

Somers Board of Education Meeting.
Monday, November 8, 2021 7:00 PM
Somers High School Media Center, 5 Vision Boulevard, Somers, CT 06071

All visitors to Somers Public Schools must wear a mask.

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **AWARDS AND RECOGNITIONS**
 1. Recognition of Board Members who are leaving
4. **APPROVAL OF MINUTES**
 1. Draft minutes of October 25, 2021 Board of Education Meeting 3
The Board to review and approved the October 25, 2021 draft minutes.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of November 8, 2021 9
The Board to review and consent to the warrant of November 8, 2021.
 2. The retirement and resignation of three Somers Elementary School staff.
At Somers Elementary School the following staff will be leaving:

Elizabeth McEvoy, Art Teacher, will retire as of January 1, 2022
Teah Garibian, ParaEducator, resigned and November 5, 2021 will be her last day.
Tom Eaton, IT at SES resigned and he will be leaving mid-November.
7. **NEW BUSINESS**
 1. Approval of HVAC Study 15
The Board to approve with CES to conduct an HVAC study on all our schools.
 2. 1st Warning on DBS Somers Policy 5113 - Student, Attendance/Excuses/Dismissal. 72
The board will review 1st Warning of DBS Somers Policy 5113 - Student, Attendance/Excuses/Dismissal and ask Committee Members if they have any questions.
 3. 1st Warning of Somers Policy DBS 9325.2 - ByLaws of the Board 77
The board will review 1st Warning of DBS Somers Policy DBS 9325.2 - ByLaws of the Board and ask Committee Members if they have any questions.
 4. 1st Warning of Somers Policy DBS 1110.1 - Community Relations - Parent 79
Involvement
The Board will review the 1st Warning of Somers Policy DBS 1110.1 - Community Relations - Parent Involvement and ask Committee Members if you have any questions.
8. **OLD BUSINESS**
 1. 2nd Warning of the Capital Improvement Plan (2022-2027) 81
The Board will review and approve the 2nd Warning of the Capital Improvement Plan (2022-2027).
9. **ADMINISTRATIVE REPORTS**
 1. Veteran's Day Report 83
Attached is a summary of what each school is doing for Veteran's Day.
 2. Long Range Facilities Plan 85
The Superintendent will present the long range facilities plan to the Board
 3. **School Improvement Plans** 96
 4.
The Superintendent will give an overview of the School Improvement Plans
 5. Superintendent Update
Superintendent will update Board of Education on current events.

10. **COMMITTEE REPORTS**

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

11. **CREC UPDATE**

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

13. **EXECUTIVE SESSION**

1. Board to vote to go into Executive Session.
- **Mid-year Review of the Superintendent**
 - **Receipt and consideration of attorney-client communication regarding role of Board of Education and Superintendent of Schools in investigating claimed Board policy violations.**

14. **ADJOURNMENT**

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Present Board Members: Anne Kirkpatrick, Jan Martin, Sarah Bollinger (attended meeting via telephone and exited meeting at 7:57 p.m.), Krista Cherry, Kate McLellan (attended the meeting at 7:02 p.m.), David Palmer, Chris Thiesing

Absent Board Members: Bruce Devlin, Marissa Marks

Others: Stephanie Levin, Catherine Embriano, Dorothy Ruggiero, Shannon Kelleher, Patrick Soucy, Michael Briggs, Christophe Huestis, Lisa Horan, Katie Hart, Paul Hart, Kim Radziewicz, Jim Formica, Bob Chester, Nick Caruso, Edward DePeau, Carl Stebbins, Jeanne Reed

1. CALL TO ORDER

The regular Board of Education meeting was called to order by Vice Chairman, Anne Kirkpatrick, at 7:00 p.m. in the Somers High School Media Center.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Draft Minutes of October 12, 2021

Rationale: The Board to review and approve the draft minutes of October 12, 2021.

Motion to approve the Draft Minutes of October 12, 2021. This motion, made by Jan Martin and seconded by Chris Thiesing, Carried. **Yea: 6, Nay: 0, Absent: 3**

4. CONSENT AGENDA

4.1. Warrant of October 25, 2021

Rationale: The Board will review and consent to warrant of October 25, 2021.

Discussion: Discussion ensued.

Motion to approve warrant of October 25, 2021. This motion, made by David Palmer and seconded by Krista Cherry, Carried. **Yea: 6, Nay: 0, Absent: 3**

5. NEW BUSINESS

5.1. CIP First Warning

Rationale: Board of Education to review CIP plans.

Discussion: David Palmer stated that material was provided in the agenda. Approval of CIP will be in the next BOE meeting's agenda. Chris Thiesing questioned the vehicle cost projections and if leasing would be a more cost-effective solution. Anne Kirkpatrick stated that they have looked into leasing costs in the past

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which were more expensive. Stephanie Levin, Director of Business Services, will bring this question to Superintendent Czapla.

6. ADMINISTRATIVE REPORTS

Anne Kirkpatrick stated that Superintendent Czapla is looking to hire a consultant to review the lunch program. There are no details at this time.

6.1. Board of Education Candidates Workshop

Rationale: Mr. Nick Caruso of CAFE and Board of Education members will give a workshop to candidates on the Board of Education.

Discussion: Anne Kirkpatrick welcomed the BOE candidates and asked them to introduce themselves. She stated that one of the many things she has learned as a BOE member was that training and PD helps the Board function better and helps the district when all the Board members are on the same page. She introduced Nick Caruso, Senior Staff Associate for Field Services for CAFE, to discuss the first part of the workshop. BOE members were to follow his presentation by highlighting subcommittees.

Mr. Caruso stated that the presentation would be a broad overview but that he would be returning in December for a more in-depth new Board member orientation. The BOE sets policies, goals, and expectations. Minutes only have to reflect actual actions taken. He discussed the different roles of BOE members versus the Superintendent. Part of the Superintendent's job is to figure out what data is important as policy makers. The work that the BOE does will make a district better or not. The BOE is one of the country's oldest governance structures since 1647. The BOE establishes the vision and budget hearing panel, serves in negotiations, and hires the Superintendent which is the most important job. Board policies are a statutory responsibility. However, the Board may override policy for specific exemption and amend policy. The BOE expects schools to be safe, have a strategic plan, set Board goals as well as District goals which include Superintendent's goals, Principals' goals, and teachers' goals. The Board includes the community for input.

Mr. Caruso discussed the role of policies within the BOE. He quoted from the National School Boards of Association, "School Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and his/her staff can discharge their assigned duties with positive direction." In essence, the BOE sets expectations while the Superintendent sets compliance. The State of CT has available a booklet of all State laws that govern public schools.

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The BOE has one employee, the Superintendent. They evaluate the performance of the Superintendent annually and mutually agree on guidelines and criteria. The purpose of the evaluation should support improvement of student achievement.

Mr. Caruso discussed the BOE's role in appropriations and budget. An itemized estimate of the cost of maintenance of public schools for the ensuing year is prepared and submitted to the BOF. The money shall be expended by and in the discretion of the BOE. Other expenses include special education, legal costs, healthcare, etc. School Boards may renegotiate staff contracts.

Mr. Caruso stated that he is on the Connecticut Lighthouse Project, which was a program developed by the Iowa School Boards Association. The focus is to improve student achievement. The roles of the BOE include:

- Setting clear expectations
- Creating conditions for success
- Holding the system accountable to the expectations
- Building public will
- Learning together as a Board team

The BOE serves all three branches of the government. It is important for members to know the chain of command and refer complaints to the appropriate party. Concerning negotiating contracts, Mr. Caruso recommends that the Board consider hiring a representative. He stated not to take the process personally or try to circumvent the process.

Mr. Caruso concluded the presentation with the attributes of an effective versus ineffective Board member, as well as the challenges and rewards.

Curriculum Subcommittee: Jan Martin stated that curriculum and instruction are the building blocks to education. She cited DBS Code 9132 for a full list of the curriculum committee's responsibilities. The committee approves all books, textbooks, novels, and instructional materials used as primary resources. The committee presents the Board with curriculum proposals for their approval. The committee also reviews and approves newly written course curriculum. The curriculum provides for vertical and horizontal alignment under Common Core standards. Mrs. Martin encouraged BOE candidates to visit the SES website to view the SES Curriculum and Assessment Information. New programs have been implemented in Math and ELA (i.e. Fountas & Pinnell, I-Ready, etc.). There will be a writing and reading workshop to commence at MBA. The committee also works with the SEL curriculum. MBA offers a 6th Grade Success program that focuses on executive functioning. The Superintendent has a blog where anonymous questions may be asked. Other online tools used include Seesaw, Google Classroom, School Messenger, etc. Jan Martin stated that curriculum and instruction is ongoing and never static.

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Salary and Negotiations Subcommittee: David Palmer stated that there are five different bargaining units, with SEA being the largest and most time-consuming bargaining unit. Currently, the bargaining units are up to date, but SEA will begin sometime in 2023. There are four members of the BOE who participate in Salary and Negotiations. The BOE utilizes Attorney Connon from Pullman & Comley. Attorney Connon will be retiring and Attorney Zachary Schurin will be replacing him. David Palmer stated that bargaining outcomes have been fair between both parties despite some challenges. He stated not to take the bargaining process personally. He also commented that this committee has the least amount of time commitment.

Long-Range Planning Subcommittee: David Palmer stated that the committee doesn't have a regular cadence of meetings. The committee is summoned upon request of the Superintendent or Business Administrator. He commented on the CIP, which is a summary of a 5-year projected capital expense plan. He discussed the budget timeline.

Policy Subcommittee: Anne Kirkpatrick stated that policies are one of the most important tasks of the BOE. The Policy Manual has grown dramatically over the years. Davies and Brickell developed a coding system that is used around the country and by every BOE in CT. CABE was enlisted to put a policy manual together which took about four years. It is currently up to 382 policies. There has to be a paper trail for every change to a policy. CABE sends out quarterly policy packets with changes from the Legislature for the committee to review. The committee then meets with the Superintendent to review the changes. The BOE is first warned of the reviewed and amended policies. The BOE then makes an action with the second warning. The challenge of the committee is to have enough meetings with the Superintendent to go over the list of policies before the next packet arrives from CABE. Anne stated that the committee has to make sure the policies are following current practice in the school district. She also discussed the difference between policies and administrative regulations, which are up to the Superintendent and building administrators (i.e. field trips). She stated that the Policy Subcommittee is a great way for new BOE members to become familiar with BOE procedure.

Anne Kirkpatrick commented that the BOE acts as a whole along with the Superintendent when creating the budget process schedule. She stated that the State determines how much money is allotted to each town based on the town's ability to pay. The Finance Board determines how much money the town will vote on in the budget. The Finance Board does not have line-item authority. Therefore, the BOE decides where the money is dispersed. Somers is hit with two components that greatly affect the budget--the State has slowly decreased the

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amount of money for towns with prisons and has decreased the percentage of salary that they give a State trooper.

Kate McLellan commented on Special Education, which is a substantial part of programming in the District and in the budget. She stated that special education is comprised of Dr. Denise Messina, Director of Pupil Services, Caroline Hargraves, Coordinator of Pupil Services, special education teachers, OT, PT, Speech and Language, psychologists, social workers, and counselors. Kate McLellan stated that Pupil Services oversee 504's and IEP's and discussed the differences between them and the process determining which students require them. CT has created their own universal IEP platform which is being piloted and is scheduled to begin in July.

