

Board of Education Meeting
Monday, May 24, 2021 7:00 PM

Board of Ed Chambers - in person meeting, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. AWARDS AND RECOGNITIONS
 1. MBA CABE Leadership Awards
Mrs. Margot Martello, Principal of Mabelle B. Avery Middle School, will present the MBA CABE Award with the Board.
4. APPROVAL OF MINUTES
 1. Draft Board of Education Minutes of May 10, 2021 3
Board to review and approve the draft minutes of the Board Meeting of May 10, 2021.
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Warrant of May 24, 2021 9
The Board will review and consent to warrant of May 24, 2021 in the amount of \$361,184.46.
 2. Retirement/Resignations of SPS Staff
Greg Genlot - Maintenance - resigning as of June 11,2021
Jessica Higgins - SES Para - resigning as of June 16, 2021
Christine Hillebrecht - SES Grade 4 teacher - resigning as of June 30, 2021
LeeAnne Mailhot - SES Kindergarten teacher - retiring after 20 years as of June 30, 2021
Heather Fabian - SES Grade 5 - resigning as of June 30, 2021
Jackie Shea - SES Early Start PreSchool - resigning 5/20/21 (has been on ChildRearing Leave this school year)
 3. 2nd Warning of DBS 4118.5 - Equipment - Staff Telecommunications Acceptable Use Policy 15
The Board will review the 2nd Warning of DBS 4118.5 - Equipment - Staff Telecommunications Acceptable Use Policy.
 4. 2nd Warning of DBS 4118.51 - Employees Responsibility for Social Networking Websites 17
The Board will review the 2nd Warning of DBS 4118.51 - Employees Responsibility for Social Networking Websites.
 5. 2nd Warning of DBS 5125.3 - Student Health/Medical Records. 18
The Board will review the 2nd Warning of DBS 5125.3 - Student Health/Medical Records.
 6. 2nd Warning of DBS - 6141.32 Appendix A - Standards for District and Schools - www sites hosted on School property 20
The Board will review the 2nd Warning of DBS 6141.32 Appendix A - Standards for District and Schools - www sites hosted on School property. .
 7. 2nd Warning of DBS 6141.321- Instruction - Student Telecommunications Acceptable Use Policy 22
The Board will review the 2nd Warning of DBS 6141.321- Instruction - Student Telecommunications Acceptable Use Policy.
 8. 2nd Warning of DBS 6141.322 - Instruction - Computers: Web Sites/Pages/Social Media 24
The Board will review the 2nd Warning of DBS 6141.322 - Instruction - Computers: Web Sites/Pages/Social Media.
 9. 2nd Warning DBS - 9132 - BYLAWS of the Board - Standing Committees 27

The Board will review the 2nd Warning of DBS 9132 - BYLAWS of the Board - Standing Committees.

- 10. 2nd Warning of DBS 9326.1 - BYLAWS of the Board - Minutes 31
The Board will review the 2nd Warning of DBS 9326.1 - BYLAWS of the Board - Minutes.

8. NEW BUSINESS

- 1. 1st Warning of Novels for Mabelle B. Avery Middle School and Somers High School 32
and New ELA Course at Mabelle B. Avery Middle School
The Board will review the 1st Warning of Novels for Mabelle B. Avery Middle School and Somers High School and also the new ELA course at Mabelle B. Avery Middle School.

9. OLD BUSINESS

- 1. Approval of Daily Sub Rate up to \$125 effective September 7, 2021
The Superintendent will be there for any discussion.

10. ADMINISTRATIVE REPORTS

- 1. Social Emotional Learning (SEL) Update 46
Mrs. Senecal will be there for any questions on Social Emotional Learning (SEL) Update.
- 2. School Wellness Committee Report 50
Mrs. Fry, our Head Nurse, will be there to present this report.

- 3. Superintendent's Update

11. COMMITTEE REPORTS

- 1. CURRICULUM
- 2. POLICY
- 3. SALARY & NEGOTIATION
- 4. PLANNING

12. CREC UPDATE

13. EXECUTIVE SESSION

The Board will go into Executive Session to discuss the Non Union staff wage adjustments and stipends for the 21-22 school year. The Board will invite the Superintendent and the Director of Business Services into Executive Session.

Orde
r By
Closest
MatchOrde
r By
Closest
Match

Agenda Item: results 1 - 10 of 58

6/25/2018 | The Board will go into Executive Session to discuss the SESA Contract for ratification. | Board of Education Room

AgendaItem: The Board will go into Executive Session to discuss the **SESA Contract** for ratification. *Rationale:* The Board will invite the Superintendent and Director of Business Services into Executive Session to discuss the ratification of the **SESA contract**.

14. ADJOURNMENT

**Somers Board of Education Meeting
Board of Education Chambers
May 10, 2021
7:00 PM**

Attendance Taken at 7:00 PM:

Present Board Members: Bruce Devlin, Anne Kirkpatrick, Jan Martin, Kate McLellan (arrived at 7:07 p.m.), Sarah Bollinger, Marissa Marks, Krista Cherry (left at 7:47 p.m.), David Palmer

Absent Board Members: Jeremy Anderson

Others: Brian Czapla, Bill Boutwell, Dina Senecal, Rob Wilson, Margot Martello, Jim Formica, Samantha Mira, Juliette Mira

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. MBA CABA Leadership Awards

Rationale: Mrs. Margot Martello, Principal of Mabelle B. Avery Middle School, will present the MBA CABA Awards with the Board.

Discussion: Mrs. Margot Martello, MBA Principal, presented the CABA Student Leadership Award to Juliette Mira, 8th Grade student. Ms. Mira was nominated by her teachers who described her as one of the kindest students with whom they've had the pleasure of teaching. She was described as helpful, motivated, fully engaged, a hard worker, and one who helps others beyond her community. She loves sports and states her Catholic religion plays an important role in her life. Ms. Mira thanked the BOE for the opportunity.

A second CABA Leadership Award will be presented to another student at a time to be determined.

4. APPROVAL OF MINUTES

4.1. Draft Minutes of April 26, 2021 Board of Education Meeting

Rationale: Draft of Board April 26, 2021 minutes to review and approve.

Motion Passed: Motion to approve the April 26, 2021 Draft Minutes passed with a motion by David Palmer and a second by Jan Martin. **7 Yeas - 0 Nays.**

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Discussion: Jim Formica of 48 Franklin Woods Dr. addressed the BOE with concerns of SHS ranking.

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

Discussion: The BOE noted that the retirement of Bill Boutwell, Director of Business Services, will be a huge loss for the district and wished him the best in retirement for his years of service to SPS. Mr. Boutwell appreciated the opportunity.

Motion Passed: Motion to approve Consent Agenda as presented passed with a motion by David Palmer and a second by Krista Cherry. **7 Yeas - 0 Nays.**

7.1. Warning of May 10, 2021 Warrant

Rationale: The Board will review and approve the Warrant of May 10, 2021 in the amount of \$356,519.80.

7.2. Retirement of Director of Business Services

Rationale: Mr. William Boutwell will be retiring on August 27, 2021 from Somers Public Schools after 23 years in his position.

8. NEW BUSINESS

8.1. CHOICE Program Update and Board Approval of 20 Slots

Rationale: CHOICE Open Slots for 2021-2022. Board to vote on approval of 20 Slots.

Discussion: Superintendent Czaplá stated that this is the annual approval for Hartford to participate in SPS. There has not been a change in the number of openings. Discussion ensued.

Motion Passed: Motion to approve the CHOICE program open slots passed with a motion by Anne Kirkpatrick and a second by Jan Martin. **7 Yeas - 0 Nays.**

8.2. 1st Warning of DBS 4118.5 - Equipment - Staff Telecommunications Acceptable Use Policy

Rationale: The Board will review the 1st Warning of DBS 4118.5 - Equipment – Staff Telecommunications Acceptable Use Policy. Policy Committee is available for any questions.

Discussion: Chairman Devlin stated that any questions for the first warnings (agenda items 8.2-8.9) may be directed to Anne Kirkpatrick or another member of the Policy Committee.

8.3. 1st Warning of DBS 4118.51 - Employees Responsibility for Social Networking Websites

Rationale: The Board will review the 1st Warning of DBS 4118.51 – Employees Responsibility for Social Networking Websites. Policy Committee is available for any questions.

8.4. 1st Warning of DBS 5125.3 - Student Health/Medical Records.

Rationale: The Board will review the 1st Warning of DBS 5125.3 – Student Health/Medical Records. Policy Committee is available for any questions.

8.5. 1st Warning of DBS 6141.321- Instruction - Student Telecommunications Acceptable Use Policy

Rationale: The Board will review the 1st Warning of DBS 6141.321- Instruction - Student Telecommunications Acceptable Use Policy. Policy Committee is available for any questions.

8.6. 1st Warning of DBS - 6141.32 Appendix A - Standards for District and Schools - www sites hosted on School Property

Rationale: The Board will review the 1st Warning of DBS 6141.32 Appendix A - Standards for District and Schools - www sites hosted on School Property. Policy Committee is available for any questions.

8.7. 1st Warning of DBS 6141.322 - Instruction - Computers: Web Sites/Pages/Social Media

Rationale: The Board will review the 1st Warning of DBS 6141.322 – Instruction - Computers: Web Sites/Pages/Social Media. Policy Committee is available for any questions.

8.8. 1st Warning DBS - 9132 - BYLAWS of the Board - Standing Committees

Rationale: The Board will review the 1st Warning of DBS 9132 - BYLAWS of the Board - Standing Committees. Policy Committee is available for any questions.

8.9. 1st Warning of DBS 9326.1 - BYLAWS of the Board - Minutes

Rationale: The Board will review the 1st Warning of DBS 9326.1 - BYLAWS of the Board - Minutes. Policy Committee is available for any questions.

9. OLD BUSINESS**10. ADMINISTRATIVE REPORTS****10.1. Budget Update for Third Quarter**

Rationale: Third Quarter Budget Updates including COVID-19 expenses.

Discussion: Bill Boutwell, Director of Business Services, provided the BOE with the third quarter budget update. There is a projected positive variance of around \$70,000 which is subject to change. The Covid grants (CRF and ESSER) have been expended. Discussion ensued.

10.2. Update on Diversity and Equity

Rationale: Mrs. Senecal will be present to discuss the attachment of Diversity and Equity.

