illustrated on the following page:

Score	Description
0 –Not Present	The Desired Coherence Outcome is non-existent
1 - Beginning	There may be some individual efforts or minimal group attempts, but there is no systemic evidence or process in place to support the existence of the Desired Coherence Outcome.
2 - Emergent	There have been systemic efforts to create the Desired Coherence Outcome, but its implementation is uneven and has yet to deliver meaningful changes in student or adult performance.
3 - Proficient	There has been a systemic effort to create the Desired Coherence Outcome and it is generally working. It is regularly creating evidence of meaningful changes in student and adult performance.
4. Excellent	There has been a systemic effort to create the Desired Coherence Outcome and it is functioning effectively. There have been meaningful changes in student and adult performance and there is evidence that data is driving further improvements in the system.

As Group Five dealt with only external data, they had no ratings to ascribe, rather they reported their findings as prioritized opportunities and challenges for the district in the following areas:

1. Economics/demographics
2. Mandates/legislation (state/federal)
3. Historical achievement data trends
4. Changing nature of learning
5. Work in a digital age
6. Local context, impact of the culture, environment, history of the Somers Public Schools, perceptions of the district and challenges/opportunities while moving the district forward, and any other data they thought would be relevant and helpful to the Strategic Planning Committee.

Each Data Collection Group met several times over the ten-week data sampling period to complete their tasks. After an initial launch meeting where the scope of the work to be completed was shared, each team broke down their research tasks and assigned volunteers from the group to gather specific data, information, and other items for everyone to consider. In addition to hard documentary evidence (documents, work products, statistical data) some groups used interviews and surveys to inform their ratings. When the data collection was completed, the groups met to finalize their ratings and outline the main factors that supported their judgments. Finally, each group organized themselves to present their work to their peers at the Gap Analysis and Priority Setting Retreat (Phase III). A grid of the summary ratings for each group is provided and immediately followed by the details of each indicator and a brief summary of the gap evidence the Data Collection Group used to justify its rating.

## **Data Scan Results:**

### **Area One: Goals for Learning**

The purpose of this outcome was to judge the degree to which the district has an aligned, systemic process for setting and pursuing the Somers Student Success Skills from the district, building, and professional levels. The desired state is a goal-setting culture where the value is on high-leverage, skill-based student learning goals that are articulated and connected on a Pre-K to 12 basis. This aligned goal setting infrastructure is critical to eventual efforts to improve the identified district priority goals for learning. To ascertain the district's readiness to do this and identify the current state of affairs, this group was asked to judge four areas:

1. Context and philosophy of current goal setting processes (goals are focused on student learning and not adult action while there is a commitment to accountability for what is learned and not what is simply covered or done)
2. The alignment of goal setting processes (are they systematically connected or completely independent from school to school or person to person)
3. Community knowledge and support of goals (does everyone know what they are and why they were selected)
4. The alignment and availability of resources aligned with the goals (do available resources align with stated goals for learning)

### Outcome One Findings Summary:

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Goal Setting Context and Philosophy			X		
Goal Setting Processes		X			
Goal Setting Support and Engagement				X	
Materials and Resources			X		

### Outcome One Findings Detail:

#### 1. Goal Setting Context and Philosophy (*Emergent*)

- A. *There is a cultural emphasis in the learning environment that favors evidence of learning over evidence of coverage and a teacher's progress through the curriculum. Timelines and calendars are less important than having every child grow and acquire the skills they need for success.*
- B. *A few critical, high leverage student learning goals (student critical and creative thinking for problem solving) dominate the dialogue and are the focus of planning and improvement systems, documents, and efforts across the organization.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Consistent conversations about student learning, specifically examining student work through set protocols
- There is some connection between teacher goals and dialogue, but it could be better
- Lacking protocol for examining student work

## 2. Goal Setting Processes: *(Beginning)*

The annual district, building/course, and professional goals are focused on high leverage student learning, clearly tied to a data-based need, and are aligned through the Pre-K to 12 system.

- A. *The school/district has a history and practice of setting a focused set of appropriate student learning goals and working consistently to achieve them.*
- B. *Grade level and/or course curriculum materials have clear and manageable observable goals for student learning that are clearly described and are prioritized to encourage mastery for success for all students (emphasis on engagement and learning.)*
- C. *The school/district tries to ensure that annual professional learning targets and strategies for all staff are set through a process that is aligned with each adult's capacity to support the district's most important student learning goals.*
- D. *The school/district ensures that annual school/district goals for performance are set through a process that is informed by an alignment with associated appropriate student learning goals and collective professional learning needs.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- School goals being connected to a district goal
- High leverage skills don't consistently show up in Atlas (could be due to incomplete Atlas units)
- The Somers Student Success Skills are focused in by individual teachers but are not the focus of district goals or a part of everyday discussions
- Recognizing the role student choice plays in rigor and acknowledging the importance of welcoming different ways of thinking as well as varied assignments to show learning
- Building goals lack direct connection to high leverage practices. They only refer to how many students will reach an academic benchmark

## 3. Goal Setting Support and Engagement *(Proficient)*

Students, parents, staff, and other constituents are well informed regarding the rationale that informs the district's student learning goals at every level.