Dorothy Ruggiero, a BOE candidate, asked the BOE when the Superintendent's evaluation takes place. Anne Kirkpatrick stated it occurs in June.

Anne Kirkpatrick stated that the next regular BOE meeting will occur on 11/8/21 with the current Board members. The new BOE members will be sworn in on 11/22/21 by the Town Clerk. The CABA workshop for new BOE members will be held on 12/8/21 at the Rocky Hill Sheraton. She also stated that the BOE will only meet once in December (12/13/21).

7. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Discussion: Lisa Horan thanked the 11 BOE candidates for agreeing to step forward and commit their time and energy. She stated that is a true expression of being a citizen and community member. She also thanked the current BOE.

Anne Kirkpatrick thanked the BOE candidates for attending. She stated that the BOE is a team and not individualized with a great relationship with Superintendent Czapla. The biggest reward that she has received has been making a difference for the students at SPS. She stated there are challenges, and it can be frustrating not being able to visit other Board members outside of chambers. She stated that if there are five or more BOE members gathered, it is technically a meeting. She stated that this is the largest pool of BOE candidates and appreciates them stepping up. She also commented that change takes time.

8. ADJOURNMENT

Somers Board of Education General Budget Treasury Warrant

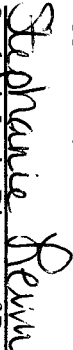
Report # 71199

Check Batch: 46971
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

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

Date:


 Stephanie Levin, Director of Business Services

11/3/21

46971	20786	11/08/2021	V62704	A&D Portable Rentals	0.00	180.00
	20787	11/08/2021	V60028	Airex Filter Corporation	0.00	984.56
	20788	11/08/2021	V60790	Alternative Access Assistive Technology	0.00	3,111.25
	20789	11/08/2021	V52670	SYNCB/AMAZON	0.00	4,079.04
	20792	11/08/2021	V60040	Anthem Life Insurance Company	0.00	2,526.30
	20793	11/08/2021	V02141	Apple Inc.	0.00	4,283.60
	20794	11/08/2021	V61686	ARC Document Solutions LLC	0.00	1,164.00
	20795	11/08/2021	V54164	Auto Tek LLC	0.00	174.77
	20796	11/08/2021	V01308	Bacher Corp. of Conn.	0.00	4,866.35
	20797	11/08/2021	V61672	Best Plumbing Specialties	0.00	15.92
	20798	11/08/2021	V61601	Brown Small Engine Repair	0.00	102.49
	20799	11/08/2021	V60600	BSN Sports LLC	0.00	255.00
	20800	11/08/2021	V61550	CareerStaff Unlimited	0.00	1,269.64
	20801	11/08/2021	V51241	CDW Government, Inc.	0.00	795.00
	20802	11/08/2021	V02474	Connecticut Radio, Inc	0.00	565.00
	20803	11/08/2021	V61473	COX Business	0.00	986.16
	20804	11/08/2021	E00096	Duffy, Margaret	0.00	101.01
	20805	11/08/2021	V53643	East Coast Sign & Supply, Inc.	0.00	315.00
	20806	11/08/2021	V61230	ENGIE Resources	0.00	2,821.82
	20807	11/08/2021	V00159	Eversource Energy	0.00	18,773.50

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Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20808	11/08/2021	V54168	First Student, Inc	0.00	4,615.94
	20809	11/08/2021	V60968	Fletcher Sewer & Drain, Inc	0.00	210.00
	20810	11/08/2021	V02186	Flinn Scientific, Inc.	0.00	1,664.23
	20811	11/08/2021	V61236	Gateway Enterprise Corporation	0.00	144.00
	20812	11/08/2021	V54184	Geissler's Supermarket, Inc	0.00	12.60
	20813	11/08/2021	V01830	Gerry's Music Shop, Inc.	0.00	909.00
	20814	11/08/2021	V02603	Gopher Sport	0.00	312.81
	20815	11/08/2021	V00511	Grainger	0.00	138.06
	20816	11/08/2021	E00129	Gustafson, Cheryl	0.00	250.00
	20817	11/08/2021	V51232	Hartford HealthCare/Grace-Webb School	0.00	8,400.00
	20818	11/08/2021	V21219	Hartford Sprinkler Co., Inc	0.00	602.20
	20819	11/08/2021	V61403	Hooker & Holcombe, Inc	0.00	7,575.00
	20820	11/08/2021	V60043	IVEY Industries	0.00	160.95
	20821	11/08/2021	V61678	Jeff Love LLC	0.00	695.00
	20822	11/08/2021	V02625	K & S Distributors	0.00	35.25
	20823	11/08/2021	E00161	Kalinowski, Valarie	0.00	13.07
	20824	11/08/2021	V61604	Kelly Refrigeration & Freezer	0.00	575.00
	20825	11/08/2021	V00665	Kelly-Fradet Lumber	0.00	400.02
	20826	11/08/2021	V02898	Magnakleen Services	0.00	96.67
	20827	11/08/2021	E00882	Maynard, Erin	0.00	14.55
	20828	11/08/2021	V61444	Morgan Stanley	0.00	49,534.00
	20829	11/08/2021	V01013	NASCO Fort Atkinson	0.00	66.24
	20830	11/08/2021	V54074	NASSP	0.00	250.00
	20831	11/08/2021	V60560	Oriental Trading Company, Inc.	0.00	503.00
	20832	11/08/2021	V52089	Pasco Scientific	0.00	34.00
	20833	11/08/2021	V62745	Phono-Graphix Reading Company	0.00	54.00
	20834	11/08/2021	V62718	Popco Service Inc	0.00	174.60
	20835	11/08/2021	V60068	Pro-Ed, Inc.	0.00	73.00
	20836	11/08/2021	V53811	RJ Mase, LLC	0.00	84.00
	20837	11/08/2021	V01292	School Specialty, LLC	0.00	2.70
	20838	11/08/2021	V51324	Sherwin-Williams Co., The	0.00	127.35
	20839	11/08/2021	V60026	Signarama	0.00	455.00
	20840	11/08/2021	V02217	Smyth's Auto & Truck	0.00	406.00
	20841	11/08/2021	V01591	Town of Somers	0.00	8,019.03
	20842	11/08/2021	V01591	Town of Somers	0.00	30,472.00
	20843	11/08/2021	V60266	Stafford High School	0.00	600.00
	20844	11/08/2021	V62737	Stem Supplies	0.00	166.88

Somers Board of Education General Budget Treasury Warrant

Report # 71199

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20845	11/08/2021	V60370	Sue's Shirt Creations	0.00	246.00
	20846	11/08/2021	V60394	SWAN Associates Inc	0.00	304.00
	20847	11/08/2021	V62751	Town of Suffield	0.00	6,283.00
	20848	11/08/2021	V62722	United Healthcare Insurance Company	0.00	199,787.67
	20849	11/08/2021	V54059	Verizon Wireless	0.00	470.98
	20850	11/08/2021	V61404	Voice New England	0.00	147.00
	20851	11/08/2021	V53413	W.B. Mason Co., Inc.	0.00	1,009.90
	20852	11/08/2021	V61401	Walch & Company, Inc	0.00	434.00
	20853	11/08/2021	V61689	West Hartford Lock Co. LLC	0.00	1,110.50
	20854	11/08/2021	V00882	West Music Company	0.00	519.33
	20855	11/08/2021	V01752	Western Psychological Services	0.00	693.00
Totals:					0.00	\$376,221.94

68 Checks Listed.

Somers Board of Education General Journal Register

Report # 71198
Batch: 46939
Transaction: N/A
Show Summary Only: Yes

Batch # 46939	Control Total \$376,221.94	Status Posted	Created By Ibergarnini	Created On 11/01/2021	Last Updated By Ibergarnini	Last Updated On 11/03/2021
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General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2022					
Generated Distributions					
10-000-0-0-00-000-710-00-0-000000	ENCUMBRANCE CONTROL			367,125.29	0.00
10-000-0-0-00-000-720-00-0-000000	RESERVE FOR ENCUMBRANCE			0.00	367,125.29
	Total Generated Distributions			\$367,125.29	\$367,125.29
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-000000	ACCOUNTS PAYABLE			0.00	376,221.94
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	575.00	0.00
10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			66.24	0.00
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			952.84	0.00
10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES		Yes	101.89	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			519.33	0.00
10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			166.88	0.00
10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			487.81	0.00
10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			684.00	0.00
10-100-2-3-22-242-611-01-5-00194	MA - PHYSICAL ED SUPPLIES			312.81	0.00
10-100-2-3-27-242-611-01-5-01682	MA - REMEDIAL READING SUPPLIES			54.00	0.00
10-100-2-3-28-242-611-01-5-00204	MA - SCIENCE SUPPLIES			1,824.21	0.00
10-100-2-4-02-242-611-01-5-00165	HS - ART SUPPLIES			2.70	0.00
10-100-2-4-08-242-611-01-5-00175	HS - FOREIGN LANGUAGE SUPPLIES			188.82	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			79.60	0.00
10-100-2-4-18-220-641-01-5-00127	HS - MATH TEXTBOOKS			0.00	0.00
10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			220.20	0.00
10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			706.45	0.00
10-100-2-4-28-220-641-01-5-00129	HS - SCIENCE TEXTBOOKS		Yes	180.00	0.00
10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			48.55	0.00
10-100-2-4-46-242-611-01-5-00229	HS - SCIENCE SUPPLIES			101.01	0.00
10-100-2-5-14-241-611-01-5-00873	HS - SCHOOL TO CAREER SUPPLIES			639.09	0.00
10-100-8-3-66-910-730-01-5-00818	SW - GENERAL COMPUTER SUPPLIES			455.00	0.00
10-120-9-9-98-242-611-01-5-00230	MA - CAPITAL OUTLAY			379.99	0.00
10-120-9-9-98-242-611-01-5-01332	SES - ALP I SUPPLIES			0.00	0.00
10-120-9-9-98-243-611-01-5-01002	OCC. THERAPY SUPPLIES SP ED - TESTING			766.00	0.00