Discussion: Dina Senecal, Director of Curriculum, updated the BOE on Diversity and Equity at SPS. Mrs. Senecal has worked with Superintendent Czapla to make a plan for Diversity and Equity. She has met with administrators once a month and has had monthly meetings with a volunteer group of teachers throughout the district.

Professional Development continues to center around cultural consciousness, cultural responsiveness, and cultural advocacy. The purpose of professional development is to increase the capacity and aid conversations outside of advisory lessons. There are a multitude of resources that have been provided including books, articles, links, and videos. Teachers will continue with and build upon a social-emotional learning program that ties in with diversity and equity: building trust, managing stress, advancing equity, and developing efficacy. There is a link on SPS' homepage for "Diversity & Equity in Education."

Curricula will continue to be reviewed and developed in order to ensure historical accuracy and materials that represent all people. Curricula will include a Social Justice Standards framework with four criteria: identity, diversity, justice, and action. There will not be a sweeping curriculum reform because parts of the curriculum do not need to change. Changes that transpire will take a number of years in order to be done accurately. Discussion ensued.

10.3. Technology Year-end Update

Rationale: Mr. Rob Wilson will be present to discuss technology.

Discussion: Rob Wilson, Director of Technology, updated the BOE on the technology status at SPS. Mr. Wilson thanked the BOE and Superintendent Czapla for their support in backing programs. He also thanked his IT team for all of their efforts in order to make technology at SPS successful.

Technology was able to be transferred to the full distance environment almost seamlessly this year. The students' exposure to technology over the years aided in this transition. The technology department accomplished numerous tasks this year: setting up classrooms to support online learning, training teachers on new equipment, training staff on Zoom/Google meetings, providing hot spots for families with little or no Internet connection, and utilizing livestreaming for sports and events just to name a few. On top of the pandemic-related support, the technology department worked on their "normal" projects. A few of these projects included:

- providing new Chromebooks at SHS this year
- assisting in redefining the SHS Media Center Lab
- providing equipment for the eSports team
- assisting in the setup of the track team's new timing system
- assisting in the setup of the SHS Turf field scoreboard

Superintendent Czapla commended Mr. Wilson and his IT team for their incredible efforts over the past year including all of their preparations during the summer months. He stated that they handled individual staff needs as well as supported staff throughout the school year. Discussion ensued among BOE members including the use of technology interns. The technology department does not have interns, but they want to institute a student help desk.

10.4. Superintendent Update

Rationale: The Superintendent will update the Board on current events.

Discussion: Superintendent Czapla stated that he and Bill Boutwell, Director of Business Services, attended the first ARP meeting. SPS is expecting an allocation of \$435,000. Superintendent Czapla stated that SPS is in good shape. The federal government requires a reentry plan to be in place, and SPS has had a plan since last August. This may need to be edited at times. The funds need to be expended by 2024. Superintendent Czapla stated that the best use of the money is to bring in staff on a temporary basis for high quality tutoring and reducing class sizes. The plan will be brought to the 6/28/21 BOE meeting for approval.

11. COMMITTEE REPORTS

11.1. CURRICULUM

Discussion: Kate McLellan stated that the committee met on 5/10/21 to discuss new novels and textbooks. They will be warned at the next BOE meeting.

11.2. POLICY

Discussion: Anne Kirkpatrick stated that the first warnings of policies were on the 5/10/21 BOE agenda. The next committee meeting will be held in two weeks with the time TBD.

11.3. SALARY & NEGOTIATION

Discussion: David Palmer stated that there will be an Executive Session at the end of the BOE meeting on 5/10/21. The committee met prior to the 5/10/21 BOE meeting, and nonaffiliated staff recommendations will be brought to the next meeting.

11.4. PLANNING

Discussion: Superintendent Czapla stated that the next meeting will be pushed off to the fall.

12. CREC UPDATE

Discussion: No report.

13. EXECUTIVE SESSION


Rationale: The Board will go into Executive Session to discuss the tentative 2021-2024 SESA Contract agreement. The Board will invite the Superintendent and the Director of Business Services into Executive Session.

Somers Board of Education General Budget Treasury Warrant

Report # 68688

Check Batch: 43739
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

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

Approved by:  Date: 5/26/21
 William B. Boutwell, Director of Business Services

43739	20071	05/24/2021	V58674	Administrator, Unemployment Compensation	0.00	851.31
	20072	05/24/2021	V61143	Air Equipment, LLC	0.00	61.32
	20073	05/24/2021	V60975	All Line, Inc	0.00	330.46
	20074	05/24/2021	V60790	Alternative Access Assistive Technology	0.00	4,923.75
	20075	05/24/2021	V52670	SYNCB/AMAZON	0.00	2,110.51
	20076	05/24/2021	V02141	Apple Inc.	0.00	15,169.00
	20077	05/24/2021	V61684	Aramark	0.00	371.87
	20078	05/24/2021	V61672	Best Plumbing Specialties	0.00	139.44
	20079	05/24/2021	V02406	Billings Sports, Inc.	0.00	63.00
	20080	05/24/2021	E00024	Bouchard, Corinne	0.00	1,211.75
	20081	05/24/2021	V00129	Carolina Biological Supply Co.	0.00	68.78
	20082	05/24/2021	V53390	CIRMA	0.00	352.41
	20083	05/24/2021	V61551	Cleaning Stuff	0.00	679.00
	20084	05/24/2021	V60057	Community Child Guidance Clinic, Inc.	0.00	6,225.00
	20085	05/24/2021	V02198	The Connecticut Water Company	0.00	293.07
	20086	05/24/2021	E01211	Come, Don	0.00	141.00
	20087	05/24/2021	V00204	CREC	0.00	23,105.04
	20088	05/24/2021	V61591	Danbury School District	0.00	2,575.24
	20089	05/24/2021	V61187	DeStato Sand & Gravel Corp	0.00	796.32
	20090	05/24/2021	V60185	Ellington Agway Power Equipment	0.00	9.98

Somers Board of Education General Budget Treasury Warrant

Report # 68688

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20091	05/24/2021	V61230	ENGIE Resources	0.00	9,190.17
	20092	05/24/2021	V00159	Eversource Energy	0.00	22,629.84
	20093	05/24/2021	V61235	F. W. Webb Company	0.00	59.88
	20094	05/24/2021	V54168	First Student, Inc	0.00	92,139.33
	20097	05/24/2021	V60968	Fletcher Sewer & Drain, Inc	0.00	627.50
	20098	05/24/2021	V60951	Follett School Solutions, Inc	0.00	359.58
	20099	05/24/2021	V61017	Frontier Communications	0.00	492.16
	20100	05/24/2021	V61236	Gateway Enterprise Corporation	0.00	3,653.00
	20101	05/24/2021	V54184	Geissler's Supermarket, Inc	0.00	257.00
	20102	05/24/2021	V01830	Gerry's Music Shop, Inc.	0.00	16,829.80
	20103	05/24/2021	V00511	Granger	0.00	37.26
	20104	05/24/2021	V53439	Group Dynamic	0.00	16.65
	20105	05/24/2021	V60637	Hartford Public Schools	0.00	4,276.42
	20106	05/24/2021	V61613	Honors Graduation	0.00	364.00
	20107	05/24/2021	V54063	HSABank	0.00	162.75
	20108	05/24/2021	V61527	InsectLore	0.00	124.25
	20109	05/24/2021	V00999	J. W. Pepper & Son, Inc.	0.00	386.68
	20110	05/24/2021	V62707	Jamf	0.00	3,535.00
	20111	05/24/2021	V00438	Journal Inquirer	0.00	278.46
	20112	05/24/2021	V02625	K & S Distributors	0.00	856.10
	20113	05/24/2021	V62700	Keith Gavin Roofing	0.00	14,000.00
	20114	05/24/2021	V61604	Kelly Refrigeration & Freezer	0.00	100.00
	20115	05/24/2021	V60467	MFAC, LLC	0.00	527.00
	20116	05/24/2021	V61444	Morgan Stanley	0.00	28,000.00
	20117	05/24/2021	V61444	Morgan Stanley	0.00	54,321.00
	20118	05/24/2021	V21005	MSC Industrial Supply Co.	0.00	35.13
	20119	05/24/2021	V60560	Oriental Trading Company, Inc.	0.00	998.87
	20120	05/24/2021	V61576	Pioneer Valley Books	0.00	256.41
	20121	05/24/2021	V60864	Pullman & Comley, LLC	0.00	569.50
	20122	05/24/2021	V61646	Riptide Technologies	0.00	2,244.80
	20123	05/24/2021	V52476	River Valley Lawn Care LLC	0.00	1,035.00
	20124	05/24/2021	V01292	School Specialty, LLC	0.00	291.71
	20125	05/24/2021	V60979	Shanahan, Jim	0.00	300.00
	20126	05/24/2021	V61697	Silver Petrucelli & Assoc.	0.00	6,700.00
	20127	05/24/2021	V61658	SiteOne Landscaping Supply, LLC	0.00	224.86
	20128	05/24/2021	V61373	Somers Star Hardware	0.00	337.11
	20129	05/24/2021	V61643	Stafford Mechanical Services	0.00	592.50

Somers Board of Education General Budget Treasury Warrant

Report # 68688

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20130	05/24/2021	V61292	State of Connecticut-Treasurer	0.00	2,250.00
	20131	05/24/2021	V61076	Teachers Synergy, LLC	0.00	32.98
	20132	05/24/2021	V53615	Thurston Foods, Inc.	0.00	662.64
	20133	05/24/2021	V01000	Town of Somers BOE	0.00	8,889.87
	20134	05/24/2021	V01000	Town of Somers BOE	0.00	124.03
	20135	05/24/2021	V21164	Unum Life Insurance Company of America	0.00	3,806.14
	20136	05/24/2021	V61140	Van Pool Transportation LLC	0.00	2,924.00
	20137	05/24/2021	V53413	W.B. Mason Co., Inc.	0.00	2,201.58
	20138	05/24/2021	V61689	West Hartford Lock Co. LLC	0.00	916.00
	20139	05/24/2021	V60641	William H Sadlier, Inc.	0.00	2,405.98
	20140	05/24/2021	V61445	Willie Ross School of the Deaf, The	0.00	121.00
	20141	05/24/2021	V51162	Wilson Language Training Corp.	0.00	10,508.18
	20142	05/24/2021	E01051	Wolters, Michelle	0.00	54.09
Totals:					0.00	\$361,184.46