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Every edition of CampusView should include district goals
- Goals need to be more explicitly shared with parents

## **Materials and Resources (*Emergent*)**

Instructional and assessment materials provided by the district show evidence of alignment and focus with the district's critical student goals for learning.

*A. Focused student goals for learning are consistent in all PreK-12 curriculum and program materials and have aligned expectations at the elementary, intermediate, middle and high school levels.*

*B. There are easily accessible electronic curriculum and instructional resources for staff, parents and community in all academic areas that support the implementation of the district's student learning goals.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Some misalignment among grade levels and departments with what to teach and to what extent (e.g., elementary science, middle school spelling, elementary social studies, books at the high school level and departments)
- Interdisciplinary connections need to be established and solidified
- Time to plan with other departments and grade levels
- Alignment between three schools is not there yet

## **Area Two: Teaching for Learning**

The purpose of this outcome was to focus resources and attention on improving the capacity of a very small number of high leverage professional practices that impact student performance. The inherent assumption is that the most important indicator of instructional success is the time students are engaged in rigorous, higher-order thinking course content activities. This element, when combined with a positive learning environment, are the two most powerful predictors of sustained/improved student learning. Accordingly, this group focused on the critical elements of teaching and learning practices and the quality of instructional feedback. To judge this, the three following areas were examined;

1. The existence of a unified vision of the characteristics of effective, higher order student engagement
2. The use of digital learning resources to support rigorous instruction
3. The alignment of professional learning practices with these articulated priorities

**Outcome Two Findings Summary:**

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Student Engagement in Rigorous Higher Order Thinking Activities		X			
Digital Learning Practices			X		
Professional Learning Practices			X		

**Outcome Two Findings Detail:**

**1. Student Engagement in Rigorous, Higher-Order Thinking Activities (*Beginning*)**

- A. *There is a high degree of faculty and administrator knowledge/understanding of what student higher-order thinking, appropriate grade-level rigor, and true evidence of meaningful student engagement in learning looks like.*
- B. *The district’s teacher/administrator evaluation processes focus primarily on the importance of student engagement and a positive learning culture (for example the student engagement and positive learning culture elements of the instructional practice rubric are weighted or prioritized to demonstrate their importance.)*
- C. *There is data and evidence that can be gathered from these processes to illustrate the degree to which all students are engaged in rigorous, higher-order thinking experiences in every classroom.*
- D. *There is evidence that parents have the opportunity to learn about the district’s expectations for instructional excellence and are invited to be part of the conversation about how to maintain and support them.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Teacher evaluation/administrator feedback as it links to rigor, higher order thinking and student engagement/learning
- Parents have limited exposure to what the district (each building cohesively) expects for student engagement

- Faculty’s understanding of what rigor, higher order thinking and student engagement look like PreK-12

## **2. Digital Learning Practices: (Emergent)**

The degree to which students have appropriate, ready access to the most effective digital learning tools for the learning outcomes aligned with them.

- A. The policy and practices of the district are aligned with a digitally supported learning environment where all stakeholders have ready access to age appropriate tools.*
- B. There is some degree of faculty knowledge and understanding of how to design and facilitate digitally supported instructional experiences for students that support rigorous, higher-order thinking, and sustained engagement.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice?

- Professional development in the area of technology use to support higher order thinking, rigor, sustained engagement
- Continue to improve the overall capacity to design and facilitate digitally supported instructional experiences that support rigorous, higher-order thinking, and sustained engagement

## **3. Professional Learning Practices (Emergent)**

- A. Adult learning (district, building or personal) can be pursued through a variety of processes/strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies) and are explicitly aligned with the district’s expressed priorities.*
- B. School/district professional learning plans are aligned school to school with the district’s student learning goals and there is evidence or purposeful and focused intention to bring all of these plans together with a common purpose and focus.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice?