Somers Board of Education General Journal Register

Report # 71198

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
46939	\$376,221.94	Posted	Ibergamini	11/01/2021	Ibergamini	11/03/2021
10-120-9-9-98-258-690-04-5-00307		SP ED - OFFICE SUPPLIES			12.41	0.00
10-120-9-9-98-955-330-02-5-01674		SP ED - CONTRACTED SERVICES			3,111.25	0.00
10-210-2-4-32-242-611-01-5-01677		HS - PBIS SUPPLIES			260.00	0.00
10-210-2-5-32-242-611-01-5-01681		SW - PBIS SUPPLIES			594.54	0.00
10-212-2-4-46-242-611-02-5-00178		HS - GUIDANCE SUPPLY			25.67	0.00
10-213-3-4-48-421-323-02-5-01146		SW HEALTH SUPPLIES			792.95	0.00
10-213-3-5-48-412-112-02-5-00319		SW - NURSE SUBSTITUTE			1,269.64	0.00
10-215-9-9-94-242-611-01-5-00747		PRESCHOOL-SPEECH/HEARING SUPPL			96.36	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			7,575.00	0.00
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES			246.00	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			75.86	0.00
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES			73.99	0.00
10-240-1-4-50-137-810-05-5-00056		HS - INSTITUTIONAL DUES			500.00	0.00
10-260-1-5-64-642-530-04-5-01217		SW - COMMUNICATION SUPPLIES			712.00	0.00
10-260-1-6-40-258-690-04-5-00306		MAINTENANCE - OFFICE SUPPLIES			98.73	0.00
10-260-2-5-66-730-730-01-5-00472		SW - A.V. EQUIP REPLACEMENT			795.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			1,321.41	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			257.70	0.00
10-260-5-3-20-722-430-01-5-00382		MA - MUSIC MAINTENANCE			225.00	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			366.69	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			192.76	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			84.00	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			357.56	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			475.19	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			275.92	0.00
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE			4,283.60	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			761.98	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			2,449.66	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			721.23	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			315.00	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			92.06	0.00
10-260-5-6-62-722-430-08-5-00451		SW - MOWER MAINTENANCE			4,866.35	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			127.35	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING			28.48	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			15.92	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			3,441.01	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			13,119.04	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			5,035.27	0.00

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
46939	\$376,221.94	Posted	Ibergamini	11/01/2021	Ibergamini	11/03/2021
10-260-6-9-62-722-590-08-5-00453		SW - SOFTWARE MAINT CONTRACTS			1,164.00	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			7,362.70	0.00
10-279-4-3-42-530-580-06-5-00336		MA - ATHLETIC TRIPS			171.99	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			4,090.05	0.00
10-279-4-4-84-530-580-07-5-00845		HS - FIELD TRIPS			353.90	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			656.33	0.00
10-280-6-5-82-820-200-13-5-00510		DENTAL			30,472.00	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE			2,526.30	0.00
10-280-6-5-82-820-200-13-5-00855		PENSION			49,534.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			199,787.67	0.00
10-320-7-4-42-880-112-06-5-01583		HS - CO-OP SPORTS			600.00	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			255.00	0.00
10-611-6-5-88-950-560-14-5-00621		VO-AG - TUITION		Yes	6,283.00	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			8,400.00	0.00
		Total User-Entered Distributions			\$376,221.94	\$376,221.94
		Total for November, 2022			\$743,347.23	\$743,347.23
		Grand Total for Batch # 46939			\$743,347.23	\$743,347.23

328 Transactions Listed.



Board of Education Administrative Report

Title of Report: HVAC Study Approval

Board Meeting Date: November 8, 2021

Action

Report

Information

Discussion

Submitted by: Brian P. Czapla

Executive Summary

Approval by the BOE to enter into a contract with CES for the purposes of conducting an HVAC study.

Report

The Board of Finance approval an allocation from the town ARP funds for the Board of Education to conduct an HVAC study. The intent is to analyze current HVAC systems in all three schools in order to determine estimated costs for upgrades. Upon completion of the study, the results will be presented to the BOE and the BOF for consideration.

Earlier in the fall, an RFP for consulting services was issued. Consulting Engineering Services (CES) was the sole responder. The cost of services to conduct the study, analysis, and provide potential project cost estimates is \$15,000.

Projected timeline for completion of the report is January 2022.



Proposal

HVAC Study for 3 Somers Schools
CONSULTING ENGINEERING SERVICES

Douglas Lajoie
811 Middle Street
Middletown CT 06457
860 632-1682
dlajoie@ceseng.com





October 12, 2021

Stephanie Levin
Director of Business Services
1 Vision Boulevard
Somers CT 06071

Re: HVAC Study for Three Somers Schools RFP

Dear Stephanie,

We appreciate the opportunity to submit this response for the HVAC improvements needed at Somers Elementary School, Maple B. Avery Middle School, and Somers High School.

About CES

CES is a mechanical, electrical, plumbing, fire protection engineering design and commissioning firm headquartered in Middletown CT with 5 branch offices. Our engineers are critical thinkers – we revel in the opportunity to test, measure and apply engineering standards to the built environment. Before the science of our work is applied, we always consider intrinsic human needs, a value that remains at the heart of all that we do. The systems we design support clean air and water, thermal comfort, life safety and the incorporation of natural daylight. Our infrastructure creates environments where students and faculty can thrive and discover the joy of learning without any distraction of discomfort.

Similar Experience

CES has had the pleasure of providing MEP/FP and commissioning services for more than 300 public schools throughout the east coast. With an expansive portfolio of public school projects incorporating HVAC systems replacements, we are highly skilled at providing input to identify and document existing building systems, as well as making recommendations for expanding, reusing or replacing various mechanical, electrical and fire protection systems. We are experienced in the replacement of ventilation systems, the addition of air conditioning including chilled beams and tying into microgrid systems.

Our Team

Our firm works in interdisciplinary teams comprised of mechanical, electrical, plumbing, fire protection and commissioning engineers. Each group is assigned a Team Leader to skillfully manage project schedules, budgets, client satisfaction, and serve as the primary point of contact. Each team has direct support of a Principal/Owner. This unified approach allows for flexible, open lines of communication between all design team members and disciplines. CES has the resources available to dedicate to this project. Our staff is strategically allocated to projects to provide the most expeditious project delivery. We have included a design team skilled in K12 projects with whom we have on-going, successful working relationships with: DRA Architects, E2 Structural Engineers and Lion's Head Cost Consulting.

Adaptability and Remaining on Schedule

We are all adapting to the challenges and ever-changing environment due to COVID-19. Our project coordination efforts and client service have not skipped a beat with our response to this unprecedented change in the way we work. If anything, we have amplified our efforts to ensure that our projects remain on track. We pride ourselves on our ability to pivot when necessary, always remaining focused on project requirements and providing the same, if not better, quality of service that our clients have come to expect. We are attune to current conditions, continually learning, and actively training our staff on proper measures to ensure their health and safety and that of those around them.

We thank you very much for the opportunity to submit our response for this project. It would be our privilege to contribute to the facility needs of the Town of Somers. If you have any questions as you review this material, please feel free to call me anytime at 860 632-1682.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Douglas Lajoie', is written over a light blue circular stamp.

Douglas Lajoie, PE , Vice President
dlajoie@ceseng.com
811 Middle Street, Middletown CT 06457
860 632-1682

Table of Contents



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- 3 Relevant Experience.....
- 4 References.....
- 5 Schedule.....
- 6 Approach & Concluding Statement.....
- 7 Documentation.....

Fee proposal in separate envelope

1

Firm Profile + Licensure





Firm Profile



About CES

Founded in 1994, CES is a mechanical, electrical, plumbing, fire protection engineering and commissioning firm with 120 employees in six national offices. CES specializes in the design of custom building systems for projects across the United States. For over 25 years, our firm has participated in facility assessments and analysis, master planning, complex renovations, and new construction projects. Nearly all of our projects invite the possibility of sustainable design elements - from the incorporation of high performance building design to LEED certification and net zero buildings.

SERVICES

- Mechanical
- Electrical
- Plumbing
- Fire Protection
- LEED & Net Zero Design
- Commissioning

MARKETS

- Academic
- Civic
- Healthcare
- Hospitality
- Workplace
- Multifamily Housing
- Private Residences

SIZE

- 120 Employees
- 15 LEED AP
- 6 HERS

OFFICE LOCATIONS

- Connecticut
- Massachusetts
- New York
- Florida
- Texas
- Montana

ceseng.com

Critical Thinkers | Problem Solvers

As engineers, we are critical thinkers and problem solvers. We come about it naturally and we are drawn to situations where we can use our innate problem solving skills. We like to take things apart to figure out how they work and then put them back together just for fun so we can learn from the process.

In this current COVID-19 climate, we have had to pivot and refocus. We are all adjusting rapidly and without precedent: the way we work, the way we communicate, the way we do everyday things we have taken for granted up until now. We would like to say we are doing well adjusting, that our natural tendency to reconsider, to rethink, to re-engineer is paying off now as we approach each day absorbing new knowledge and refocusing our compass to weather this storm.

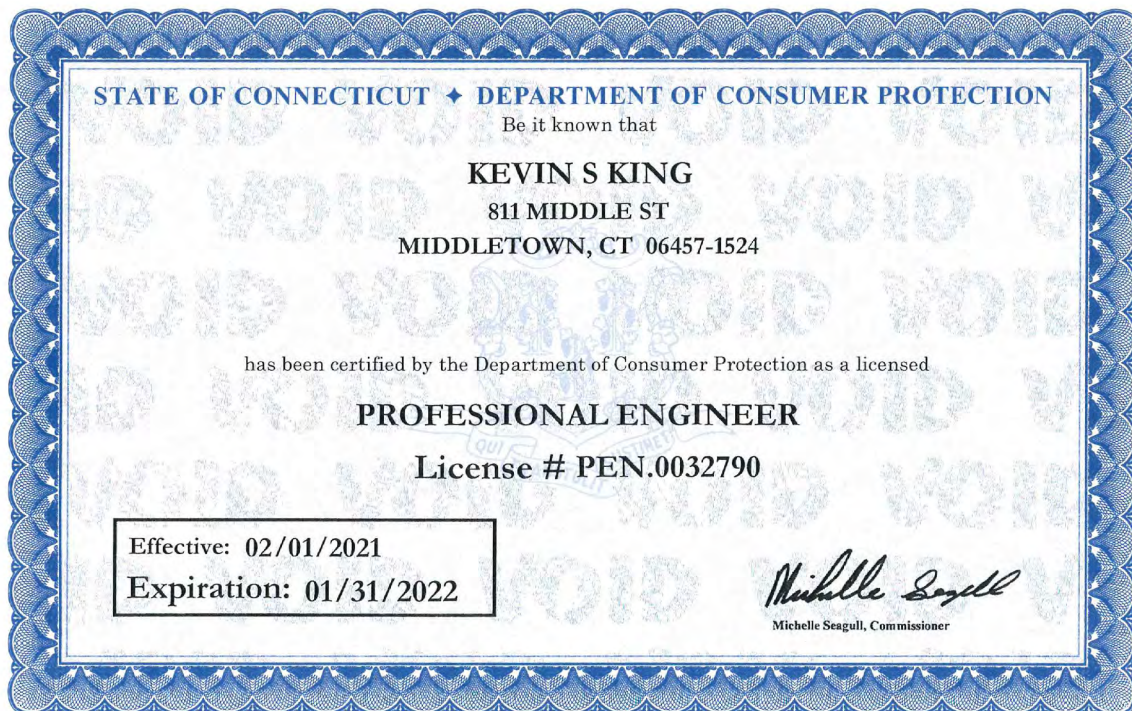
We approach projects the same way: take the time to listen and learn first, apply lessons learned and experience from past projects and offer a solution. If that doesn't work we reconsider, rethink, re-engineer. We are engineers and solution providers by nature.



Licenses



Licenses



Since 1923 Drummey Rosane Anderson, Inc. (DRA) has excelled at engaging with our clients to produce meaningful, innovative facilities. We maintain our success through tireless diligence and an unwavering focus on the goals of the client.