70 Checks Listed.

Somers Board of Education General Journal Register

Report # 66866
Batch: 43721
Transaction: N/A
Show Summary Only: Yes

Batch # 43721	Control Total \$361,184.46	Status Posted	Created By Ibergamini	Created On 05/17/2021	Last Updated By Ibergamini	Last Updated On 05/20/2021
------------------	-------------------------------	------------------	--------------------------	--------------------------	-------------------------------	-------------------------------

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
May, 2021					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			324,744.80	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	324,744.80
	Total Generated Distributions			\$324,744.80	\$324,744.80
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			1,423.40	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	362,607.86
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	759.16	0.00
10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			291.71	0.00
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			552.70	0.00
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			0.00	1,423.40
10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			256.41	0.00
10-100-2-2-16-243-611-01-5-00240	K-5 - LANGUAGE ARTS WORKBOOKS		Yes	11,687.18	0.00
10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK		Yes	47.98	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES		Yes	193.03	0.00
10-100-2-3-16-243-611-01-5-00246	MA - ENGLISH WORKBOOKS		Yes	1,179.00	0.00
10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES		Yes	8,700.00	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES		Yes	110.38	0.00
10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES		Yes	3,131.48	0.00
10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES		Yes	8,516.48	0.00
10-100-2-4-38-242-611-01-5-00181	HS - QUANTITV FOODS SUPPLIES			919.64	0.00
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			15,169.00	0.00
10-120-9-9-88-955-500-14-5-01707	SP ED - OOD SPEECHLGE SERV		Yes	1,410.00	0.00
10-120-9-9-88-955-500-14-5-01708	SP ED - OOD OCC THERAPY SERV		Yes	1,375.00	0.00
10-120-9-9-98-242-611-01-5-00216	SP ED - HIGH SCHOOL SUPPLIES		Yes	32.98	0.00
10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			121.00	0.00
10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES		Yes	4,923.75	0.00
10-210-2-5-32-242-611-01-5-01681	SW - PBIS SUPPLIES			998.87	0.00
10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES		Yes	1,211.75	0.00
10-213-3-5-50-251-322-02-5-01693	SW - NURSE PROF DEV			141.00	0.00
10-222-1-5-72-231-690-03-5-00810	CO - NEWSPAPERS & MAGAZINES		Yes	278.46	0.00

Somers Board of Education General Journal Register

Report # 66686

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
43721	\$361,184.46	Posted	Ibergamini	05/17/2021	Ibergamini	05/20/2021
10-222-2-2-52-231-642-03-5-00136		K-5 - LIBRARY BOOKS			359.58	0.00
10-222-2-2-52-231-642-03-5-00140		K-5 - NEWSPAPERS/MAGAZINES			0.00	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			7,269.50	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			26.94	0.00
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES			197.50	0.00
10-240-7-4-54-880-690-07-5-00274		HS - GRADUATION			364.00	0.00
10-260-1-6-40-258-690-04-5-00306		MAINTENANCE - OFFICE SUPPLIES			30.48	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			205.00	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			35.13	0.00
10-260-5-4-20-722-430-01-5-00396		HS - MUSIC MAINTENANCE			300.00	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			371.87	0.00
10-260-5-4-42-722-430-06-5-00394		HS - ATHLETICS MAINTENANCE			1,136.76	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			426.50	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			65.66	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			1,603.80	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			5,188.10	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			251.32	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			4,082.60	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			1,035.00	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY			320.65	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			263.99	0.00
10-260-5-6-62-722-430-08-5-00884		MAINT. - BUILDING MAINTENANCE			14,000.00	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			199.32	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			5,630.81	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			14,128.26	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			11,848.03	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY			212.91	0.00
10-260-5-6-64-722-690-05-5-00373		SW - WATER			293.07	0.00
10-260-6-5-82-820-520-13-5-00515		PROPERTY/LIABILITY INSURANCE			352.41	0.00
10-260-6-9-62-722-590-08-5-00453		SW - SOFTWARE MAINT CONTRACTS			3,535.00	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY			27,722.62	0.00
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY			33,300.45	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			1,905.75	0.00
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			22,228.04	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE			2,924.00	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRRPS			6,323.31	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			16.65	0.00

Somers Board of Education General Journal Register

Report # 68686

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
43721	\$361,184.46	Posted	Ibergamini	05/17/2021	Ibergamini	05/20/2021
10-280-6-5-82-820-200-13-5-00510		DENTAL			8,889.87	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,806.14	0.00
10-280-6-5-82-820-200-13-5-00517		UNEMPLOYMENT INSURANCE			851.31	0.00
10-280-6-5-82-820-200-13-5-00855		PENSION			54,321.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			286.78	0.00
10-280-6-5-82-820-200-13-5-01690		OPPEB - OTHER POST EMPLOY BENEFITS			28,000.00	0.00
10-320-2-3-54-880-690-07-5-00849		MA - ACADEMIC AWARDS			54.09	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			590.00	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			33,396.70	0.00
Total User-Entered Distributions					<u>\$364,031.26</u>	<u>\$364,031.26</u>
Total for May, 2021					<u>\$688,776.06</u>	<u>\$688,776.06</u>
Grand Total for Batch # 43721					<u>\$688,776.06</u>	<u>\$688,776.06</u>

320 Transactions Listed.

NOTE: Deletion of listserve reference

NON-INSTRUCTIONAL OPERATIONS

Equipment

Staff Telecommunications Acceptable Use Policy

It is the policy of the Somers Public Schools to maintain an environment that promotes ethical and responsible conduct in all Internet and online network activities by staff and students. It shall be a violation of this policy for any employee or student to engage in any activity that does not conform to the established purpose and general rules and policies of the Somers Public Schools.

The use of Somers Public Schools computer equipment, Internet accounts, and commercial online accounts must support educational research and must be consistent with the objectives and goals of the Somers Public Schools. Any material transmitted must meet federal, state, local, and district regulations including, but not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities, product advertisement, or political lobbying is prohibited if not related to the educational process or educational issues unless approved by administration. Any viewing or dissemination of objectionable materials from any source into the system is strictly prohibited.

The Board of Education has the right to monitor computer usage by electronic means. Staff and students will be given proper notice of the monitoring. A statement notifying staff and students will be attached or included in the telecommunications form required of all users. Other forms of notification will also be used including but not limited to school handbooks, student handbooks, employment policies, postings at computer labs.

Special Staff Responsibilities

1. All staff must agree to sign the Somers Public Schools Telecommunications Acceptable Use Policy Agreement for use of the telecommunications services and equipment provided by the Somers Public Schools.
2. The Somers Public Schools recognize that technology is a tool for lifelong learning and that staff that use technology for personal purposes are more likely to incorporate technology into their lessons. As such, staff members of the Somers Public Schools are encouraged to use the technology equipment and services for personal use provided the following guidelines are adhered to:
 - All personal use is for legal and ethical purposes;
 - Personal use does not include political, business, or “for profit” use;
 - Personal use of equipment and services does not in any way lessen the availability of equipment or services for student or staff academic use.

3. Direct supervision of students using the Internet is the responsibility of the staff member supervising the students at that time. Staff should plan and coordinate Internet use for academic purposes in ways that closely guide students.
4. Staff participation in on-line chat sessions, while using school equipment or services, is to be for academic purposes only.
- ~~5. Staff subscriptions to listservs and newsgroups should be done only after the discontinuation procedure has been verified.~~
6. Users may not violate the rules of common sense or “netiquette”. They are expected to abide by the generally accepted rules of network etiquette: be polite; do not use vulgar or obscene language; do not reveal your address or phone number or those of others; do not disrupt the network or the data of others.

Cross Reference: DBS Code: [6141.32](#) - Curriculum - Computer Usage

DBS Code: [6141.321](#) - Instruction - Student Telecommunications
Acceptable Use Policy

Adopted: March 17, 1997
Revised: November 3, 1997
October 25, 1999
September 11, 2000
July 9, 2009

PERSONNEL -- CERTIFIED/NON-CERTIFIED

Rights, Responsibilities and Duties

Acceptable Computer Network Use (Employee Use of Technology)

Social Networking Websites

The Board of Education (Board) strongly discourages District staff from socializing with students outside of school on social networking websites, including but not limited to ~~MySpace~~, Facebook, Twitter, or dating websites.

All District employees, faculty and staff who participate in social networking websites for personal use shall not post any confidential District data, documents, photographs, or other District owned or created information on any website without proper authorization. Further, the posting of any private or confidential District data is strictly prohibited. All staff must comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, Board policies, or other standards of conduct. No conduct may negatively impact or disrupt the educational environment in the school. Employees who violate this policy may face discipline and/or termination, in line with other Board policies, acceptable use agreement, and/or collective bargaining unit agreements, as applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of approved educational websites if such sites are used solely for educational purposes.

Access of social networking websites for personal individual use during school hours is prohibited.

Adopted: December 6, 2010

NOTE: School systems must abide by FERPA, not HIPAA. The first paragraphs is contradictory.

STUDENTS

Health/Medical Records

~~When applicable, District schools will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends. The Superintendent shall designate the HIPAA Privacy Officer.~~

Student education records, including personally identifiable health information, maintained by the District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, District schools will comply with FERPA's confidentiality provisions rather than HIPAA's.

The District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education students. The District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the District has obtained authorization from the parent or adult student prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff that wrongfully uses or discloses protected health information.

(cf. 3231 – Medical Reimbursement for Special Education Students)

(cf. 5125 – Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

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

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

[10-154a](#) Professional communications between teacher or nurse & student.

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

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

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

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

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

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

PL 107-110 “No Child Left Behind Act of 2001” Sections 5208 and

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 50312-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53182-53273

Adopted: January 12, 2009

NOTES: Added clarification to the title

Standards for District and Schools

WWW Sites [Hosted on School Property](#)

A. School Administrator

1. The school principal should have personal knowledge of any web site at their school and should have granted their permission for the web site to exist. No web site should exist at the school without the explicit permission of the principal. The principal is ultimately responsible to see that standards for the web site are met.
2. The principal should make the web site known to the District Technology Committee detailing its IP address and the staff member supervising the administration of the web site.