- Professional development is tied to district priorities, but those priorities are ever evolving
- More time is needed for staff to meet in both horizontal and vertical teams to further discuss the data and actual implementation of any new initiatives

## **Area Three: Measures for Learning**

The purpose of this area was to determine the degree which the district’s assessment practices support growth and accountability for the attainment of the district’s vision of a successful graduate and its associated goals for learning. Following the maxim “what gets measured gets done,” this is an opportunity to judge whether the stated learning priorities of the district are aligned with its assessment

infrastructure and culture. Critical to these relationships is the capacity of teachers and administrators to provide timely, helpful, and accurate feedback for the improvement of student and adult performance. To determine this, group three examined:

1. Assessment philosophy and practice (including balance between formative and summative assessment resources)
2. Assessment capacity (the ability to effectively measure the things that matter most)
3. How data collection practices support priority goals for learning
4. How both professional measures and measures at the building and district level also support feedback for improved student and professional performance

**Outcome Three Findings Summary:**

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Assessment Philosophy		X			
Assessment Capacity			X		
Performance Data		X			
Professional Measures of Learning			X		
School/District Measures of Learning		X			

**Outcome Three Findings Detail:**

**1. Assessment Philosophy (*Emergent*)**

- A. *There is a unified PreK to 12 assessment philosophy and system to implement it that is primarily focused on student growth and attainment of the district’s primary learning goals.*

**Evidence Gathered to Support Rating**

- Conversation with K-12 representation
- Systems are not aligned to the district learning outcomes and do not always support “highly valued student learning outcomes”
- Teachers write curriculum but there has been limited time to focus on assessment. There is not a consistent “assessment strategy” used district wide

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Growth Mindset initiative (K-5) but, inconsistent across the district
- Need for greater consistency in approaches to grades and grading
- Need for greater consistency in approaches to summative assessments throughout grade levels and subjects

## **2. Assessment Capacity (*Emergent*)**

- A. There is a system for capturing standardized and non-standardized student performance data related to the district's primary goals for learning.*
- B. There is some evidence of the effective use of data to inform improvement planning and changes in practice designed to increase student learning.*
- C. District staff can construct effective rubrics (measuring what you value), designing rubric aligned tasks (connecting it to instructional practice), and use scoring protocols (build capacity to consistently judge student work) to ensure that non-standardized measures are useful in the performance improvement process.*

### **Evidence gathered to support your rating**

- Group discussion with K-12 representation
- Higher scores in some areas (e.g., connection between relevant data and teacher/administrator goals)

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Need for greater consistency in aligning rubrics and scoring protocols for non-standardized assessments
- Need for greater consistency for common grade level and subject area summative assessments
- Need for greater consistency in the use of assessment data to target instructional improvements

## **3. Performance Data: (*Beginning*)**

All appropriate performance data is easily accessible to all interested stakeholders and is reflective of district priorities.

### **Evidence gathered to support your rating**

- Conversation with K-12 representation
- Systems in place (PowerSchool) but use is inconsistent district-wide

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Grades in PowerSchool do not reflect districts priorities
- Need for greater consistency in timeliness of data reporting to better support student's learning

#### **4. Professional Measures of Learning: (*Emergent*)**

The data collected and used as part of the teacher evaluation and support processes reflect current student performance on critical goals for learning and other established district student learning priorities.

##### **Evidence Gathered to Support Rating**

- Group discussion with K-12 representation
- SLO's based on student performance data

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Systems in place but, they are not always aligned with “district high leverage learning goals”

#### **5. School/District Measures of Learning: (*Beginning*)**

The data collected and used as part of district and building improvement planning reflect current student performance on critical goals for learning and other established district student learning priorities.

##### **What evidence did you gather/do you have to support your rating?**

- Group discussion with K-12 representation
- K-12 does have the ability to communicate with parents and students regarding “high leverage” skills
- Grade 9-12 teachers in each department report out student performance on existing school-wide rubrics (which are aligned with high school 21st Century Learning Expectations)

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Some systems in place but not aligned with “district wide primary goals for learning”. Inconsistency between buildings/grade levels

#### **Area Four: Supporting Systems**

This group focused on how the leadership and district support systems are structured to work together to facilitate the attainment of student learning goals. Do these systems consistently work together to enable a sustained focus on things that matter or are they consistently reactionary, disconnected, and moving from one strategic focus to another year after year? To determine this, judgments were made on the current state of

1. Leadership and mission focus and systems coherence
2. Policy and regulations
3. Community engagement
4. Resource deployment

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Leadership/Mission Focus		X			
Policy and Regulation			X		
Community Engagement				X	
Resource Deployment		X			

**Outcome Four Findings Detail:**

**1. Leadership/Mission Focus: (*Beginning*)**

There is a well-articulated Mission (and other possible supporting statements) that guide not only regular goal setting and instructional improvement processes but also systems decision making and organizational evaluations.

**Evidence Gathered to Support Rating**

- Board meeting minutes
- Informal sampling of conversations with parents and teachers
- Survey of board members
- Leadership meeting minutes

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Some evidence of support for goals/mission of the district, but not system-wide
- Great inconsistencies in how the mission is used to drive systematic decision-making and organizational evaluations
- Alignment that exists seems to be coincidental, rather than intentionally based on mission/values

**2. Policy & Regulation: (*Emergent*)**

The Board of Education works with the Superintendent to craft and apply policy that supports the district's pursuit of its Mission and critical goals for learning.