We are a firm of 25+ professionals with diverse backgrounds, distinctive talents, and comprehensive skills. We are grounded in our desire to provide quality services and driven by our passion. Our firm is unique in that most people who come to work at DRA choose to stay at DRA. In a field that tends to have high turnover rates, we retain the talent and expertise we have. We consider ourselves problem solvers that **listen, learn, collaborate, and create.**

DRA's open studio environment inspires teamwork and creativity and fosters collaboration in a shared mission. We maintain a positive and professional workplace – one that nurtures learning and growing through teamwork, continuing education, independent exploration, and socialization. These days working remotely we have become adept at collaborating via Teams, Zoom and other videoconferencing programs. We remain a tight knit community of talented individuals that work hard, support each other, and have fun.

contact information

James A. Barrett, AIA, ALEP
 Drummey Rosane Anderson, Inc.
 225 Oakland Road, Suite 205
 South Windsor, CT 06074
 office: 860.644.8300 x113
 mobile: 617.909.3527
 jbarrett@draws.com
 www.draws.com

staff

Architects	10
Drafters	9
Interior Designers	3
Admin. Personnel	3
Total	25

- portfolio**
- K-12 public schools
 - career & technical schools
 - independent schools
 - colleges & universities
 - municipal facilities
 - performing & visual arts
 - public libraries
 - athletic and recreation

longevity - nearly 100 years of continuous practice

educational facility expertise – for over 60 years we have been at the forefront of planning and design of educational campuses and facilities.

process - inclusive, collaborative, and consensus-based decision making and process.

principal level attention – we commit meaningful participation and active leadership of a Principal-level architect for each project.

ongoing repeat work - we focus on the development and nurturing of client relationships. We take the long view that clients will value a firm that earns their trust, advances their goals, and ultimately becomes an on-going business partner. Because of this approach, much of our work is for repeat clients.

commitment – we value commitment. Many of our staff have spent their entire careers with us; their dedication to the firm reciprocated through the supportive, intellectually stimulating environment of our studios. In a similar manner, all the professionals at DRA make a **commitment to our clients.** We encourage an open dialogue with our clients and make every effort to help them achieve the best result possible. Our firm-wide ethos is simply to create the finest learning environments possible within the real-world constraints that each project faces.

litigation

Due to the nature, expertise, extensive practice history, and the size of the firm, DRA has occasionally been involved in various legal proceedings as plaintiff, as defendant, or as expert witness in past years. Claims, disputes, arbitration, or litigation proceedings involving DRA in the last 7 years has been minimal.

**STATE OF CONNECTICUT
DEPARTMENT OF CONSUMER PROTECTION**

450 Columbus Boulevard ♦ Hartford Connecticut 06103

Attached is your Architect license. Such license shall be shown to any properly interested person on request. No such license shall be transferred to or used by any other person than to whom the license was issued. Questions can be emailed to the Occupational & Professional Licensing Division at dep.occupationalprofessional@ct.gov.

In an effort to be more efficient and Go Green, the department asks that you keep your email information with our office current to receive correspondence. You can access your account at www.elicense.ct.gov to verify, add or change your email or address. Visit our website at www.ct.gov/dep to apply online, download applications and verify licensure.

DRUMMEY ROSANE ANDERSON INC
JAMES A BARRETT
260 CHARLES ST STE 300
WALTHAM, MA 02453-3586

**STATE OF CONNECTICUT
DEPARTMENT OF CONSUMER PROTECTION**

ARCHITECT

JAMES A BARRETT

License #	Effective	Expiration
ARI.0010490	08/01/2021	07/31/2022

SIGNED _____

STATE OF CONNECTICUT ♦ DEPARTMENT OF CONSUMER PROTECTION

Be it known that

JAMES A BARRETT

has been certified by the Department of Consumer Protection as a licensed

ARCHITECT

License # ARI.0010490

Effective: 08/01/2021 Expiration: 07/31/2022



Michelle Seagull, Commissioner



Lion's Head Cost Consultants, Inc.

HISTORY

Lion's Head Cost Consultants, Inc. was established in 2015 to address the industry's growing need for early conceptual budgets and quick updates during the design phase. Our estimators' combined experience of over eighty years allows for accurate, timely estimates. Located in the Hartford area, we serve clients nationwide.

LHCC maintains strong working relationships with many of the nation's premier architects, engineers and contractors. We have successfully collaborated on educational, museum, sport, community, healthcare, utility, infrastructure, multi-family residential, and commercial projects. We understand the complexity of estimating unknowns and work with the design team to price alternative construction methods, phasing, and logistics to minimize surprises in the field. Our experience with the specialized needs of unique facilities sets us apart.

TEAM

Our team of estimators first worked together in 2006. Over the years, they have worked on a wide range of projects in geographically diverse locations, including many public school projects in Connecticut.



Lee Sullivan, president and founder of Lion's Head Cost Consultants, Inc., combines her forty years' experience in the construction industry with a drive to learn the latest technological tools. She has held a variety of positions with nationally ranked construction managers, which has broadened her understanding of market forces and client requirements. In addition, she has a strong background in software and database development, preconstruction planning, value engineering, cost control, and market forecasting; and is skilled at proposals, presentations and client relations.

Lee received her B.A. in Engineering Studies from Lafayette College and her LEED AP from the United States Green Building Council (USGBC). She is an active member of the American Society of Professional Estimators (ASPE).

Lorne Knowles, has forty-four years of experience in construction cost estimating, cost control and value engineering with specific emphasis placed on the mechanical systems (i.e. plumbing, fire protection; heating, ventilation, and air conditioning). He has experience in estimating the architectural, structural, mechanical and electrical elements at all design phases from concept through 100% construction documents. Lorne has prepared cost estimates for over 1,000 projects located across North America, ranging in type from commercial and institutional, to sport venues and health care facilities. He produces accurate and detailed construction cost estimates, and systems cost comparisons.



Lorne graduated from the British Columbia Institute of Technology and has been an active member of the American Society of Heating, Refrigeration and Air Conditioning Engineers, Inc. (ASHRAE) since 1998. He has held memberships in the American Association of Cost Engineers (AACE), Canadian Institute of Quantity Surveyors (CIQS), and the Quantity Surveyors Society of British Columbia (QSSBC).

e2 engineers is in its 20th year of operation and has become a well-established structural engineering firm in the Northeast region. e2 engineers recently expanded its geographic territory and is now licensed to practice structural engineering in Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, Maryland, New Hampshire, Rhode Island, Georgia, Florida and Virginia. e2 engineers also maintains current NCEES records to allow for reciprocity with other states and territories.

e2 engineers lends its expertise to both public and private sectors. The firm has extensive experience in commercial, residential, industrial, healthcare, educational, FEMA flood resistant design, and DOD infrastructure consulting projects.

Throughout the life of a particular project, e2 engineers constantly develops solutions that provide the client with a structure compliant to current building code standards while maintaining a keen eye toward the construction budget. e2 engineers prides itself on thoughtful designs keeping constructability at the forefront of the structural solution, thereby achieving the structural requirements of the project in a cost-effective manner.

e2 engineers utilizes modern technologies, such as cloud-based collaboration, RISA Structural Systems and Building Information Modeling (BIM) models to ensure the project is on time, on budget and well-coordinated. The use of this modern technology and e2 engineer's collaboration with the design team and client throughout the project life allows for smooth project delivery in today's fast paced construction schedules.

e2 engineers is comprised of the following team members:

Principal	R. Scott Erricson, P.E., SECB
Principal	Chad H. Vogt, P.E.
Associate Principal	Katherine MacDougall, P.E.
Associate Principal	Geoffrey Sandberg, P.E., SECB
Senior Engineer	Tiffany Cartier, P.E.
Senior Engineer	Andrew Podojil, P.E., SECB
Senior Engineer	Corey Hollmann, P.E.
Senior Engineer	Mac Schroeder, P.E.
Senior Engineer	Jenna Hastings, P.E.
Project Engineer	Timothy Manchester
Project Engineer	Trey Zaharek
Project Engineer	Abbie Bergested
Project Engineer	Cooper Pettit
Project Engineer	Aimee Wilinkiewicz
Construction Administrator	Chelse Terry
Revit Specialist	Jack Erricson
Financial Director	Anne Luner
Office Manager	Antonella Muscarella
Marketing Manager	Bernadette Drennen

**STATE OF CONNECTICUT
DEPARTMENT OF CONSUMER PROTECTION**

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Attached is your license. Such license shall be shown to any properly interested person on request. No such license shall be transferred to or used by any other person than to whom the license was issued. Questions can be directed to the Occupational & Professional Licensing Division at (860) 713-6135 or email dcp.occupationalprofessional@ct.gov.

In an effort to be more efficient and Go Green, the department asks that you keep your email information with our office current to receive correspondence. You can access your account at www.elicense.ct.gov to verify, add or change your email and address. If you need your User Id and/or Password, please email dcp.online@ct.gov.

Visit our website at www.ct.gov/dcp to apply online, download applications and verify licensure.

**RICHARD ERRICSON
488 MONTAUK AVE
NEW LONDON, CT 06320-4615**

**STATE OF CONNECTICUT
DEPARTMENT OF CONSUMER PROTECTION**

**PROFESSIONAL ENGINEER
RICHARD SCOTT ERRICSON JR
488 MONTAUK AVE
NEW LONDON, CT 06320-4615**

License #	Effective	Expiration
PEN.0021338	02/01/2021	01/31/2022

SIGNED

STATE OF CONNECTICUT ♦ DEPARTMENT OF CONSUMER PROTECTION

Be it known that

**RICHARD SCOTT ERRICSON JR
488 MONTAUK AVE
NEW LONDON, CT 06320-4615**

has been certified by the Department of Consumer Protection as a licensed

PROFESSIONAL ENGINEER

License # PEN.0021338

Effective: 02/01/2021

Expiration: 01/31/2022

Michelle Seagull

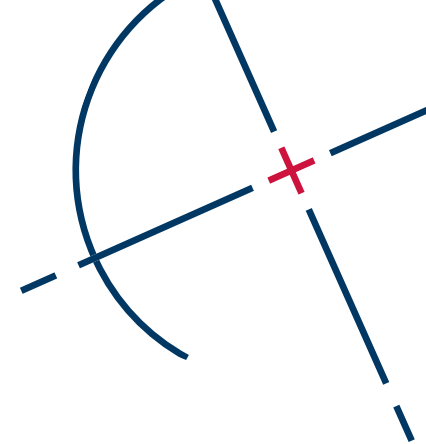
Michelle Seagull, Commissioner

2

Team



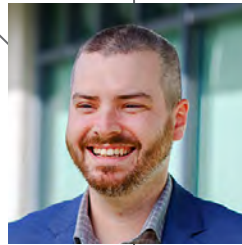
Organizational Chart



Douglas Lajoie
PE, LEED AP, MCPPO
Principal In Charge



Brad Park
Project Manager



DRA
Architect



E2
Structural Engineer



Lion's Head
Cost Consultant



Ashley Keller PE
Mechanical Engineer



Kevin King PE
Senior Electrical Engineer



Del Smith
PE, LEED AP
Senior Plumbing/FP Engineer



Douglas Lajoie

PE, LEED AP

Vice President // Principal in Charge



Contact

dlajoie@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
1995-present
Prior: 9 years

Education

BS Electrical Engineering
University of New Haven
New Haven CT

Licenses

Professional Engineer
CT CA FL HI LA MD MA MI NH NY
NC RI SC TN VT VA

Memberships

ACE Mentoring Program
Building Commissioning
Association of America (BCXA)
Illuminating Engineering Society of
North America (IESNA)
US Green Building Council
(USGBC)

Certifications

LEED Accredited Professional
MA Certified Public Purchasing
Official (MCPPO)

Doug is a Founding Principal, Vice President and the Chief Operating Officer of CES. Confident, logical, and decisive, he leads the charge for countless projects in our portfolio. Always focused on the big picture, he guides projects in the right direction, providing oversight and ensuring that the detail work of our staff aligns with our client's overall goals. With solar panels in use at his own home, Doug is a huge proponent of sustainability and is knowledgeable about best practices in alternative energy. All this aside, he would really rather be traveling the globe or 100 miles offshore fishing for pelagic species.