B. Web Site Host Computer

1. Physical security of the web site host computer is important: it should be in a lockable room generally away from normal student access.
2. Normally the host computer will remain online 24 hours a day.
3. The computer should have password controlled access, i.e., no one should be able to access system level controls or make changes to the web site content without a master access password.
4. Access passwords should be kept secure and should be known by only a few key people - the teacher in charge of the web site, the principal, the school secretary, and the school Technology Coordinator. As passwords can be forgotten, they should be written down and kept in the school safe as a precaution against loss.
5. Student web site 'administrators' may be given the password only if they are trusted and have been indoctrinated with security concerns and procedures.
6. Passwords should be changed periodically or when any threat of a security breach occurs. In a high school, passwords should be changed monthly. At lower grades, passwords should be changed at least annually.
7. Student login access to the web site host computer should be kept to a minimum.
8. If electronic mail is provided for students on the same computer as the web site, then general student access to the machine should be limited to e-mail only.

C. Publication Process

1. Material should be produced or assembled on school computers under teacher supervision. If parent or community volunteers are supervising site production, a staff designee of the principal should review the site periodically with the volunteer and should administer standards for the site.
2. All materials should pass through an editorial stage of production. Editors should examine materials and make corrections for the following:

- Spelling
- Grammar
- Content (see Internet Acceptable Use Policy for prohibitions)

3. All materials should be viewed by the web site supervisor prior to actually publishing any new content on the Internet.

4. Only the web site supervisor should move new materials to the site for publications.

D. Safety Concerns

1. Personal information about students, including photographs with associated names, addresses, telephone numbers, etc., should generally not be published.

2. If personal information such as photographs are to be published, parental permission to do so should be obtained in advance of publication.

NOTE: Deletion of listserve reference and miscellaneous language clean up.

INSTRUCTION:

Student Telecommunications Acceptable Use Policy:

It is the policy of the Somers Public Schools to maintain an environment that promotes ethical and responsible conduct in all Internet and online network activities. It shall be a violation of this policy for any student to engage in any activity that does not conform to the established purpose and general rules and policies of the Somers Public Schools.

The use of Somers Public Schools computer equipment, tablets, Internet accounts and commercial online accounts must be in support of education and research and must be consistent with the educational objectives and goals of the Somers Public Schools. Any material transmitted must meet federal, state, local, and district regulations including, but not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities, product advertisement, or political lobbying is prohibited. Any viewing or dissemination of objectionable materials from any source into the system is strictly prohibited.

The Board of Education has the right to monitor computer usage by electronic means. Such monitoring or review will be ~~limited and done~~, done as needed to ensure that the systems are being used for District-related educational purposes. A statement notifying staff and students will be attached or included in the telecommunications form required of all users. Other forms of notification will also be used including but not limited to school handbooks, student handbooks, employment policies, postings at computer labs.

Each district computer with Internet access shall ~~have a~~ utilize a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or his/her designee.

Special Responsibilities of Telecommunication Users

1. All students must sign the Somers Public Schools Telecommunications Acceptable Use Policy Agreement for use of the telecommunications services and equipment provided by the Somers Public Schools.
2. All telecommunications services and equipment must be used for academic related purposes.
3. Student use of personal online accounts with school equipment for non-academic purposes is not allowed.
4. Students may not utilize school equipment or networks to participate in non-academic chat sessions.

5. Students may not use e-mail unless authorized to do so for academic related purposes.
- ~~6. Subscriptions to listservs must be reported to the Director of Technology & Information Services. Prior approval for listservs is required for students.~~
7. Students may not communicate their name, address, telephone number, picture or other personal information while using the Internet or an online service.
8. Students may not violate the rules of common sense or "netiquette." They are expected to abide by the generally accepted rules of network etiquette: be polite; do not use vulgar or obscene language; do not reveal your address or phone number or those of others; do not disrupt the network or the data of others.
9. The use of district telecommunication services and equipment for cyberbullying will not be tolerated. Any such cases must be reported to the building administration for disciplinary action.
10. DBS Code: [6141.32](#), Curriculum: Computer Usage, is an integral part of the Student Telecommunications Acceptable Use Policy and is in effect at all times.

Cross Reference: DBS Code: [6141.32](#) - Curriculum - Computer Usage

DBS Code: [4118.5](#) - Business - Staff Telecommunication Acceptable Use Policy

Legal Reference: Connecticut General Statutes

[53a](#)-182b. Harassment in the first degree: Class D felony. (as amended by PA 95-143)
20 U.S.C. Section 6777, No Child Left Behind Act
20 U.S.C. 254 Children's Internet Protection Act of 2000
47 U.S.C. Children's Online Protection Act of 1998

Adopted: March 24, 2014

Instruction

Computers: Web Sites/Pages/Social Media

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

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

Content Standards

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

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

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

Student Safeguards - Documents shall not include any personally identifiable information (PII). include only the first name of the student. Documents shall not include a student's home phone number or address or the names of other family members or friends. An exception would be if the information is part of an existing publication such as a newspaper or school newsletter. All district postings (web-pages, social media, etc.) must comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

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

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

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

Technical Standards

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

Each web page must have an authorized school district sponsor.

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

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

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

Revision of Guidelines

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

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

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

(cf. 5145.2 Freedom of Speech/Expression)

(cf. [6145.3](#) Publications)

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

(cf. 6162.6 Use of Copying Device, Copyrights)

(cf. 6163 Instructional/Resources for Students)

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
implementing FERPA enacted as part of 438 of General Educ. provisions
act (20 U.S.C. 1232g)-parent and student privacy and other rights with
respect to educational records, as amended 11/21/96.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et.seq.

Policy adopted: March 23, 2009

Revised: January 14, 2019

NOTES:

Include language designating entire BOE as membership in the Budget Committee.

Remove from Curriculum Committee – “Provide representation to Student Staff Learning Team.”

BYLAWS OF THE BOARD:

Standing Committees:

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

1. Curriculum Committee
2. Policy Committee
3. Salary and Negotiations Committee
4. Planning Committee

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

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

Adopted: April 28, 1980

Revised: August 30, 1982

February 24, 1992

January 10, 2000

March 7, 2005

BYLAWS OF THE BOARD:

Standing Committees:

Functions of all subcommittees:

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

Subcommittee membership:

Curriculum

Policy

Salary & Negotiations

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

Functions and Responsibilities of subcommittees:

CURRICULUM:

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

- All changes, additions and deletions of courses, including prerequisite courses.
- All staff additions or reductions in certified staff that necessitates a curriculum change. (The committee does not receive proposals for staff reduction due to decline of student population.)
- All additions or deletions in the athletic program.
- All changes in graduation requirements.
- Approval of all books to be used as textbooks in any program or course in the school system. A textbook is defined as any book which is used by the entire class or a selected subgroup of the class and as a mandatory part of the program and from which instruction is drawn. A textbook is also defined as that which is intended to be used for more than one year.
- All series of textbooks for a phase-in program will be approved prior to inception and need not be approved each year. A three-year time limit is placed on any such approval and a plan will be presented at the time of the first adoption. Any deviation from the textbook selected plan will require a new approval. The status of any phase-in program will be reported to the Curriculum Committee annually for information purposes.
- All workbooks which are directly associated with approved textbooks do not require separate approval. Consumable textbooks need not be approved annually. If these textbooks are to be different, the BOE will have to vote approval.
- Approval of instructional materials used as primary resources for any course.

The Responsibilities of the Curriculum Committee:

- Establish a calendar, in cooperation with Central Office personnel, each September for curriculum meetings with the staff and administration to hear curriculum proposals.
- Present to the Board the curriculum proposals in January for their approval. The Chairman will include in this report any replacement texts recommended by the administration for adoption by the Board.
- Receive update on all previous curriculum changes and new courses from administration on a systematic basis throughout the year and report back to the total Board.
- ~~Provide representation to Student Staff Learning Team.~~

- Review and approve newly written course curricula as per curriculum management document.

POLICY:

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

SALARY AND NEGOTIATIONS:

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

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

Responsibilities:

1. To become familiar with and conform to the Connecticut State Statutes governing the negotiation-mediation-arbitration process.
 - a. To notify Commissioner of Education of day on which contract negotiations will commence. This is 180 days prior to Board's budget submission date.
 - b. If the subcommittee and the bargaining group cannot agree with the terms and conditions, either side can submit the issues to the Commissioner for mediation. This is ordered by the Commissioner if agreement is not reached by the 120th day.
 - c. If mediation does not resolve the contract dispute, the parties proceed to last best offer binding arbitration. The hearing is to be concluded within 20 days of its commencing.
2. Prior to entering negotiations, issues shall be discussed between the full Board and the subcommittee.
3. During negotiations, the Board shall receive an updated report from the subcommittee at each meeting.

4. After finalizing contract, the Board shall receive a complete listing of all terms and conditions for the purpose of voting for acceptance.
5. If mediation or arbitration is necessary with any group, the subcommittee shall consult with the total Board.

PLANNING:

The Functions and Responsibilities are:

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

Adopted: July 12, 1982

Revised: February 14, 1983

October 15, 1985

January 10, 2000

March 7, 2005

NOTES – updated distribution of minutes via the district website.

BYLAWS OF THE BOARD:

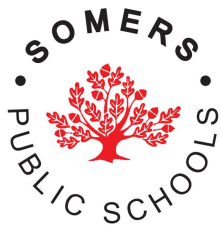
Minutes:

All actions of the Board, together with pertinent background information, shall be recorded in the Minutes of the Board of Education. The Minutes shall be prepared by the Board Secretary, with the help of a stenographer employed at the discretion of the Board, and shall be ~~printed for distribution~~ distributed to Board members and the Town Clerk (~~five copies~~), Superintendent of Schools, ~~the building Principals, the teachers' bulletin boards at each school, the PTO and the Student Council.~~

One copy of the official minutes shall be maintained in the Office of the Superintendent, and one copy in the Office of the Town Clerk. The minutes shall be available for public inspection via the Board's website.

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

Adopted: March 23, 1981



**Board of Education
Administrative Report**

Title of Report: Warnings: MBA & SHS Novels, MBA ELA Program

Board Meeting Dates: May 24, 2021 & June 14, 2021

Action

Report

Information

Discussion

Submitted by: Dina M. Senecal

Executive Summary

The Curriculum Subcommittee is presenting the Board of Education with the MBA & SHS Novel list as well as the MBA ELA Program (Teachers College of Reading and Writing Units of Study) for first warning on May 24th and second warning on June 8th

A complete novel list for MBA and SHS along with informational sheets about the MBA ELA Program is attached.