#### **Evidence Gathered to Support Rating**

- CABE recommendations
- BOE Policy Sub-Committee meeting minutes

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Policies have been updated and implementation of regulations are consistent with the spirit and intent of the mission but both have had some connections with the old Mission and Expectations and not necessarily with the new Strategic Plan

### **3. Community Engagement: (*Proficient*)**

The district's many stakeholders believe that they are meaningfully involved, engaged, and respected by the leadership structures in the district.

#### **Evidence Gathered to Support Rating**

- Survey of parents from each building
- PTO meetings, Superintendent meeting with students advisory, blog, newsletter
- Somers High School Senior Exit Survey from 2018
- Walkthrough results from the different schools

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- There is a systematic effort by the leaders of the district to involve the school's stakeholders and to ensure that they are respected by all members of the district. Most constituents feel respected, heard and appreciated by all of the schools and the board itself but there is little evidence that data is driving continual improvement of the systematic approach at all levels to improve this further.

### **4. Resource Deployment: (*Beginning*)**

Budgets and resources are developed and defended based on alignment with articulated goals for learning and demonstrated Mission-based need.

#### **Evidence Gathered to Support Rating**

- Budget presentations and individual building budget processes
- Budget documents
- NEASC Report
- Budget planning calendar

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Very little connection between Mission, Vision and budget allocations/development. Starting to progress in the right direction but very early in the process

**Area Five: Local Context with Challenges and Opportunities**

<b>Factors</b>	<b>Challenges</b>	<b>Opportunities</b>
<i>Economics/Demographics</i>		
Fiscal Resources	State funding, tax base, declining population, low tax rate, threat of regionalization, low tax rate, stagnant economic development.	Community supportive of education. Regional buying power
Age Demographics	Lack of over-fifty housing, people moving out when down-sizing, lower voter turnout.	Large houses available for families with school age children
Residents' levels of education	11% of residents have not graduated from high school.	Pro-education and reform. 31.30% of Somers residents (all age ranges) have obtained a Bachelor's degree or higher.
Lack of Diversity	Attracting staff to increase diversity. Project Choice	Project Choice, fewer students leaving district and attending magnet schools.
4.5% of residents are below the poverty level	6.8% of students qualify for free or reduced lunch (increasing rate), changing population	State level 10.5% of Free and Reduced Lunch
Special Education needs have increased in numbers and severity	Supports needed to implement IEPs, mental health and anxiety issues. Social worker at the elementary school. Outplacements could result in significant budget strain.	
504 Population Increasing	Increasing ADHD & anxiety	
Mental Health Student Concerns	More specialized support	
Increased DCF Reporting	Changing family dynamics	

<b>Factors</b>	<b>Challenges</b>	<b>Opportunities</b>
<i>Mandates/Legislation</i>		
Somers Education Foundation	Challenging to support all of the instructional innovations that enhance the teaching of the Somers Student Success Skills.	Support of professional development (teachers & teaching resources.) Allows teachers to reach their full potential. To encourage innovation (technology, robotics, etc.) in the classroom and interdisciplinary instruction.
PTO	Decreasing participation over time	Funding for student enrichment, strong connection to the parent community.
Professional Development	Align PD with district goals, funding PD, creating needed time for PD. Increasing state and federal professional development mandates constrains our professional growth opportunities	Help teachers reach their full potential, better prepare students for the future
Curriculum Mandates	Funding, creating time, PD.	Better preparing students for the future
Assessment Mandates	Taking time away from instruction, costs of assessments, disaggregating assessments, resources needed to provide the interventions, effective use of data to inform instruction	Target students needing interventions
Graduation Requirements	Funding instructional staff and curriculum resources	Better preparing students for college requirements
Funding Teacher's Pension Plan	Possible \$6 million from Town	
PILOT Funding	Funding decreasing yearly	

<b>Factors</b>	<b>Challenges</b>	<b>Opportunities</b>
<b><i>Historical Achievement Data Trends</i></b>		
SAT Scores		Above state and national averages
Graduation Rates		Higher than state and national average, increase in the numbers of students going to universities
Advanced Placement Scores	Be able to offer more AP classes, small sample sizes make it difficult to infer lessons learned from AP test scores.	Good participation rate
Smarter Balanced Performance (SBAC)	Value and long-term viability of the assessment is unclear, but the district is compelled to administer it.	Need focused programs and resources to increase SBAC scores
<b><i>Changing Nature of Learning and Working in a Digital Age</i></b>		
Robots and artificial intelligence	Low and mid-skill positions will be automated in a variety of industries (not just manufacturing)	New curricular experience in robotics, coding, introduction to computer science. And other STEM courses
Northeast job market demands finance, accounting, business administration, economics, computer science	Some niche fields (computer science) that would be hard to hire; other fields are not traditionally taught in high school	New and expanded curricular experience in coding, introduction to computer science
Skills employers want (critical thinking, teamwork, professionalism, communication, leadership, career management)	Gaps between expectations and the skills employers perceive that employees have	Align existing NEASC standards and expand existing 21st century skills in curriculum