RELEVANT PROJECT EXPERIENCE

Berlin Elementary Schools | Berlin CT

Strategic Plan Study

Clinton Schools | Clinton CT

4 Buildings | Study

Cromwell Schools | Cromwell CT

2 Buildings | Study

Crosby High School | Waterbury CT

Media Center Addition, Classroom Renovation

Ellington Public Schools | Ellington CT

5 Facilities Study + Masterplan

Millbury Schools | Millbury MA

3 Buildings | Masterplan

North Stonington Schools | North Stonington CT

6 Buildings | Study

Norwich Public Schools | Norwich CT

12 Buildings | Facilities Assessment

Simsbury Public Schools | Simsbury CT

7 Buildings | Facilities Assessment





Brad Park

Team Leader // Project Manager



Contact

bpark@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
2018-present
Prior: 6 years

Education

BS Mechanical Engineering
Vermont Technical College
Randolph VT

With a degree in Architectural Engineering Technology, Brad has a broad understanding of the way buildings go together from architectural, structural and MEP engineering perspectives. This background allows him to understand the big picture and how the mechanical engineering aspect relates to the whole.

In a daily effort to better his work, Brad loves the challenge of a fast paced project that requires him to think on his feet and learn something new every day. Brad is an advocate of programs to help wildlife and conservation of land and natural resources.

RELEVANT PROJECT EXPERIENCE

Attleboro High School | Attleboro MA

480,000 sf | New Construction | Combines High School & Regional VoTech

Brookfield Elementary School | Brookfield CT

138,800 sf | Study & New Construction

Bulkeley High School | Hartford CT

320,000 sf | Renovation

CREC Learning Corridor | Hartford CT

Multiple Renovations

Martin Luther King K-8 School | Hartford CT

164,000 sf | Historic Renovation

Middleborough High School | Middleborough MA

166,000 sf | Study & New Construction

Norwich Public Schools | Norwich CT

12 Buildings | Facilities Assessment

Norwich Free Academy | Norwich CT

12 Buildings | Facilities Assessment

Ocean Avenue Learning Academy | New London CT

36,000 sf | Renovation & Addition

Oxford Middle School | Oxford CT

82,000 sf | New Construction

Simsbury Schools | Simsbury CT

737,811 sf, 7 Schools | Facilities Assessment & Masterplan

Wendell Cross Elementary School | Waterbury CT

90,000 sf | Renovations & Addition





Ashley Keller ^{PE}

Mechanical Engineer



Contact

akeller@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
2014-present

Education

BS Mechanical Engineering
University of Hartford
West Hartford CT

Licenses

Professional Engineer
CT

Memberships

Student Activities Chair of CT
Chapter of ASHRAE

Ashley set off to the University of Hartford with an architecture path in mind, but ended up more fascinated by engineering as a career choice. Her concentration in Energy and Sustainability was her initial introduction to Heating, Air Conditioning and Refrigeration (HVAC) and greatly impacted her decision to pursue it as a career. Detailed oriented by nature, Ashley loves problem solving design issues. She is adept at listening and responding to clients' needs with thoughtful and comprehensive engineering designs incorporating their vision. Ashley enjoys yoga, reading, and puzzles in her free time.

RELEVANT PROJECT EXPERIENCE

CREC Ana Grace Elementary School | Hartford CT

75,000 sf | Renovation + Addition

Jefferson Elementary School | Norwalk CT

60,500 sf | Renovation + Addition

Meeting House Hill Elementary School | New Fairfield CT

56,500 sf | Renovation + Addition

New Fairfield High School | New Fairfield CT

143,000 sf | New Construction

Norwalk Jefferson Elementary School | Norwalk CT

60,500 sf | Renovation + Addition

Platt Technical High School | Milford CT

220,000 sf | New Construction

Putnam High School | Putnam CT

83,450 sf | Renovate as New + Addition

Weaver High School | Hartford CT

271,500 sf | Renovate as New

West Middle K-8 School | Hartford CT

110,000 sf | Historic Renovation

William J. Johnston Middle School | Colchester CT

103,000 sf | Renovate as New

Westport Schools | Westport CT

7 Buildings | Study





Kevin King

PE, CTS

Senior Electrical Engineer



Contact

kking@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
2013-present

Education

BS Electrical Engineering
University of Connecticut
Storrs CT

Licenses

Professional Engineer
CT, MA, RI

Memberships

IEEE Power & Energy Society

Certifications

Certified Technology Specialist

Internships in High School were Kevin's motivation in becoming an electrical engineer. As part of a family entrenched in the insurance industry, it was a glimpse outside the ordinary. His primary work includes lighting design, power distribution systems, and technology implementation.

A Certified Technology Specialist (CTS), Kevin really excels at designing and implementing technology related systems including IT, audiovisual and security. He thrives working on unique, challenging projects that allow him to use creativity to solve each problem at hand. At work, Kevin strives to build a better world, one system at a time. In the meantime, you'll find him running, hiking around New England or traveling across the country.

RELEVANT PROJECT EXPERIENCE

Barack H. Obama Pk-4 Magnet School | New Haven CT
69,000 sf | New Construction

Blackstone-Millville Schools | Blackstone MA
5 Buildings | Facility Assessment

Brookfield Elementary School | Brookfield CT
138,800 sf | Study + New Construction

Groton Middle School | Groton CT
155,000 sf | New Construction

Maple Street School | East Hampton MA
Feasibility Study and Schematic Design

Martin Luther King K-8 School | Hartford CT
164,000 sf | Historic Renovation

New London High School | New London CT
225,000 sf | Renovate As New

Orchard Hill Elementary School | South Windsor CT
72,000 sf | New Construction

Oxford Middle School | Oxford CT
82,000 sf | New Construction

Ox Ridge Elementary School | Darien CT
83,800 sf | Renovations + Addition

Wendell Cross Elementary School | Waterbury CT
90,000 sf | Renovations + Addition





Delbert Smith, Jr

PE, LEED AP

Principal // Senior Plumbing & Fire Protection Engineer



Contact

dsmith@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
1995-present
Prior: 8 years

Education

BS Mechanical Engineering
Syracuse University
Syracuse NY

Licenses

Professional Engineer
CA CT DC FL HI
KY MA MN MO NJ
NY OH PA RI VA VT

Memberships

US Green Building Council (USGBC)

American Society of Plumbing
Engineers (ASPE)

American Society of Heating,
Refrigerating and Air Conditioning
Engineers (ASHRAE)

National Fire Protection Association
(NFPA)

Association of Energy Engineers

Certifications

LEED Accredited Professional

Certified Energy Manager (CEM)

Del is a founding principal of CES with 30 years' experience in HVAC, plumbing and fire protection design. Although interested in both architecture and engineering from an early age, a fascination with solar thermal systems motivated him to pursue a career in Mechanical Engineering at Syracuse University. Del's strengths lie in HVAC and thermal dynamics / heat transfer systems. With a driving desire to "make things work", when ordinary projects hit a roadblock, they usually end up on Del's desk, where he welcomes the challenge of figuring it all out. As an avid outdoorsman, Del is a seasoned surfer and snowboarder. He is also a 5th degree black belt in Karate.

RELEVANT PROJECT EXPERIENCE

Brookfield Elementary School | Brookfield CT
138,800 sf | Study & New Construction

Brookfield Schools & Municipal Building Study | Brookfield CT
156,000 sf, 4 Buildings | Facilities Assessment & Masterplan

Deans Mill Elementary School | Stonington CT
54,625 sf | Renovate as New/New Construction

Ellington Public Schools Study | Ellington CT
5 Schools | School Facilities Assessment & Masterplan

Fitch High School | Groton CT
185,000 sf | Renovation/Addition

Gilmartin Elementary School | Waterbury CT
80,000 sf | New Construction

Henry James Middle School | Simsbury CT
83,000 sf | Renovation

Platt Technical High School | Milford CT
231,000 sf | New Construction

Waterbury Career Academy | Waterbury CT
150,000 sf | New Construction

Wendell Cross Elementary School | Waterbury CT
72,000 sf Addition & 18,000 sf Renovation

West Vine Elementary School | Stonington CT
54,600 sf | Renovate as New

Wethersfield High School | Wethersfield CT
267,000 sf | Renovation/Addition





James A. Barrett, AIA, LEED AP BD+C, ALEP Principal-in-Charge

In his 32 years experience, Jim has provided planning and design services to numerous educational clients. Projects have ranged from district-wide studies and master plans to multimillion dollar new construction to renovations and repairs. He promotes an integrated, collaborative approach to design, working closely with the client to fully understand their needs and expectations while at the same time inspiring team performance. Jim leads DRA's community input and support program. This specialized service includes community workshops, public television appearances, coffee hours, informational mailers, surveys and presentations at public meetings. When working with a particular community, Jim devises specific strategies to engage all stakeholders to draw out concerns and find consensus.

Education

University Connecticut, BS Interior Design
Boston Architectural College, B. Arch.

Professional Registrations

Registered Architect CT, MA, RI
Registered Interior Designer: CT
LEED Accredited Professional
ALEP - Accredited Learning Environment Planner

Professional Affiliations

American Institute of Architects
United States Green Building Council
Connecticut Green Building Council

REPRESENTATIVE PROJECT EXPERIENCE

Deans Mill Elementary School, Stonington, CT - "renovate as new"
West Vine Street Elementary School, Stonington, CT - "renovate as new"
Putnam High School, Putnam, CT - "renovate as new"
Cromwell Middle School, Cromwell, CT - reno
Edna Stevens Elementary School, Cromwell, CT - reno
Emmett O'Brien Technical High School, Ansonia, CT – "renovate as new"
Granby Memorial High School, Granby, CT - renovations
Orchard Hill Elementary School, South Windsor, CT - new
West Bristol School, Bristol, CT - new K-8
Platt Technical High School, Milford, CT - new
Cooperative Educational Services, Trumbull, CT – occupied renovation / re-roofing
Pleasant Valley Elementary School, South Windsor, CT – new
Aitken Elementary School, Seekonk, MA - addition/renovation
Dunphy Elementary School, Williamsburg, MA - add/reno
Russell Street School, Littleton, MA - reno
Sage School, Foxborough, MA - addition & renovations
Newman Elementary School, Needham, MA - renovations
Mansfield Schools Study 2008, Mansfield, CT (4 schools)
South Windsor Elementary Schools, South Windsor, CT (5 schools)
Ellington Schools Study, Ellington, CT (5 schools)
Strategic Planning for Schools, Berlin, CT (3 schools)
Bristol Schools Study, Bristol, CT (12 schools)
Cromwell Schools Study, Cromwell, CT (2 schools)
Madison Public Schools Strategic Facilities Planning CT (7 schools)
Windsor Locks Schools Study, Windsor Locks, CT (5 schools)
Woodstock Elementary and Middle Schools Study, Woodstock, CT (2 schools)
Elementary Schools Study, Windsor, CT (5 schools)
Stonington Public Schools Study, Stonington, CT (6 schools)
Windsor School Facilities and Municipal Buildings Study, Windsor, CT (4 schools)



Greg Smolley, AIA, LEED AP, ALEP, APA Project Manager

Greg joined DRA in 2016 with over 20 years of school planning and design experience in both the public and private sectors. He has led numerous school projects ranging from small-scale repairs and renovations and school facility studies to large, complex, multi-phased multi-million dollar addition renovations and new construction. His work is recognized as cost-effective, creative, and well-executed, while successfully meeting the needs and requirements of each client. In addition to school projects, Greg also has experience within planning and legislative areas of the profession that have contributed to his disciplined and forward-thinking approach.