		For book synopsis use: https://www.goodreads.com/			
Title of Book	Author	For Course	Grade Level		
Tuck Everlasting	Natalie Babbitt	ELA	6		
Holes	Louis Sachar	ELA	6		
Stargirl	Jerry Spinelli	ELA	6		
Home of the Brave	Katherine Applegate	ELA	6		
Lost Trail (graphic novel)	Donn Fendler	ELA	6		
Out of the Dust	Karen Hesse	ELA	7	Poetry Links	
Children of the Dust Bowl	Jerry Stanley	ELA	7	Maya Angelou- Caged Bird	
Rose's Journal	Marissa Moss	ELA	7	Tupac Shakur- The Rose That Grew From Concrete	
Unbroke	Laura Hillenbrand	ELA	7	Poetry Links*	
A Midsummer Night's Dream (Sonnet 5)	Shakespeare	ELA	7	Li-Young Lee- From Blossoms	
The Wednesday Wars	Gary D. Schmidt	ELA	7	Portia Nelson- Autobiography In Five Short Chapt	
Poetry (various)*	Maya Angelou, Tupac Shukar, Sherman Alexie, Li-Young Lee, Portia Nelson	ELA	7		
Futredaze Science Fiction	Various (33 short stories by various authors)	ELA	7		
Dark They Were Golden	Various (Sci-Fi short stories)	ELA	7	Sci-Fi Short Stories	
Examination Day	Various (Sci-Fi short stories)	ELA	7	The Arrival by Shaun Tan	
Autumn Time	Various (Sci-Fi short stories)	ELA	7	Autumn Time Plot Chart- flashback	
Earth from Two Perspectives	Various (Sci-Fi Poetry)	ELA	7	Dark They Were and Golden Eyed- point of view	
Endangered	Eliot Schrefer	ELA	8		
Woods Runner	Gary Paulsen	ELA	8		
Between Shades of Gray	Ruta Sepetys	ELA	8		
Call of the Wild	Jack London	ELA	8		
To Build a Fire and Other Short Stories	Jack London	ELA	8		
Hidden Roots	Joesph Bruchac	ELA	8		
Diary of Anne Frank (play)	Francis Goodrich, Albery Hackett	ELA	8		

For book synopsis use: <https://www.goodreads.com/>

Title of Book	Author	For Course	Grade Level
Romeo and Juliet	William Shakespeare	All English 9 Courses	9
To Kill a Mockingbird	Harper Lee	All English 9 Courses	9
Animal Farm	George Orwell	All English 9 Courses	9
Great Expectations	Charles Dickens	Honors English 9	9
Adventures of Huck Finn	Mark Twain	Honors English 9	9
Ready Player One	Ernest Cline	College English 9	9
The Alchemist	Paul Coelho	Honors English 9	9
The Tempest	William Shakespeare	Honors English 9	9
Life of Pi	Yann Martel	Honors English 9	9
Lord of the Flies	William Golding	All English 10 Courses	10
A Raisin in the Sun	Lorraine Hansberry	All English 10 Courses	10
Fahrenheit 451	Ray Bradbury	All English 10 Courses	10
Night	Elie Wiesel	English 9 or 10 CP and/or H	10
Merchant of Venice	William Shakespeare	Honors English 10	10
Twelfth Night	William Shakespeare	All English 10 Courses	10
BraveNew World	Aldous Huxley	Honors English 10	10
The Night Diary	Veera Hiranandani	College English 10	10
A Tale of Two Cities	Charles Dickens	Honors English 10	10
Pride and Prejudice	Jane Austen	Honors English 10	10
The Catcher in the Rye	J.D. Salinger	Honors English 10	10
The Scarlet Letter	Nathaniel Hawthorne	Honors English 10	10
Educated	Tara Westover	English 10 Course	10
Whale Talk	Chris Cutcher	English 11	11
The Great Gatsby	F. Scott Fitzgerald	All English 11 Courses	11
Into the Wild	John Krakaur	English 11	11
House on Mango Street	Sandra Cisneros	English 11	11
Macbeth	William Shakespeare	All grade 11 English courses	11
1984	George Orwell	All grade 11 English courses	11
Beowulf	Translation by Seamus Heaney	College English 11 and Honors English 11	11
The Canterbury Tales	Geoffrey Chaucer	Honors English 11	11
The Best of Poe	Edgar Allen Poe	All English 11 Courses	11
The Crucible	Arthur Miller	All English 11 Courses	11

For book synopsis use: <https://www.goodreads.com/>

Title of Book	Author	For Course	Grade Level
To the Lighthouse	Virginia Woolf	AP Language and Comp	11
Feed	Matthew Tobin Anderson	Honors English 11	11
Dracula	Bram Stoker	Honors English 11	11
Outliers	Malcom Gladwell	College/English 12	12
The Martian	Amy Weir	English 12	12
Educated	Tara Westover	English 12	12
Dopesick	Beth Macy	English 12	12
Invisible Man	Ralph Ellison	AP Lit and Comp	12
A Thousand Splendid Suns	Khaled Hosseini	College English 12	12
Things Fall Apart	Chinua Achebe	College English 12 and AP	12
Rozencrantz and Guildenstern are Dead	Tom Stoppard	AP Lit and Comp and Honors 12	12
Chronicle of a Death Foretold	Gabriel Garcia-Marquez	AP Lit and Comp	12
Their Eyes were Watching God	Zora Neale Hurstin	AP Lit and Comp and Honors 12	12
The Awakening	Kate Chopin	AP Lit and Comp	12
Kite Runner	Khaled Hosseini	Honors English 12 and AP Lit and Comp	12
Extreme Ownership	Jocko Willink and Leif Babin	English 12	12
The Things they Carried	Tim O'Brien	English 12	12
The Joy Luck Club	Amy Tan	Honors English 12	12
Cry, the Beloved Country	Alan Paton	AP Literatur and Comp	12
The Road	Cormac McCarthy	English 12	12
Death of a Salesman	Arthur Miller	AP Lit and Comp	12
Fences	August Wilson	AP Lit and Comp	12
Hamlet	William Shakespeare	All Grade 12 English Courses	12
Othello	William Shakespeare	AP Lit and Comp	12
Writer's INC	Sebranek/Kemper/Meyer	All English Courses	9-12
Life as We Knew It	Susan Beth Pfeffer	All Courses (Summer Reading)	9-12
People's History of the United States	Howard Zinn	AP US History	11
Major Problems in American History	Elizabeth Hofman	AP US History	11
La Guerra Sucia	Nathaniel Kirby	WL	11-12
Don Quijote de la Mancha	Miguel Cervantes	WL	12

For book synopsis use: <https://www.goodreads.com/>

Title of Book	Author	For Course	Grade Level
La hija del sastre	Carrie Toth	WL	11-12
Frida Kaholo	Kristy Placido	WL	9-12
Todo lo que brilla no es oro	Chris Mercer	WL	9-12
Vida o muerte en el Cusco	Lisa Ray Turner	WL	9-12
Pobre Ana	Blaine Ray	WL	9-12
Los ojos de Carmen	Blaine Ray	WL	9-12
Amor por sorpresa	Lourdes	WL	9-12
El Entierro	Adriana Ramírez	WL	9-12
Semi-Profesional	Adam Giedd	WL	9-12
El Árbol Generoso	Shel Silverstein	WL	9-12
El Brazalete Mágico	Margarita Pérez García	WL	9-12
Caras Vemos	Theresa Jensen	WL	9-12
Billy y las botas	Señor Wooly	WL	9-12
La Casa de la Dentista	Señor Wooly	WL	9-12
Le Petite Prince	Antoine Saint Exupery	WL	9-12
Pauvre Anne	Blaine Ray	WL	9-12
Ma voiture a moi	Blaine Ray	WL	9-12
Famma va en Californie	Blaine Ray	WL	9-12

What Do Middle Grade Readers Need?

We want our middle grade students to become flexible, resilient readers who read for pleasure as well as for multiple academic purposes. We want them to have a toolkit of strategies for dealing with difficulty, and we want them to know when and how to use those strategies. Not least, we want students to read broadly and deeply, alert to the intricacies of texts and to the power of language.

How Can We Best Meet Those Needs?

To accomplish the ambitious goals we have for students, we must reconsider how we think about English Language Arts classrooms and curricula. We can no longer conceive of the curriculum as a few books kids will master. Ambitious world-class standards require that we equip students with a repertoire of skills and strategies to help them be more powerful in any text, whether print, digital, or multi-modal.

As we adapt to new instructional priorities, we must also rethink the classroom structures that support our teaching. Reading workshop offers a powerful framework that allows the teacher to listen, to assess, and to teach complex reading strategies while also coaching into each student's zone of proximal development. During each day in the reading workshop, students read for the bulk of the time, and as they do, they draw upon an ever-growing repertoire of skills, tools, strategies, and habits.

The Units of Study for Teaching Reading series provides teachers with the tools and support they need to teach these vital skills and to move students quickly and efficiently toward and beyond grade-level expectations, while also helping them become proficient, passionate, lifelong learners.





A Deep Study of Character

Mary Ehrenworth
Lucy Calkins, Series Editor

This unit serves as a primer in what it means to participate in an intense reading workshop. It introduces students to a variety of instructional methods such as read-aloud, partner work, and minilessons, and coaches both teachers and students in how to harness those methods to increase reading expertise and independence.

Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit also helps readers take charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.

This is an ideal unit for the beginning of the school year, offering extra support for organizing a classroom library, matching readers to books, organizing partnerships, and planning for reading workshops.



Tapping the Power of Nonfiction

Katie Clements
Lucy Calkins, Series Editor

Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. To do science, students need to read science books and articles. To study history, they need to be skilled at reading all kinds of primary and secondary sources. When we help students become powerful readers of nonfiction, we help them become powerful learners.

Across this unit, students will develop a solid set of nonfiction reading skills: discerning central ideas, summarizing to create a concise version of a text, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view and perspective. They'll also learn to develop flexibility as they read across text types, reading a variety of nonfiction chapter books, articles, trade books, and online resources, and transferring what they know from one text type to the next.