## *Summary of Gaps*

### **AREA ONE: GOALS FOR LEARNING**

#### **Goal Setting Context and Philosophy**

- Consistent conversations about student learning, specifically examining student work through set protocols
- There is some connection between teacher goals and dialogue, but it could be better
- Lacking protocol for examining student work

#### **Goal Setting Processes**

- School goals being connected to a district goal
- High leverage skills don't consistently show up in Atlas (could be due to incomplete Atlas units)
- The Somers Student Success Skills are focused in by individual teachers but are not the focus of district goals or a part of everyday discussions
- Recognizing the role student choice plays in rigor and acknowledging the importance of welcoming different ways of thinking as well as varied assignments to show learning
- Building goals lack direct connection to high leverage practices. They only refer to how many students will reach an academic benchmark

#### **Goal Setting Support and Engagement**

- Every edition of CampusView should include district goals
- Goals need to be more explicitly shared with parents

#### **Materials and Resources**

- Some misalignment among grade levels and departments with what to teach and to what extent (e.g., elementary science, middle school spelling, elementary social studies, books at the high school level and departments)
- Interdisciplinary connections need to be established and solidified
- Time to plan with other departments and grade levels
- Alignment between three schools is not there yet

### **AREA TWO: TEACHING FOR LEARNING**

#### **1. Student Engagement in Rigorous, Higher-Order Thinking Activities**

- Teacher evaluation/administrator feedback as it links to rigor, higher order thinking and student engagement/learning

- Parents have limited exposure to what the district (each building cohesively) expects for student engagement
- Faculty's understanding of what rigor, higher order thinking and student engagement look like PreK-12

## **2. Digital Learning Practices**

- Professional development in the area of technology use to support higher order thinking, rigor, sustained engagement
- Continue to improve the overall capacity to design and facilitate digitally supported instructional experiences that support rigorous, higher-order thinking, and sustained engagement

## **3. Professional Learning Practices**

- Professional development is tied to district priorities, but those priorities are ever evolving
- More time is needed for staff to meet in both horizontal and vertical teams to further discuss the data and actual implementation of any new initiatives

# **AREA THREE: MEASURES FOR LEARNING**

## **1. Assessment Philosophy**

- Growth Mindset initiative (K-5) but, inconsistent across the district
- Need for greater consistency in approaches to grades and grading
- Need for greater consistency in approaches to summative assessments throughout grade levels and subjects

## **2. Assessment Capacity**

- Need for greater consistency in aligning rubrics and scoring protocols for non-standardized assessments
- Need for greater consistency for common grade level and subject area summative assessments
- Need for greater consistency in the use of assessment data to target instructional improvements

## **3. Performance Data**

- Grades in PowerSchool do not reflect districts priorities
- Need for greater consistency in timeliness of data reporting to better support student's learning

#### **4. Professional Measures of Learning**

- Systems in place but, they are not always aligned with “district high leverage learning goals”

#### **5. School/District Measures of Learning**

- Some systems in place but not aligned with “district wide primary goals for learning”. Inconsistency between buildings/grade levels

### **AREA FOUR: SUPPORTING SYSTEMS**

#### **1. Leadership/Mission Focus**

- Some evidence of support for goals/mission of the district, but not system-wide
- Great inconsistencies in how the mission is used to drive systematic decision-making and organizational evaluations
- Alignment that exists seems to be coincidental, rather than intentionally based on mission/values

#### **2. Policy & Regulation**

- Policies have been updated and implementation of regulations are consistent with the spirit and intent of the mission but both have had some connections with the old Mission and Expectations and not necessarily with the new Strategic Plan

#### **3. Community Engagement**

- There is a systematic effort by the leaders of the district to involve the school’s stakeholders and to ensure that they are respected by all members of the district. Most constituents feel respected, heard and appreciated by all of the schools and the board itself but there is little evidence that data is driving continual improvement of the systematic approach at all levels to improve this further

#### **4. Resource Deployment**

- Very little connection between Mission, Vision and budget allocations/development. Starting to progress in the right direction but very early in the process

## APPENDIX C

### Gap Analysis and Priority Setting

As the Data Teams presented their information at the Phase III retreat, each Strategic Planning Committee member was simultaneously charged with analyzing and synthesizing the information that was presented to them. All were encouraged to listen, reflect, and ask questions as their peers presented and discussed their findings. To record their thinking, each member produced note cards with single observations on them in one of three categories of response:

- **Kudos:** these were areas that the participants felt the district had accomplished well, had systems that supported good practice in place and could inform future strategies as the district sought to improve in other areas.
- **Questions:** did the information presented raise further questions of practice or paint an incomplete picture where more data might be needed before conclusions about how to move forward could be drawn.
- **Concerns:** these were the areas where participants saw the most problematic gaps between the objective of aligned systems on student success and current district practice.