Education

New York Institute of
Technology,
BS, Architectural Technology

Professional Registrations

Registered Architect in New
York
LEED Accredited Professional
ALEP - Accredited Learning
Environment Planner

Professional Affiliations

American Institute of Architects;
Committee on Architecture in
Education

Association for Learning
Environments; New England
Chapter Treasurer
American Planning Association

REPRESENTATIVE PROJECT EXPERIENCE with DRA

West Vine Street Elementary School, Stonington, CT - "renovate as new"
Deans Mill Elementary School, Stonington, CT - "renovate as new"
Granby Memorial High School, Granby, CT -add/reno
Aitken Elementary School, Seekonk, MA add/reno
Smithfield Elementary Schools, Smithfield, RI - add/reno
Seekonk On-Call Services, Seekonk MA – various renovations/repairs/upgrades
Norwich Public Schools, Norwich, CT – school construction strategic planning
Madison Facilities Assessment Plan, Madison, CT (36 buildings)
Ellington Schools Study, Ellington, CT (5 schools)
Strategic Planning for Schools, Berlin, CT (3 schools)
Northwest Catholic High School Master Plan, West Hartford, CT
Forman School Master Plan, Litchfield, CT
Blackstone Millville RSD Planning, MA
Millbury Schools Facilities Assessment, Millbury, MA

Projects completed while with JCJ (2000-2013)

Southwick-Tolland-Granville RSD, Southwick, MA – district wide renovations
Catherine Kolnaski School, Groton, CT – new PK-5
Duggan Elementary School, Waterbury, CT - new PK-8
Early Childhood Learning Center, Brooklyn, CT - new PK-K
East Hartford/Glastonbury Magnet School, Glastonbury, CT – new PK-5
Fisher Elementary School, Plymouth, CT - new K-5
Friendship School, Waterford, CT- add/reno 3-7
Northeast Academy, Groton, CT – new PK-5
St. Mary's School, Simsbury, CT - add/reno K-8
Bagnall Elementary School, Groveland, MA -add/reno PK-6
Glover Elementary School, Marblehead, MA -new PK-3
Mildred Lakeway Elementary School, Littleton, NH – new PK-5
Norton High School, Norton, MA - add/reno



Ron Paolillo, M. Arch Job Captain

Ron has more than 25 years of experience in the A/E/C industry. He has worked as an interior and architectural designer for design firms, corporations, and private universities. His experience encompasses a variety of project types including education, laboratory & research, healthcare, and commercial interiors. Most recently, Ron held the position of Director of Marketing and Business Development at a commercial furniture dealership specializing in educational environments.

Education

Master of Architecture
Boston Architectural College,
Boston, MA

Bachelor of Science, Interior
Design
University of C Storrs, CT

Responsibilities

Responsible for all Interior
Design elements.

- Room configuration, materials, finishes, colors.
- Furniture selection, scheduling, installation coordination.

REPRESENTATIVE PROJECT EXPERIENCE

K-12 SCHOOLS*

Regional Center for the Arts Magnet High School, Trumbull, CT

41,000 SF new

Friendship School, Waterford, CT

40,000 SF new, 44,000 SF reno

Plainfield High School, Plainfield, CT

169,000 SF

Woodland Regional High School, Beacon Falls, CT

158,000 SF

EDUCATIONAL FACILITIES - PRIVATE*

Yale University, Research Lab Renovations, Yale, CT

Watkinson School, Science & Global Citizenship Building, Hartford, CT

3,950 SF

PUBLIC LIBRARY

E.C. Scranton Memorial Library, Madison, CT (current DRA project)

16,000 SF new, 17,000 SF reno

Grafton Public Library, Grafton, MA (current DRA project)

24,000 SF new, 2,000 SF reno

OTHER FACILITIES *

AIG Financial Products Trading Floor, Wilton, CT

Hartford Hospital Emergency Department, Hartford, CT

**projects completed prior to joining DRA unless noted*



R. SCOTT ERRICSON, P.E., SECB

Principal

Scott Erricson is a structural engineer and Principal with e2 engineers in New London, Connecticut. Educated at the University of Rhode Island, Scott first entered the consulting engineering world in Norwich, Connecticut, working primarily on small projects for budget-conscious building owners and local architects. From there he went to a larger consulting firm located in Old Saybrook where exposure to larger buildings such as higher-educational facilities, dining halls and gymnasiums enhanced his structural techniques.

Finally, Scott took his talents to an even larger firm in North Providence, Rhode Island. It was there that Scott experienced working on bio-medical laboratories, medical facilities and educational projects.

In 2003, Scott embarked on creating his own vision for a consulting structural engineering firm. He sought to blend emerging analysis and production technologies with the basic fundamentals of practical engineering and dedicated Client services.

His dedication to his Clients' budgetary constraints and time-sensitive delivery of construction documents enables Scott to develop long-standing relationships with other design professionals and building Owners that return to e2 engineers for exemplary service. Scott's enduring passion for technological improvement of the firm's deliverables process keeps e2 engineers on the fore-front of the ever-changing face of the structural engineering landscape.

EDUCATION

Bachelor of Science, Civil Engineering University of Rhode Island

PROFESSIONAL REGISTRATIONS

Connecticut, Maryland, Massachusetts, New York, Rhode Island

PROFESSIONAL EXPERIENCE

2003 – Present	Principal/Owner - e2 engineers	1999 – 2002	Senior Structural Engineer - GNCB Engineers, Inc. Old Saybrook, CT
2002	Senior Structural Engineer - Odeh Engineers, Inc. N. Providence, RI	1995 – 1999	Project Engineer - CLA Engineers, Inc. Norwich, CT



GEOFFREY SANDBERG, P.E., SECB

Associate Principal

Geoffrey Sandberg is an Associate Principal with e2 engineers in New London, Connecticut. Educated at Central Connecticut State University and graduating Cum Laude, Geoffrey began his career as an intern at e2 engineers. Geoffrey worked as an intern for two summers, before accepting a full time position upon graduation. Working under the principals of the firm and developing his knowledge as a structural engineer, Geoffrey learned the value in creative solutions to solve complex engineering issues. Geoff has been with e2 engineers for several years now and has been integral in the upward growth of the company.

His expertise in Revit Structure software, along with complicated structural analysis has made him an integral member of the e2 engineers team. In an effort to maintain modern drafting techniques and adequately serve clients, Geoffrey has been using both AutoCAD and Revit software. Geoffrey's scope of projects ranges from new multi-story residential buildings, commercial and educational structures and high end luxury homes.

Geoff has been the driving force behind the Additions and Renovations to New London High School, Silo Ridge Field Club in Amenia, New York, the development of Parcel J in New London and most recently Silk City Green in Manchester, Connecticut.

EDUCATION

Bachelor of Science, Civil Engineering, Central Connecticut State University

PROFESSIONAL REGISTRATIONS

Connecticut SE (I & II)

PROFESSIONAL EXPERIENCE

2021 – Present	Associate Principal - e2 engineers	2012 – 2016	Project Engineer - e2 engineers
2016 – 2021	Senior Engineer - e2 engineers		



JENNA HASTINGS, P.E.

Senior Engineer

Jenna is a Project Engineer with e2 engineers in New London, Connecticut. Jenna completed her Bachelor's degree in Civil Engineering in 2015 from Rensselaer Polytechnic Institute and later graduated with her Master's Degree in Civil Engineering in 2016 from Rensselaer, both with a focus in structural engineering. In 2020, Jenna became a Professional Engineer in the the state of Washington.

At e2 engineers, Jenna works on various types of projects that include commercial buildings, residential structures, and industrial structural design. These projects have varied from renovation and additions to completely new structures. Some notable projects include the new UCFS Healthcare facility in Griswold, CT, fit-out and façade projects such as the Bob's Discount Furniture store in North Dartmouth, MA, and renovations and additions to commercial buildings such as the Misquamicut Gold Club in Misquamicut, RI and the Holiday Inn in Falmouth, MA. Jenna has also worked on multiple additions to residences as well as industrial structural design services for companies like the Electric Boat division of General Dynamics.

Throughout her work, Jenna produces project drawings using software such as REVIT and AutoCAD. She utilizes RISA design software and other engineering software specific to the materials of the project at hand. Jenna's projects have included design for materials such as light gage cold-formed steel, masonry, concrete, steel, and wood. Jenna is excited to continue her career as a structural engineer and hopes to grow her design experience with all types of materials.