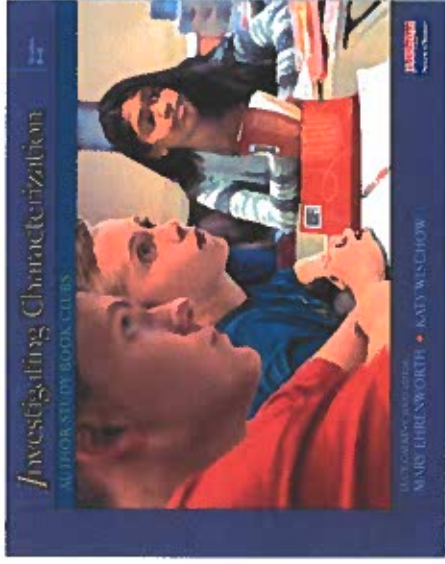
Social Issues Book Clubs: Reading for Empathy and Advocacy

Audra Kirshbaum Robb & Emily Strang-Campbell
Lucy Calkins & Mary Ehrenworth, Series Editors

The topic of social issues, the lens for reading in this unit, is one that matters greatly to the young human beings who enter our classrooms every day. In middle school, many kinds of issues start to weigh more heavily on students: relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids.

A recent *Washington Post* article titled "Does Reading Make You a Better Person?" concludes that the answer to the title question is "Yes!" Reading literature especially has proven to increase people's ability to empathize with others, and to be more socially aware. A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what's right.

READING UNITS: MIDDLE SCHOOL GRADES



Investigating Characterization: Author-Study Book Clubs

Mary Ehrenworth & Katy Wischow
Lucy Calkins, Series Editor

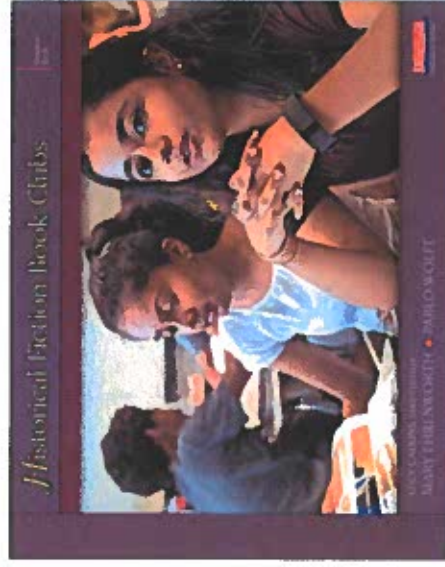
This unit of study focuses readers on studying not just characters, but characterization, or how authors create multifaceted characters replete with weakness and strengths, complex relationships with others, and life lessons they learn and teach. The unit strikes a delicate balance between encouraging readers to hold on to the magic of reading, allowing them to slip longingly into the pages of a compelling story, and presenting readers with opportunities to engage in meta-analysis, fostering an appreciation of the craft of the text as well as the story.



Essential Research Skills for Teens

Mary Ehrenworth & Marc Todd
Lucy Calkins, Series Editor

This unit is all about learning well in today's digital world and then sharing that knowledge with others—the most fundamental and joyous of intellectual experiences. Students will form study groups to research topics of contemporary, scientific, or historical significance. The first bend immerses readers into essential study habits that will serve them well throughout their research across the unit. Bend II focuses on developing ethical research practices and internet literacy skills as readers tackle the challenges of Internet research. Students will learn to check sources, discern “fake news,” and compensate for connotations and confirmation bias. As students gain expertise in their research topics, the third bend calls readers to study the disputes and arguments inside their topics, eventually coming to informed positions that they will present in a final project.



Historical Fiction Book Clubs

Mary Ehrenworth & Pablo Wolfe
Lucy Calkins, Series Editor

Historical fiction helps students see how history is not a collection of old, dead facts to be memorized, but is full of compelling stories that help us understand our present and, perhaps, what we need to do to shape a better future. We hope that the reading of historical fiction in this unit will kindle for your students an interest in the genre and generate awareness of how much we have yet to learn from history and the stories of people who struggled, suffered, and persevered as we do today.

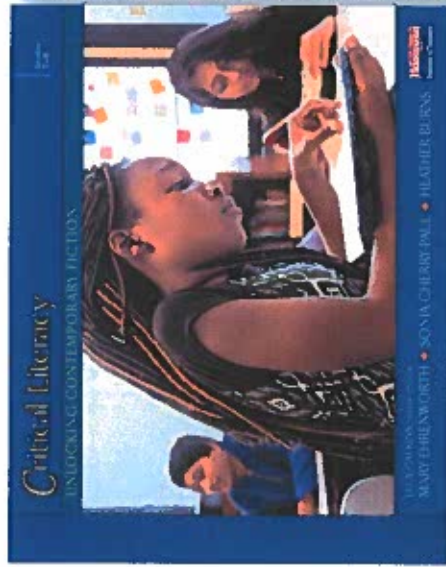
As students progress through these lessons, they will read stories from history that will expose them to hard truths about the world. They will cry out, “That’s not fair!” again and again, and the teacher will respond with “You’re right!” and then ask, “What kind of world do we want to live in? How do we get there?”



Literary Nonfiction

Katie Clements & Audra Kirshbaum Robb
Lucy Calkins & Mary Ehrenworth, Series Editors

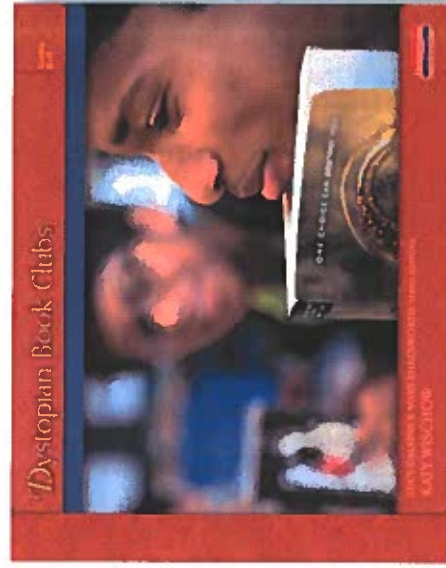
In this unit, you'll introduce students to nonfiction books and media they will love, and teach them how to make the most of these portals to fascinating times, places, and people—not to escape our world, but to better understand and address its issues. The book-length nonfiction that middle schoolers will read possesses a unique blend of heart-rendering storytelling, artful juxtaposition of subtopics, and challenging density. The skills of this unit are essential for students coming of age in an era of global collaboration and vital in the development of a truly informed, critical electorate.



Critical Literacy: Unlocking Contemporary Fiction

Mary Ehrenworth, Sonja Cherry-Paul & Heather Burns
Lucy Calkins, Series Editor

This unit is not like what most of us experienced in our English classes as teens. It's not an all-class novel unit, nor a canonical text unit, nor a classic interpretation unit. Like the novel at the heart of this unit—Ibi Zoboi's *Pride: A Pride and Prejudice Remix*—this unit offers a new take on an old classic. This unit is about cultural relevance and getting teens to fall in love with books that are deeply meaningful to the lives they are living right now. The unit will introduce young people to some of the great writers of their generation, the writers who are writing for them, and will create powerful opportunities for teens to share their voices, and find their places, in school and in the world.



Dystopian Book Clubs

Katy Wischow
Lucy Calkins & Mary Ehrenworth, Series Editors

This unit is for teachers whose classes could benefit from a deep study of an incredibly engaging genre. It will support classes who could learn to talk more deeply about their reading and push themselves to read with greater volume. It will also pay off for teachers who want to take advantage of the power of a popular genre to lure kids into studying complexity and symbolism and allusions.

During the unit, readers will develop skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis, understanding story arcs, reading critically with questions in mind. Meanwhile, they will build on their work with reading notebooks, strengthening their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers.

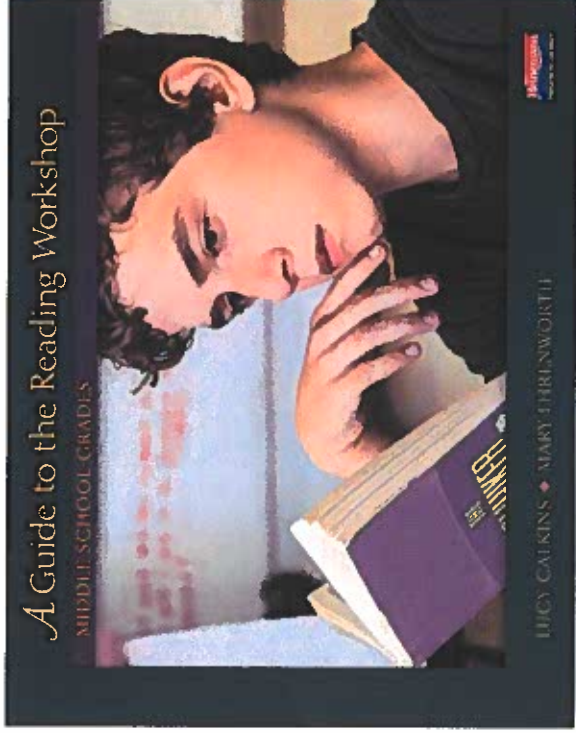
A Guide to the Reading Workshop: Middle School Grades

Lucy Calkins & Mary Ehrenworth

The *Guide to the Reading Workshop* provides a comprehensive overview of the architecture of the minilessons, conferences, and small-group strategy sessions, and articulates the management techniques needed to support an effective reading workshop.

CONTENTS INCLUDE

- What Does Research Say Adolescent Readers Need?
- Launching and Sustaining Independent Reading
- The Big Picture of a Reading Workshop
- The Architecture (and the Principles) that Inform Minilessons
- Management Systems
- Understanding Levels of Text Complexity
- Conferencing with Readers: Specific, Transferable Feedback
- Small-Group Work
- Resources to Draw upon When Conferencing and Leading Strategy Lessons
- Writing about Reading
- Practical Help with Book Clubs
- Instructional Read-Aloud
- The Special Importance of Nonfiction Reading
- Supporting English Learners in Reading Workshop



ONE OPTION FOR SEQUENCING ACROSS GRADE LEVELS

GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> • <i>A Deep Study of Character</i> • <i>Tapping the Power of Nonfiction</i> • <i>Social Issues Book Clubs</i> 	<ul style="list-style-type: none"> • <i>Investigating Characterization: Author Studies</i> • <i>Essential Research Skills for Teens</i> • <i>Historical Fiction Book Clubs</i> 	<ul style="list-style-type: none"> • <i>Literary Nonfiction</i> • <i>Critical Literacy: Unlocking Contemporary Fiction</i> • <i>Dystopian Book Clubs</i> 	<ul style="list-style-type: none"> • <i>Critical Literacy: Unlocking Contemporary Fiction</i> • <i>Essential Research Skills for Teens</i> • <i>A Book Club Unit of Choice</i>

Of course there are many other viable options for sequencing the units. Keep in mind that there is a layering of complexity across the units that you will want to consider as you plan.