The process of having all the individuals on the full Strategic Planning Committee screen and reflect on what was presented, confirmed what the teams found and identified further patterns of insight into what the most critical challenges facing the district are given the Vision, Mission and identified skills and attributes of student success. The items that rose to the top in both the group and individual analysis, informed decision-making about the strategic priorities for planning future work.

After the group presentations, all the individual's responses in the three categories mentioned earlier (Kudos, Questions, and Concerns) were placed in separate sorting spaces. Strategic Planning Committee members were then randomly assigned to one of the three areas and a facilitated Affinity Diagram sorting process was completed. This process involved viewing all of the contributions in each area and finding the relationships between them. Cards representing the individual contributions of each team member were then grouped into areas of commonality and the groupings were labeled. Each of the sorting teams had an opportunity to assist and review the work of the other teams so that everyone had an opportunity to review all the reflections in each of the three groups. For the areas of Kudos and Questions, the themes identified are for context and to inform the work but do not carry the weight of determining what direction the district must go so they simply appear in list form. The order of the items does not imply a priority or importance, they are just listed in the order they were identified.

#### **Kudos – Areas in which the data demonstrated systemic strengths**

- A. College readiness
- B. Technology infrastructure
- C. Community support
- D. Recognition of the importance of goal alignment
- E. Curriculum development and communication
- F. General, district-wide communication and collaboration
- G. Stakeholder respect, voice and engagement

## Questions – Areas in which more information is needed

- A. How will we set priorities and goal setting based on the new mission statement?
- B. Are financial resources aligned with mission and goals?
- C. How will we educate and inform parents and community?
- D. How can we control/protect against external factors?
- E. How do we solve the major areas of need regarding assessment capacity of the Somers Student Success Skills?
- F. What about teacher-student choice and voice in professional development, goals, and curriculum?

Immediately after identifying the questions listed above, the Strategic Planning Committee discussed their implications. It was important to explore them prior to the final retreat activity of identifying the priorities for future work. Having completed that discussion, the team proceeded to not only identify the themes of concerns, but to further analyze, synthesize, and evaluate the list for priority action. First, there was a round of clarifying questions to be sure everyone was in sync on the meaning and implication of each item. Then, items were combined through a unanimous consent process. If two items were implying the same gap or priority, they were placed together so that the same priority would not be competing against itself. Finally, a weighted voting process was held with each member having the same number of votes for the purpose of singling out those gaps and priorities that the district must focus on for future success. The three highest rated items are listed below – all the others will be addressed either through the main strategies or through other district efforts.

## Concerns/Biggest Gaps

1. Align, focus and rethink professional learning resources on Mission, Vision and Somers Student Success Skills.
2. Need more alignment between instruction, digital resources and authentic assessments and the analysis of student work
3. Goals and accountability systems need to reflect the Mission and Somers Student Success Skills

- 
- Increase communication with stakeholders/community about Mission, Curriculum and Somers Student Success Skills
  - Professional development not aligned with district and or teacher goals
  - Protocol about analyzing and assessing student work and learning
  - Building goals need to be aligned with the Somers Student Success Skills
  - Lack of diversity in staff and student population
  - Resources needed to respond to increased student needs related to the Mission and Somers Student Success Skills
  - Need for professional learning for the implementation and assessment of higher order skills and rigor
  - Budget concerns related to alignment of mission and support of taxpayers
  - More effective use of technology to support Mission and Somers Student Success Skills
  - Communication of new Mission Statement
  - Too many initiatives and not enough time

**Somers Public Schools**  
**Strategic Planning Committee**

**Brian P. Czapla**  
*Superintendent*

**Irene Zytka**  
*Director of Curriculum & Instruction*

**Gary Cotzin**  
*Principal*  
*Somers High School*

**Clay Krevolin**  
*Principal*  
*Mabelle B. Avery Middle School*

**Dina Senecal**  
*Principal*  
*Somers Elementary School*

**Rob Wilson**  
*Director Technology &*  
*Information Services*

**Bill Boutwell**  
*Business Manager*

**Robert Kapner**  
*Assistant Principal*  
*Mabelle B. Avery Middle School*

**Melissa Mucci**  
*Assistant Principal*  
*Somers Elementary School*

**Cheryl Gustafson**  
*Assistant Principal*  
*Somers High School*

**Denise Messina**  
*Director Pupil Services*

**Sarah Martin**  
*Reading Teacher*

**Mike Clarity**  
*Kindergarten Teacher*

**Liz McCloskey**  
*Grade 3 Teacher*

**Erin Scholes**  
*Mathematics Teacher*

**Jaime Bohan**  
*School Counselor*

**Dan Clement**  
*Business Education Teacher*

**Denise Collins**  
*English Teacher*

**Gina Hailer**  
*Paraeducator*

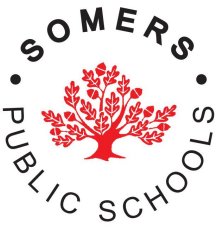
**Jeremy Anderson**  
*Board of Education*