EDUCATION

Master of Science, Civil Engineering, Rensselaer Polytechnic Institute
Bachelor of Science, Civil Engineering, Rensselaer Polytechnic Institute

PROFESSIONAL REGISTRATIONS

Washington

PROFESSIONAL EXPERIENCE

2020 – Present	Project Engineer - e2 engineers	2016-2019	Project Engineer - e2 engineers
2019-2020	Project Engineer - Peterson Structural Engineers		

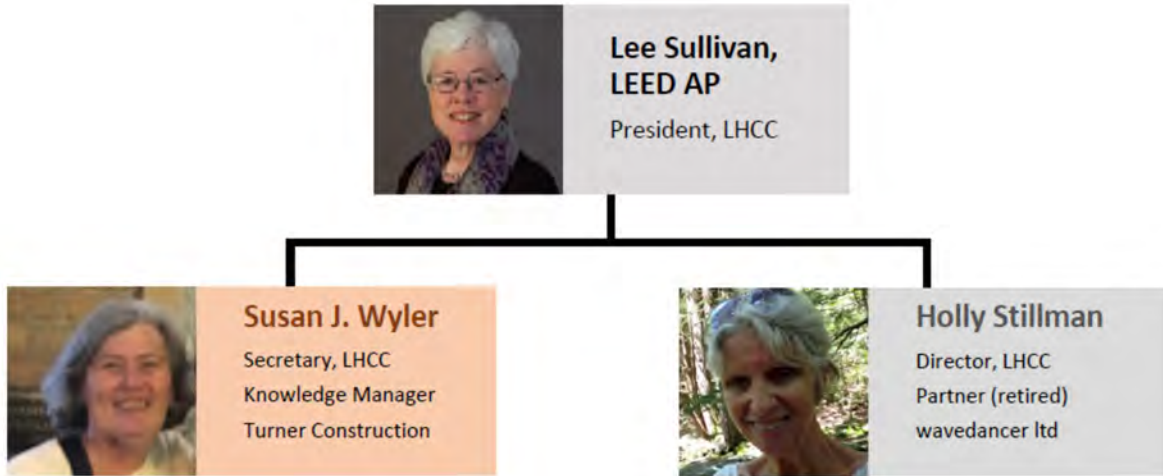
HASTINGS



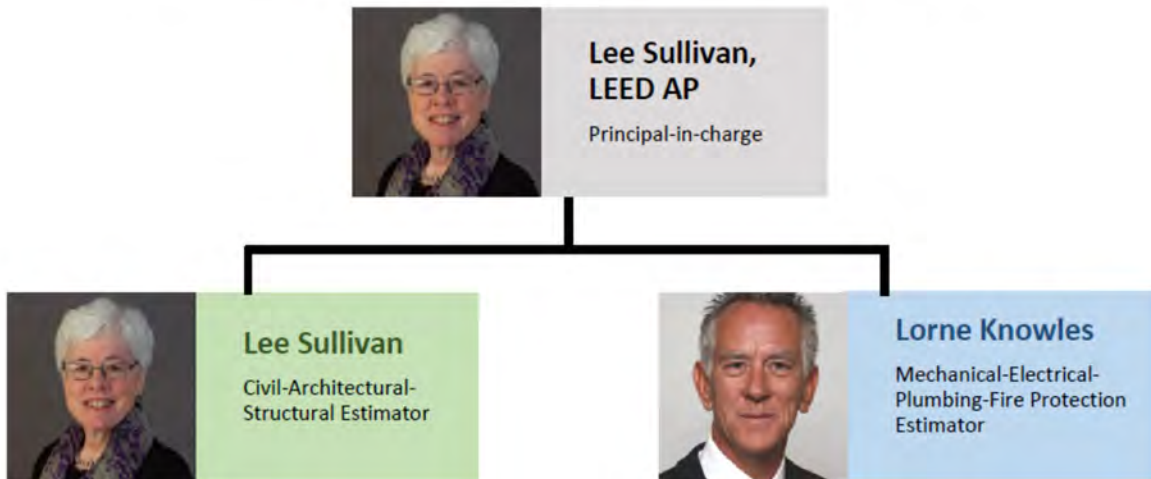
ORGANIZATIONAL CHART

The estimating team at LHCC is supported by our corporate officers, top professionals in the construction industry.

Corporate Officers



Estimating and Preconstruction Team



3

Relevant Experience



School Facilities Studies & Masterplans



CES has provided MEP/FP and commissioning services for over 300 public schools. With an expansive portfolio of educational facility assessments and masterplanning projects, we are highly skilled at providing input to identify and document existing building systems as well as making recommendations for expanding, reusing or replacing various mechanical, electrical, and fire protection systems.

Aitken School

Feasibility Study
Seekonk MA

Andover High School

Andover MA
Feasibility Study

Attleboro High School

Attleboro MA
Feasibility Study

Avon High School

Avon CT
Boiler Plant Study

Berlin Elementary Schools

Berlin CT
Strategic Study

Bethel Public Schools

Bethel CT
Feasibility Study

Bloomfield Schools

Bloomfield CT
Study

Bristol Public Schools

Bristol CT
Realignment Study for 13 Schools

Brookfield Schools

Brookfield CT
Masterplan

Charter Oak Academy Study

West Hartford CT
Feasibility Study

Clinton Schools

Clinton CT
Facilities Study

Colchester Public Schools

Colchester CT
Facilities Evaluation for Renovations & Additions to the Elementary School

Cromwell Schools

Cromwell CT
Elementary & Middle Schools
Conditions Studies

Derby High School

Derby CT
HVAC Study

Dr. Elmer S. Bagnall School

Groveland MA
Feasibility study and design of the 65,000 sf existing building

East Haddam Elementary School

East Haddam CT
Engineering and design study of the physical plant and building systems

East Hampton High School

East Hampton CT
Feasibility Study

East Lyme Public Schools

East Lyme CT
6 School Conditions Assessments

Ellington Public Schools

Ellington CT
Facilities Study & Masterplan

Enfield Public Schools

Enfield CT
Feasibility Study for Renovations and Additions to 9 Schools

Fay School

Southborough MA
Masterplan

Glastonbury Schools

Glastonbury CT
Feasibility Study

Griswold Middle School

Griswold CT
Feasibility Study

Groton Public Schools

Groton CT
Facilities Evaluations & Life Cycle Analysis for 15 Schools

Hanover Public Schools

Hanover MA
Conditions Assessments for 18 municipal buildings including 6 public schools

Henry James Middle School

Simsbury CT
Facility Study

Longmeadow Public Schools

Longmeadow MA
Town-wide study of public school system, evaluation and determination of deficiencies and master plan for long term improvements

Madison Schools

Madison CT
6 School Study

Maple Street School

Easthampton MA
Feasibility Study

Middletown Public Schools

Middletown CT
Middle School Air Quality Study, High School Portable Classroom Evaluation

School Facilities Studies & Masterplans



Millbury Schools

Millbury MA
Masterplan

Miss Porter's School

Farmington CT
Masterplan

Nantucket Facilities

Nantucket MA
24 Municipal Building Study

Nashoba Valley Regional Tech

Westford MA
Masterplan

New London Schools

New London CT
Technology Upgrade Evaluation for 3
Schools, Adult Education, and Admin.
Building

Newtown Public Schools

Newtown CT
Climate Control Study for 5 Schools

North Haven High School

North Haven CT
Boiler Study

North Stonington Schools

North Stonington CT
Conditions Study

Northwest Catholic

West Hartford CT
Masterplan

Norwalk Schools

Study
Norwalk CT

Pawtucket Schools

Pawtucket RI
Masterplan

Putnam High School

Putnam CT
Feasibility Study

Regional School District #12

Washington CT
Middle School and High School Study

Regional School District #13

Durham / Middlefield CT
Facilities Evaluation for Renovations
and Additions to 4 Schools

Regional School District #14

Bethlehem/Woodbury CT
Facilities Evaluation for 4 Schools

Regional School District #15

Middlebury / Southbury CT
Facilities Evaluation for Renovations
and Additions to 4 Schools

Saxe Middle School

New Canaan CT
Auditorium Study

Simsbury Schools

Simsbury CT
Masterplan

South Shore Vocational Tech

Hanover MA
Masterplan

South Windsor Public Schools

South Windsor CT
Energy Efficiency, Code Compliance,
Life Cycle Costs for 5 Elementary
Schools

Stoughton Public Schools

Stoughton MA

The Country School

Madison CT
Masterplan

Tolland Schools

Tolland CT
School Facility Study

Topsfield Town Buildings

Topsfield MA
Town Building Assessment Study
Town wide Facilities Study including
19 public school buildings

Wallingford Public Schools

Wallingford CT
Feasibility Study for Renovations and
Additions to 11 Schools

Wesleyan University

Masterplan
Middletown CT

West Hartford Public Schools

West Hartford CT
Facilities Evaluation for Renovations
and Additions to 4 Schools

Weston High School

Weston CT
Ventilation Study

Westover School

Middlebury CT
Masterplan

Westport Schools

Westport CT
8 School Study

Whitebrook School

Easthampton MA
Existing Conditions Study

Willowbrook School

East Hartford CT
Feasibility Study

Windsor Locks Public Schools

Windsor Locks CT
Facilities Evaluation for Renovations
and Additions to 2 Elementary
Schools

Ventilation Studies Experience



In response to the Covid-19 pandemic, CES has been contracted to complete ventilation studies at numerous facilities. The goal of this work is to assess existing HVAC systems and make recommendations regarding indoor air quality, the incorporation of more outside air, and increased filtration within buildings. Following are recent ventilation study projects:

[Clinton Middle School](#)

Clinton MA
1 Building

[Dennis/Yarmouth Regional School District](#)

Dennis & Yarmouth MA
7 Buildings

[Charlton/Dudley Regional School District](#)

Charlton & Dudley MA
7 Buildings

[East Hampton High School](#)

East Hampton CT
1 Building

[Pioneer Charter School](#)

Everett MA
3 Buildings

[Stoughton Public Schools](#)

Stoughton MA
8 Buildings

[Swampscott Public Schools](#)

Swampscott MA
5 Buildings

[Vernon Public Schools](#)

Vernon CT
7 Buildings

Brookfield Schools Masterplan

Brookfield CT



Scope
New Construction

Size
416,000 sf
4 Schools

Services
MEP Systems
Assessments

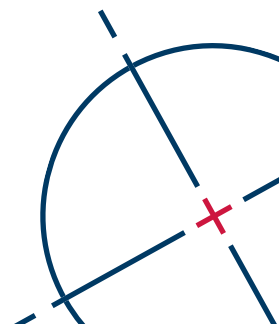
Completion
2019

Study Spurs Creative Solution

CES conducted an existing conditions assessment of the Brookfield school system which includes two elementary schools, one middle school, and a high school. The study indicated an excessive amount of maintenance was needed at the two elementary schools and the middle school was overcrowded.

To eliminate these conditions, the design team recommended that the town build a new consolidated elementary school, combining the two existing elementary schools into one and shifting 5th graders out of the middle school into the new elementary school. The report also recommended demolition of Huckleberry Hill Elementary and repurposing Center Elementary into another municipal asset.

This masterplan resulted in a passed referendum and the team shifted focus to providing MEP/FP and technology design services for the new 140,000 sf elementary school.



Deans Mill & West Vine Elementary Schools

Stonington CT



Scope
Study
Renovate As New
Additions

Services
Mechanical
Electrical
Plumbing
Fire Protection

Completion
July 2019

Sustainable Details
High Performance
Building Design

West Vine
Size

22,500 sf Renovation
32,125 sf Addition

Construction Cost
\$23 million

Deans Mill
Size

22,500 sf Renovation
42,875 Addition

Construction Cost
\$25.1 million

Simultaneous Design & Construction

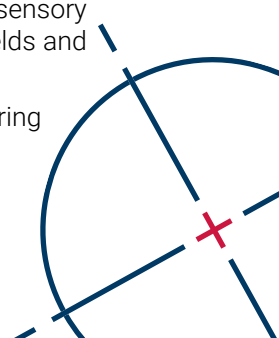
CES provided MEP/FP engineering design services for the town of Stonington beginning with an existing conditions study for 6 schools. Stemming from the evaluation, the town approved a \$69 million bond to renovate as new both Dean's Mill & West Vine Elementary Schools.

The project at West Vine Street School includes complete renovation of the original 1967 structure and construction of a new addition for classrooms and common spaces including a library and gymnasium.

The project at Deans Mill School includes complete renovation of the original 1967 structure, demolition of the 1973 addition and construction of a new addition for classrooms and common spaces including a library and gymnasium.