GRADE LEVEL	6–8 LIBRARY SHELVES
Grades 6–8 Core Libraries (On-Level and Below-Benchmark collections)	Adventure Biography Fantasy and Dystopia High-Interest Fiction Historical Fiction High-Interest Nonfiction Mystery Classics (gr. 8 On Level only)
Additional Shelves (not included in the core Libraries)	Westward Expansion, gr. 4–6 Argument and Advocacy, gr. 5–6 Interpretation Book Clubs, gr. 4–6 Nonfiction Book Clubs, gr. 6–8 Historical Fiction Book Clubs, gr. 6–8 Fantasy and Dystopian Book Clubs, gr. 6–8 Social Issues Book Clubs, gr. 6–8 Investigating Characterization Book Clubs, gr. 6–8 Literary Nonfiction Book Clubs, gr. 6–8 Critical Literacy Book Clubs, gr. 7–9

Note: TCRWP Classroom Libraries are not available for sale or distribution outside of the U.S.

Classroom Libraries for Grades 6–8

A study by the American Library Association showed that when asked the day before graduating from high school, “Will you voluntarily pick up a book after graduation?” 85% of America’s kids said, “No way.” The mission of the Classroom Library Project curators has been to develop high-quality classroom libraries that put heart-stopping, gut-wrenching, glorious books into the hands of students—and that mission is critical. They believe that once these libraries reach students’ hands, nothing on earth can keep them from reading.

Remember that the complete libraries are designed as “starter” collections. Classrooms will need more books. But the good news is that, as they work with the libraries, teachers will develop the knowledge, the momentum, and the energy to build their collections based on what they learn from the ways the books in the libraries fit together to enhance students’ engagement, knowledge, and skills and move them up levels of complexity.

Richard Allington, past president of the International Reading Association, has written and spoken often about the three things that readers need to flourish: access to books they find fascinating, protected time to read, and expert instruction. The aim of these libraries is to provide students with the first of these, to inspire schools and districts to protect the second, and to allow teachers to focus on the third.

Note: The titles in all of the TCRWP Classroom Libraries were evaluated and recommended by educators and librarians from across the country and around the world, and reviewed and vetted by the country’s leading experts in children’s literacy and literature. Titles were chosen for their high-interest topics, rich literary qualities, and strong potential to develop critical thinking.

Because the upper-grades libraries include many contemporary YA titles, some of the fiction books contain very strong language; themes involving death, coming of age (including sexual themes), peer pressure; and similar mature content. We believe the literary merit of these titles warrants their inclusion in the libraries. To ensure your students are exploring content that matches what you understand to be their social and emotional development, we recommend that educators review titles before introducing them to students.

Library Shelves Aligned with Specific Units of Study

The TCRWP Classroom Libraries were designed to serve as the bedrock of powerful classroom libraries—libraries that teachers will continue to build on year after year. The core libraries will help all kids develop powerful reading skills, support their deep learning, and inspire them to read up a storm, but, in addition to the complete on-level and below-benchmark collections, the curators also developed library shelves to support selected units of study. Use this chart to choose additional library shelves with content that is specifically aligned to reading and writing units.

UNITS OF STUDY	KINDERGARTEN	RECOMMENDED SHELVES
RUOS Unit 1: <i>We Are Readers</i>		Essentials
RUOS Unit 2: <i>Super Powers: Reading with Print Strategies and Sight Word Power</i>		Concept Books
	GRADE 1	
WUOS Unit 4: <i>From Scenes to Series: Writing Fiction</i>		Series Books
	GRADE 2	
RUOS Unit 4: <i>Series Book Clubs</i>		Series Clubs
	GRADE 3	
RUOS Unit 2: <i>Reading to Learn: Grasping Main Ideas and Text Structures</i>		Biography
RUOS Unit 3: <i>Character Studies</i>		Character Book Clubs
RUOS Unit 4: <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i>		Animals
<i>Mystery: Foundational Skills in Disguise</i> (additional reading unit)		Mystery
WUOS Unit 4: <i>Once Upon a Time: Adapting and Writing Fairy Tales</i>		Fairy Tales
	GRADE 4	
RUOS Unit 2: <i>Reading the Weather, Reading the World</i>		Extreme Weather and Natural Disasters
RUOS Unit 3: <i>Reading History: The American Revolution</i>		The American Revolution
RUOS Unit 4: <i>Historical Fiction Clubs</i>		Historical Fiction Book Clubs
	GRADE 5	
RUOS Unit 1: <i>Interpretation Book Clubs: Analyzing Themes</i>		Interpretation Book Clubs
RUOS Unit 3: <i>Argument and Advocacy: Researching Debatable Issues</i>		Argument and Advocacy
RUOS Unit 4: <i>Fantasy Book Clubs: The Magic of Themes and Symbols</i>		Fantasy Book Clubs
WUOS Unit 2: <i>The Lens of History: Research Reports</i>		Westward Expansion
	GRADES 6–8	
<i>Social Issues Book Clubs</i>		Social Issues Books Clubs
<i>Dystopian Book Clubs</i>		Fantasy and Dystopian Book Clubs
<i>Historical Fiction Book Clubs</i>		Historical Fiction Book Clubs
<i>Tapping the Power of Nonfiction</i>		Nonfiction Book Clubs
<i>Investigating Characterization: Author Study Book Clubs</i>		Investigating Characterization Book Clubs
<i>Literary Nonfiction</i>		Literary Nonfiction Book Clubs
<i>Critical Literary</i>		Critical Literary Book Clubs

Note: TCRWP Classroom Libraries are not available for sale or distribution outside of the U.S.

Writing Unit Summaries: Grades 6–8

GRADE 6



Lucy Colkins • Stacey Fell • *Alexandra Marron*



Lucy Colkins • Kate Roberts • *Kathleen Tolan*



Lucy Colkins • Maggie Beattie Roberts • *Emily Strang-Campbell*

UNIT 1 *Personal Narrative: Crafting Powerful Life Stories:* This unit helps students draw on their lives, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights. This unit especially emphasizes the importance of setting goals, practicing strategically, and aiming for high productivity.

UNIT 2 *The Literary Essay: From Character to Compare/Contrast:* In this unit, sixth graders learn ways essayists generate ideas based on close readings of a text, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.

UNIT 3 *Research-Based Information Writing: Books, Websites, and Presentations:* This unit calls students to explore the broad topic of teen activism in order to teach their readers about a topic, asking them to use increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.

GRADE 7



M. Colleen Cruz



Lucy Colkins • Audra Kirshbaum Robb



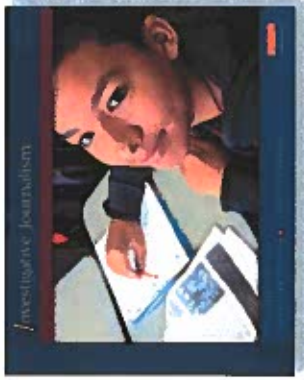
Lucy Colkins • Kelly Boland Hohne • Annie Taranto

UNIT 1 *Writing Realistic Fiction: Symbolism, Syntax, and Truth:* In this unit, students compose engaging short fiction. They lift the sophistication of their writing through attention to individual scenes, symbols, and writing techniques they've discovered from close readings of powerful short fiction.

UNIT 2 *Writing About Reading: From Reader's Notebooks to Companion Books:* This unit teaches students to analyze the craft and structure of the authors they admire and to write for real audiences about why that craft matters.

UNIT 3 *The Art of Argument: Research-Based Essays:* This unit instructs students in writing essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action.