**Anne Kirkpatrick**  
*Board of Education*

**Bud Knorr**  
*First Selectman*

**Chris Castonguay**  
*Parent,*  
*Somers Education Foundation*

**Marissa Marks**  
*Parent,*  
*President of PTO*



## Board of Education Administrative Report

Title of Report: Track Replacement Plan

Board Meeting Date: May 13, 2019

Action

Report

Information

Discussion

Submitted by: Brian P. Czapla

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### *Executive Summary*

The proposed track replacement project for approval by the BOE.

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### *Report*

#### 1. SITE FEASIBILITY OPTIONS

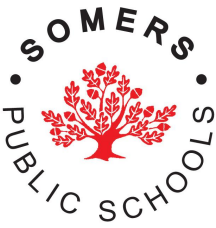
- FIELD ROAD SITE – lack of support facilities, remoteness, parking, loss of a field
- NORTH/SOUTH ORIENTATION @ EXISTING TRACK– septic system, 20,000CY fill required, requires construction of the second field as well, PVC force main impacts
- EAST/WEST ORIENTATION – least disruptive, not located over septic field or force main, loss of trees
- **Recommend to use current location as replacement of the track (East/West orientation)**

#### 2. TRACK OVAL

- 115' RADIUS/UNEQUAL QUADRANT – 6/8 LANES
- TWO L/T JUMP RUNWAYS WEST D AREA
- POLE VAULT RECONSTRUCTED IN SAME LOCATION
- HIGH JUMP EAST D AREA
- TRACK TIMING BOXES AND CONDUIT
- FENCING AROUND ENTIRE PERIMETER
- SURFACING SYSTEM – PAVED BASE MAT/POLYURETHANE SPRAY COATING

#### 3. FIELD SURFACING – SYNTHETIC TURF 84,000SF

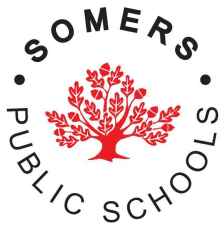
- SBR INFILL MATERIAL – PROVEN WORKHORSE – DRAINAGE AND SAFETY
- SHOCK PAD INCLUDED IN PROJECT
- BALL SAFETY NETTING AT ENDS FOR CONCURRENT USE (TRACK/LAX)
- CONSISTENCY OF THE PLAYING SURFACE, USE MORE OFTEN THAN NATURAL GRASS



## **Board of Education Administrative Report**

### **4. OTHER VENUE IMPROVEMENTS -**

- LIGHTING – 50 FOOT CANDLES NEEDED FOR LAX. LOWER LIGHTS FOR TRACK USE (REC.)
- EVENT FENCING
- BLEACHERS – 500 SEATS NOT GRANDSTAND
- FILMING TOWER NOT A PRESSBOX
- STORAGE AT SOUTHEAST CORNER OF TRACK
- PLAN FOR FUTURE CONCESSIONS WITH UTILITIES AS PART OF THIS PROJECT
- SCOREBOARD (MULTI SPORT, NOT VIDEO)
- EMERGENCY/MAINTENANCE ACCESS AT EAST END OF TRACK
- PLANTING / NEW LANDSCAPING



**Board of Education  
Administrative Report**

Title of Report: 6th Grade Transition Program

Board Meeting Date: April 22, 2019

Action

Report

Information

Discussion

Submitted by: Irene Zytka

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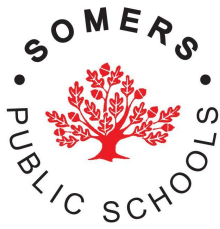
***Executive Summary***

Transition to middle school is marked by several changes in educational expectations and practices. “Once students reach middle school, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new settings, structures, and expectations.” (Supporting Students in Their Transition to Middle School – Association for Middle Level Education (AMLE) A Position Paper Jointly Adopted by National Middle School Association and The National Association of Elementary School Principals, March 2002)

Effective transition programs enhance student success, attendance and learning and set the foundation for a transition from a highly structured environment to one less structured. The need arises for students to manage their time wisely, keep up with multiple classes and navigate social interactions. The objective of the 6<sup>th</sup> grade transition program is to provide students with the tools needed to assure that they have a successful transition not only for middle school but high school as well.

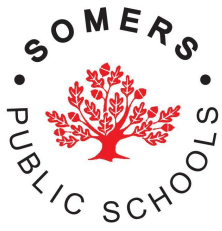
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***Report***



**Board of Education  
Administrative Report**

Proposal	Elimination of the exploratory World language program: creation of a 6th grade Transition class
Rationale: How does this plan meet our current district/school needs?	<p>The 6<sup>th</sup> grade transition class will provide instruction in crucial transition issues for middle school. Suggested topics are:</p> <p>Introduction to Middle School- How things work Outline of three years of academics Goals Working with 7 teachers Organizing homework Getting involved - review of activities offered throughout the year Digital /Media Literacy (Rob Wilson) Internet Safety Determining reliability of sources (Diane Jennings/MBA Media Specialist) Communication Skills: Communicating with parents, peers, teachers, etc. Study skills / Executive functioning Social Emotional Learning curriculum-various topics Presentation skills How to work in a group (Group Dynamics) Healthy living - diet, sleep Community Service Project Career/College Planning Outdoor education</p> <p>Introduction to languages (Spanish/French). The exploration and selection process of either French or Spanish in Grade 7 can be explored and decided upon during the 6th grade seminar class with presentation by the actual teachers.</p>
Plan	A curriculum-writing group from MBA will meet after the school year with the Director of Curriculum to write the curriculum for the class. Prior to this, Administration from MBA will get input from the staff on the crucial issues facing 6th grade transition. Central Office will look to post the position in the spring with the expectation that the person taking on this class will also be involved in the writing.
Staff Implications	Will need to hire a 6th grade seminar teacher. Position currently in the budget as a 0.6 FTE Spanish/French teacher



**Board of Education  
Administrative Report**

## Course Proposal Form

**Date:**

**Proposed Title: 6th Grade Transition Program**

**Content Area: 6<sup>th</sup> grade/various**

**Semester(s):1 & 2**

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

This program provides the groundwork needed for a successful transition to middle school for incoming 5<sup>th</sup> graders.

**How was the need identified? What data was considered?**

Through analysis of student attendance, grades and social interactions (discipline data), it was determined that a transition program targeting key procedural and social issues was needed in the 6<sup>th</sup> grade.

**(b) Who was involved in determining the need?**

Middle school administration, staff and central office personnel

**(c) Who designed the course?**

The course will be designed this summer with input of the middle school staff and Director of Curriculum

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

Position will replace the current .6 position for the Exploratory World Language teacher

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

Middle school certification

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

Freshmen

Sophomore

Juniors

Seniors

Middle School

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

None

**(h) Insert curriculum standards this course will address:**

Standards will include Common Core specifically in ELA, Speaking and Listening,

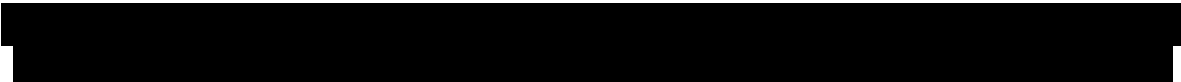
**(i) How will student learning be assessed?**

Assessments will be given throughout the course at the end of each unit. In addition, scheduled reviews of student grades will also be assessed.

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

Additional cost will only include those additional resources needed for supplemental materials and educational technology and will be paid for through grant funding.

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





## Course Budget Sheet

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

**Proposed Title:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_ **Date** \_\_\_\_\_

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

**Signatures of person(s) submitting this proposal:**

Name Irene Zytka Date 4/22/19

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

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

# City – SPIRIT

U. S. Department of Justice

[www.justice.gov/crs](http://www.justice.gov/crs)

## Overview:

The City-SPIRIT process (developed by the US Department of Justice Community Relations Services) aims to help communities identify, problem-solve, and action plan around community concerns. This process involves a coalition of diverse community stakeholders to facilitate collegial and honest conversations. Conversations should occur over multiple sessions (three, two-hour sessions).

## Objectives:

1. Increase mutual understanding and communication between leaders to resolve issues in their community
2. Facilitate the inclusion of the voice of key community stakeholders
3. Support other community engagement and collaborative problem-solving efforts/initiatives
4. Facilitate mutual agreement to draft and implement a solution-oriented plan-of-action

## Process:

1. Identify sponsoring agency(s).
2. Establish Planning Group – this group will develop a program based on the individualized needs of Somers. It should include town leaders, legislative representatives, law enforcement, faith-based leaders, community-based organizations and non-profits, youth leaders, and others.
3. Establish small group facilitators – these will be the leaders of the small group conversations
4. Identify community members that wish to be involved in the City-SPIRIT process.
5. Convene small group discussions
  - a. Session 1: issues identification
  - b. Session 2: problem solving and action planning
  - c. Session 3: report out and logistics