GRADE 8



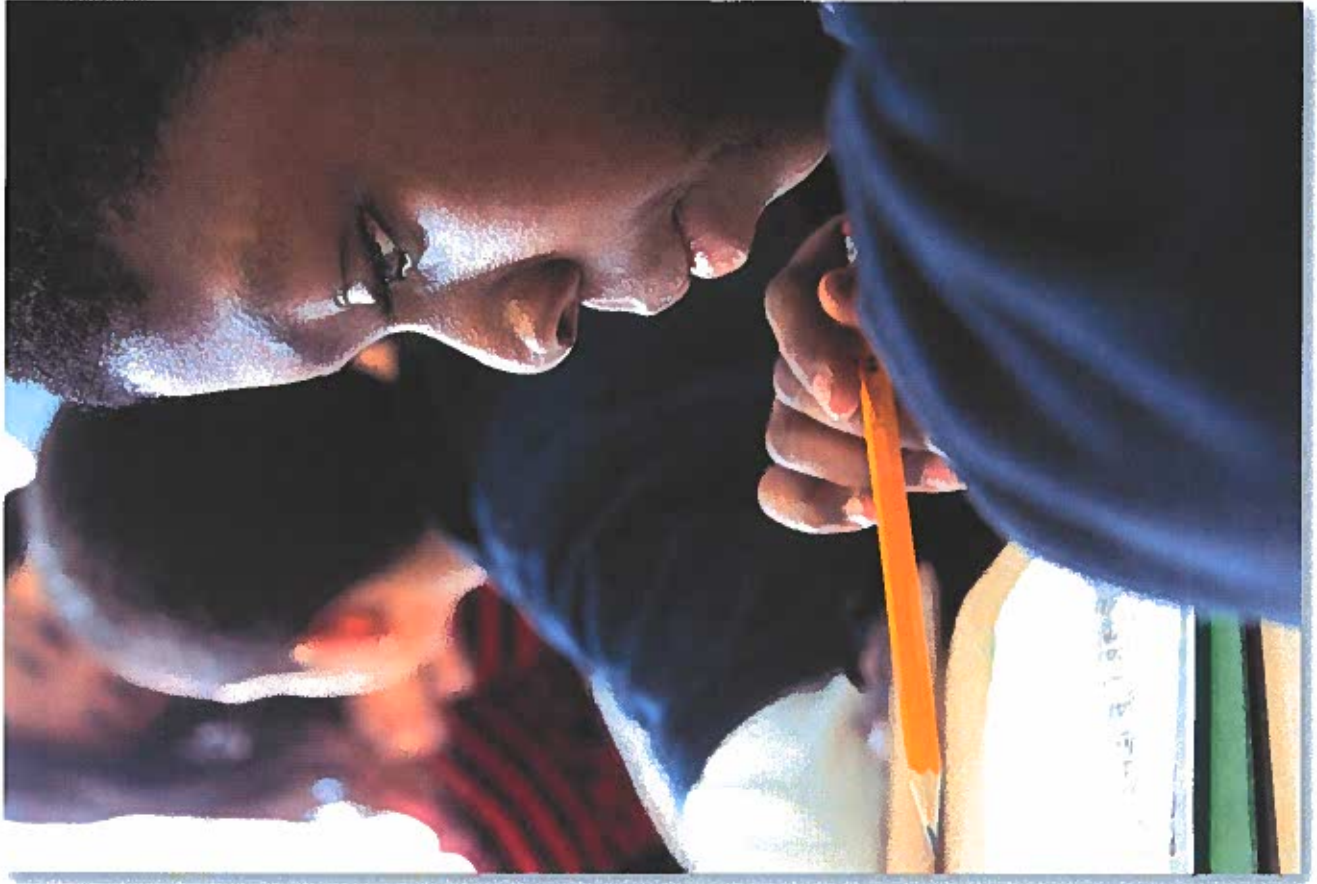
Mary Ehrenworth • Cornelius Minor



Kate Roberts • Katy Wischow



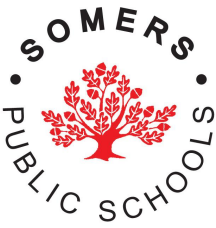
Mary Ehrenworth • Cornelius Minor • Julie Shepherd



UNIT 1 *Investigative Journalism:* In this unit, students learn to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives. They'll write to shine a light on issues in their community and to actively stir their readers to take action.

UNIT 2 *The Literary Essay: Analyzing Craft and Theme:* This unit returns students to literary essays, writing arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author's craft.

UNIT 3 *Position Papers: Research and Argument:* This unit encourages students to compose principled arguments by drawing on evidence, contextualizing their positions, and addressing multiple perspectives.



**Board of Education
Administrative Report**

Title of Report: Social Emotional Learning (SEL) Update

Board Meeting Date: May 24, 2021

Action

Report

Information

Discussion

Submitted by: Dina M. Senecal

Executive Summary

This report will highlight the district's focus on SEL throughout the 2020-2021 School Year.

-
- 1. District-Wide mission statement created and published on new SEL Website.** <https://sites.google.com/somers.k12.ct.us/socialemotionalllearning/home>

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society. In order to do this, students need to learn and develop social and emotional learning competencies, in addition to academic competencies.

Social emotional learning is "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." (CASEL, 2020)

The Somers Public School's framework for Social Emotional Learning is based on the five competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

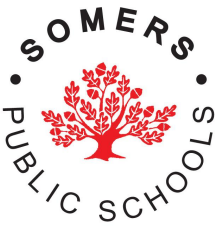
Self-Management

Self-Awareness

Responsible Decision-Making

Social Awareness

Relationship Skills



Board of Education Administrative Report

2. Adopted Flexibilities for Educator Evaluations.

“As the social and emotional well-being of students and staff will be a priority during 2020-2021, observations of performance and practice will be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support” Additionally, these flexibilities allowed educators to develop a student learning goal focused on SEL.

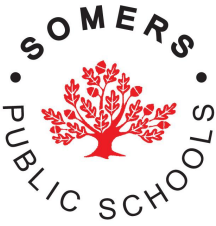
3. SEL Professional Development.

All staff participated in “The Covid Experience” Professional Development in August 2020. This PD was facilitated by SPS staff members. The professional development was broken into two parts, a psychological first aid training and a group circle called "The COVID Experience". In February 2020, a group of staff from the district attended an outside professional development from The Riverside Trauma Center which focused on psychological first aid and posttraumatic stress management.

In the district professional development, the Elementary and Middle School received the same psychological first aid presentation by district support staff. The high school benefitted from a similar presentation from building based support staff that closer aligned to their population. The presentation focused on psychological first aid, including the childhood trauma, adverse childhood experiences, neurological impacts of trauma, development, and how as a district we can work together to respond to traumatic life events that staff and students have experienced (including medical threats and health epidemics).

Due to the challenges and stressors that COVID-19 brought to staff, the second part of the training utilized Riverside Trauma Center's approach of "Self-Care Coping Circles" to address staff experiences, worries and apprehensions about the upcoming school year. This circle allowed staff to build rapport and share like experiences in the difficult circumstances due to COVID-19.

All staff participated in the YALE Course entitled Managing Emotions in Times of Stress and Uncertainty. This course was completed 100% digitally during professional development release time throughout this school year. “Developed by the Yale Center for Emotional Intelligence, Managing Emotions in Times of Uncertainty & Stress will provide participants with the knowledge, skills, and strategies to understand and manage their emotions and those of their students. The 10-hour online course is designed for school staff, including teachers, paraprofessionals, counselors, principals, and non-teaching staff in preK-12 schools.



Board of Education Administrative Report

4. Second Step SEL program materials implemented K-8.

Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.

5. Alignment of SEL materials and lessons district-wide to “The CASEL 5”.

“The CASEL 5 addresses five broad and interrelated areas of competence and highlights examples for each: Self-Management, Self-Awareness, Responsible Decision-Making, Social Awareness, Relationship Skills. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.” <https://casel.org/sel-framework/>

The Future of SEL

- Continued implementation of Second Step Program Materials in grades K-8.
- Continued alignment of SEL lessons, district-wide, to the CASEL 5.
- Second Step for Adults. “Created for educators by educators, Second Step SEL for Adults is a stand-alone social-emotional learning (SEL) program designed to help K–12 leadership and staff strengthen their social-emotional skills and create a positive and supportive school climate.” <https://www.secondstep.org/social-emotional-learning-adults>



**Board of Education
Administrative Report**



Board of Education Administrative Report

Title of Report: Annual Health and Wellness Report (2020-21)

Board Meeting Date: May 24, 2021

Action

Report

Information

Discussion

Submitted by: Cheryl Fry

Executive Summary

Annually, the Head Nurse submits an annual Health and Wellness Report for the past school year.

Report

- Health office visits were reduced this school year due to the pandemic. The remote learning option along with new protocols surrounding illness resulted in fewer visits to the health offices. As the students came back to school the visits returned to a normal rate. The middle school averaged 20 visits a day for injury/illness/mental health reasons. The high school averaged the same. The elementary school reported a daily average of 50. As the school year draws to a close, the number of visits are steadily increasing to be on par with previous years.

- Medication administration visits throughout the year averaged approximately 1500 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.)

- Approximately 40 visits were from staff members for the school year to date.

- The nurses remain available to all student body and staff for information pertaining to health and wellness.

-Religious Exemption change as of 4/28/2021. Religious exemptions are no longer accepted. Total of (47) forty-seven students with either a medical (6) or religious exemption (41). The majority of exemptions are at the elementary and many are for the flu vaccine. It is important to note that the majority of students have many of the required vaccines but may be missing one or two. These numbers are reported to the state on a yearly basis.

- There is (1) one-to-one nurse who accompanies a student and attends to the healthcare needs of that student. In addition, there are (2) two new nurses at the elementary school this year.



Board of Education Administrative Report

- 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. Overflow students from the Social Worker and Guidance Office 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 a daily occurrence requiring more mental health support by the nurses.

- Health screenings are completed for vision, hearing, and scoliosis according to State of CT and BOE guidelines. Referrals are made if needed.

- Physicals and permission forms were processed at the high school level for winter/spring sports to ensure that athletes meet all required regulations and requirements. As a result of Covid -19, additional requirements were added.

- 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, the Heimlich Maneuver, and education on diabetes. This year there was information added regarding Covid-19. Administration is trained in the use and location of Narcan if needed after hours. Stop the bleed kits are located in every school.

- The district's response to the Covid-19 Pandemic was addressed and staff was informed of protective measures and mitigating strategies that were to be followed throughout the year. PPE was given to all staff and readily available for replacement in the health offices. Nursing staff were available to any and all staff members to address concerns or questions regarding the pandemic.

- 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 at 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 are done on an individual basis at all levels. Eating disorders are becoming more common 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 and high school



Board of Education Administrative Report

levels. Fruit and breakfast bars are routinely handed out from the health office at MBA and SHS. Leftover food from lunch is given to the health office at MBA and either sent home with students or provided the next day to those who express their need for a meal or snack.

- State surveys are completed annually by the health offices at each school to supply data to Dept. of Health and Education.

- The nurses in the district maintain the highest level of professionalism and attend applicable conferences and continuing education opportunities when they become available. With the added professional development days, the nurses are completing continuing education monthly. This ensures that they are current on trends and standards.

- **The Covid- 19 pandemic mitigation strategies** within the district were implemented collaboratively with the town health department, state health department as well as administration. All strategies were and remain current following recommendations from the CDC/ Health Department. Strategies are updated as needed to remain compliant. Safety being the utmost concern for staff and students.

PPE and supplies needed for safety were supplied to all staff masks, gloves, and face shields, wipes, goggles. There were donations of handmade masks from a local community group as well as a delivery from Somers Fire Dept.

Staff alert the health offices when more supply is needed in a given room or space. Masks and wipes are provided on a routine basis.

- Isolation rooms are present in the three (3) schools, along with air system units that provide HEPA filtration and germicidal UVC.

Superintendent Czaplá was open to all concerns and available to help with planning and implementation strategies. The nurses received all supplies needed to ensure the safety of the school community.

There is an update meeting on Tuesday mornings with the Department of Health and Dept of Education. The head nurse attends to learn of updates or changes to current practices. This has been incredibly useful for the district as it often answers questions that arise.

COVID-19 DATA (as of 4/2021)



Board of Education Administrative Report

- The District experienced 97 cases of Covid-19.
- The District experienced 897 students and staff bedding to quarantine.

- **Somers Elementary school had 38 confirmed cases of Covid -19** with 455 students and staff quarantined since the start of the school year.

- **Mabelle B. Avery had 26 confirmed cases of Covid -19** with 284 students and staff quarantined since the start of the school year.

- **Somers High School had 33 confirmed cases of Covid-19** with 158 students and staff quarantined since the start of the school year.