All new construction is built to CT High Performance Standards. The new wings have 14' 4" floor-to-structural-deck height, leaving adequate space above to conceal heating, ventilation, air-conditioning, fire protection, and electrical and internet cabling. MEP systems include high-efficiency boilers and heating systems, low-flow toilets, green lighting and window systems, and walls designed for thermal efficiency. Furniture was selected with flexibility in mind to allow for a broader range of educational activities. Outdoor areas include two fenced-in play spaces, a sensory garden/outdoor classroom with boulders and paths, playing fields and walking track.

Both schools were in session for the 2018-2019 school year during construction. Work was phased to ensure minimal disruption.



Gaffney Elementary School

New Britain CT



Scope

Renovate As New

Size

67,000 sf Renovation
13,500 sf New

Construction Cost

\$30 million

Services

Mechanical
Electrical
Plumbing
Technology
Security

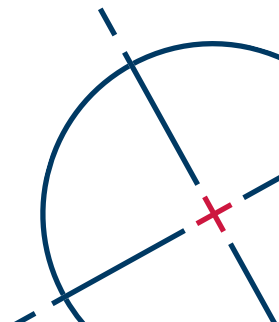
Completion

2015

A renewed community resource

Gaffney Elementary School is a PreK through Grade 5 school with self contained special education classrooms for district wide students with high needs. With a growing student population and an aging school, the City completed a renovation-as-new of the PK-5 school complete with a new 4,000 sf addition for PreK classrooms and support spaces, a new 9,500 sf addition for additional classrooms, administrative offices, and support spaces. The original 67,000 sf building underwent a complete renovation which included reconfiguring classrooms to provide space for a new art room, chorus/band room, sensory room, and special education classrooms. The cafeteria, gymnasium, and auditorium were refurbished and brightened.

CES provided MEP engineering design for the replacement of the HVAC and sprinkler systems, updating of the technology and security systems, and code compliance improvements including ADA accessibility.



Henry James Memorial School

Simsbury CT



Scope
Renovation

Size
83,000 sf

Construction Cost
\$25 million

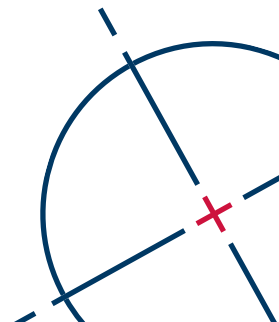
Services
Mechanical
Electrical
Plumbing
Fire Protection
Tel / data
Lighting
Security

Completion
2021

Phased Renovation Of An Occupied School

A complex renovation of the existing 1950's Henry James Memorial School required three phases taking place over the course of eight years. Phase one included a main office relocation; phase two involved renovating all of the first floor hallways, upgrading all restrooms to meet ADA compliance, replacement of the HVAC system in the gymnasium and the conversion of existing locker and storage space into science laboratories. Phase three resulted in an auditorium and library / media center addition.

New energy efficient LED lighting was integrated throughout the building. Security features were upgraded which included comprehensive fire protection systems throughout the building. Construction occurred while students were occupying the building, careful collaboration between the design team and administration allowed for minimal disruption to academics. The project was delivered on schedule and significantly under budget.



Jefferson Elementary School

Norwalk CT



Rendering credit: Antinozzi Associates

Scope
Existing Conditions Study
Renovate As New
Addition

Size
60,000 sf Renovation
10,000 sf Addition

Construction Cost
\$30 million

Services
Mechanical
Electrical
Plumbing
Fire Protection

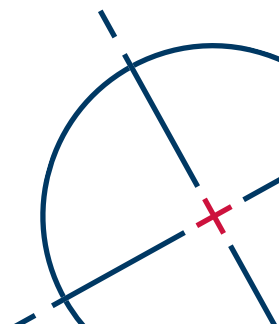
Completion
July 2022

Sustainable Details
LED Lighting
Ductless VRF
Overhead Radiant Heating

New Efficiencies Within Existing Structure

Following a study of the existing conditions at Jefferson Elementary School, the town decided to embark on a renovate-as-new project for the three-story elementary school. The project also includes a 6,000 sf lobby / entry addition. Renovation and improvements include classroom spaces, a completely new heating and electrical system, new roof and gymnasium.

Working within the limitations of the existing structure, CES designed new, efficient MEP systems that include condensing gas boilers, (VRF) variable refrigerant control heating and cooling and packaged air-conditioning units with dedicated outside air ventilation. The renovated school will also have overhead radiant heat and LED lighting throughout with simple, but intelligent, lighting controls.



Municipal Buildings & Schools Studies

Simsbury CT



Scope Study

Size
731,000 sf
7 Schools
59 Municipal Buildings

Services
MEP Systems Assessments

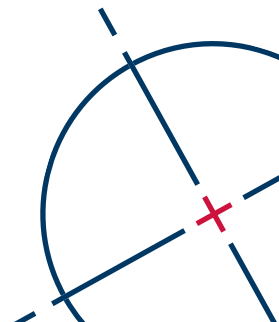
Completion
2019 / 2020

A Thorough Basis for Strategic Planning

A comprehensive facility assessment was completed for Simsbury Public Schools. The district is using the report as a strategic planning tool for detecting and prioritizing improvements at various district schools. The study included an existing conditions assessment, 10 year capital improvement, and a maintenance plan. At the study's conclusion, the town decided to refresh each of the schools using a neighborhood model, reconfiguring each elementary school as a district preK-6.

CES provided MEP/FP engineering design services to identify existing HVAC equipment and its useful life expectancy, detect deficiencies related to life safety systems, codes, envelope, indoor air quality, lighting, and HVAC systems. After the initial assessment, CES provided recommendations on the most economical approach to equipment maintenance and replacement.

Currently, CES is providing MEP/FP services to the Town of Simsbury to assess the existing conditions of 59 municipal buildings.



Suffield Municipal Facilities Masterplan

Suffield CT



Scope
Facility Assessment &
Masterplan

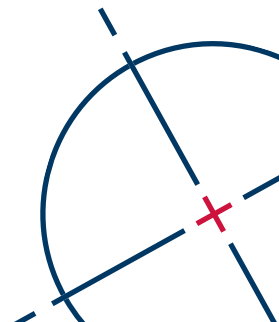
Size
4 Schools
7 Municipal Buildings

Services
MEP Systems
Assessments &
Masterplan

Completion
2021

Discovering Possibilities for the Future

CES is assessing mechanical, electrical, plumbing and fire protection components at eleven town buildings. This in-depth assessment includes: analysis of building conditions, sessions with user groups to understand how they use the building today, analytics on building utilization and efficiencies as well as energy assessments and conceptual planning for the future. This master planning initiative includes one high school, elementary school, two middle schools, police department, senior center, town hall and four fire stations.





capital improvement project experience

We consider fostering client relationships a priority. Through on-call services we build trust and become a resource and adviser. We bring our expertise and innovative project solutions to each project no matter the scope, complexity, or size. Clients see the value of our responsiveness, efficient project management, and experience.

public school clients

We strive to build strong partnerships with our public-school clients to understand their **mission, values and core beliefs** in order to meet the unique challenges and opportunities of their school facilities. We understand the nature of working within the context of multiple user needs, district demographics, and tight budgets. Our work responds to the challenges and opportunities of each school district.

CT school clients

Amity RSD ◦ Berlin ◦ Bethel ◦ Bristol ◦ Canton ◦ Clinton ◦ Colebrook ◦ Cromwell ◦ CT DAS ◦ Ellington ◦ Litchfield ◦ Madison ◦ Mansfield ◦ Putnam ◦ RSD 13 & 19 ◦ South Windsor ◦ Stonington ◦ Tolland ◦ West Hartford ◦ Wilton ◦ Windsor ◦ Windsor Locks ◦ Woodstock

As certified educational environment specialists, we design spaces that support educators, students, and all building users to **translate a school's educational vision into reality**. Today's educational environments are more collaborative, more self-directed, and more student-centered in comparison to traditional configurations. As a result, we consider furnishing selections, room shaping, support spaces, adjacencies, and technology to provide our school clients with an appropriate variety of flexible, personalized, and highly adaptable educational spaces.

capital improvement projects:

- ADA accessibility at entryway
- Boiler Replacement
- Cafetorium roof & ceiling modifications
- Chiller Project Replacement
- Classroom Conversion
- Dehumidification & mechanical ventilation system
- Door Replacements
- Drainage improvements
- Elevator Installation
- Emergency generator replacement
- Expansion study and conceptual design
- Exterior HVAC ductwork insulation improvements
- Gym floor replacement
- Handicap ramp railing improvements
- Handicapped accessibility modifications
- Historic lighting fixture retrofit
- Landscape improvement plans
- Masonry wall and cast concrete window sills repair
- Modular classrooms
- New Tennis courts
- Office renovations
- Pedestrian bridge repairs
- Recreational park redevelopment
- Renovation of entry plazas
- Repartitioning of classrooms
- Roof Replacement
- School entrances security enhancements
- School waterproofing
- Softball field landscape / seating area
- Stage floor replacement
- Stage lighting replacement
- Student locker replacement
- Swimming pool renovation
- Synthetic turf football field replacement
- VCT flooring and carpet replacement
- Vestibule reconfiguration

Deans Mill Elementary School

Stonington, CT



Key Project Information

Scope:	addition/renovation
Project Size:	22,500 SF reno 42,875 SF new
Const. Cost:	\$25.1 M
Completion:	2019

DRA's study team completed an existing conditions analysis for six schools and the central office. We developed options to address declining enrollments, aging school buildings, 21st century educational needs, space utilization concerns, parking and traffic issues, improved efficiency, flexibility and safety. Stonington voters overwhelmingly endorsed the \$69 million bond to renovate West Vine Street School and Deans Mill School.

The project at Deans Mill School includes complete renovation of the original 1967 structure, demolition of the 1973 addition and construction of new additions.

The cafeteria/gymnasium was transformed into a cafeteria / large assembly space. Classrooms on both floors were renovated, and continue to serve as classrooms, with two special education classrooms on the second floor. One existing classroom on the first floor was reconfigured for special education offices and conference room. The administrative spaces were reconfigured to be restrooms and teacher's work room.

The new addition houses an administrative suite which provides control over the entry to the building and has a nurse's suite designed to address the needs of elementary school students. There are Pre-K and K classrooms with toilets integral to the classroom design. A new gymnasium with a regulation size basketball court and a folding partition allows the room to be divided into two spaces for concurrent use. The gym also features two large screens and projectors along with a sound system. A specialty music room was designed with adjacent storage and acoustical separation from other learning areas within the building.

The library / media center is located on the second floor with an integral STEM / Maker Space and a computer lab. The library has a large flat panel display as well as a projection screen and projector. The second floor also houses classrooms for grades 3 – 5 and an art room with adjacent kiln room and storage.

West Vine Street Elementary School

Stonington, CT



Key Project Information

Scope:	addition/renovation
Project Size:	22,500 SF reno 32,125 SF new
Const. Cost:	\$23 M
Completion:	2019

DRA's study team completed an existing conditions analysis for six schools and the central office. We developed options to address declining enrollments, aging school buildings, 21st century educational needs, space utilization concerns, parking and traffic issues, improved efficiency, flexibility and safety. Stonington voters overwhelmingly endorsed the \$69 million bond to renovate West Vine Street School and Deans Mill School.

The project at West Vine Street School includes complete renovation of the original 1967 structure and construction of a new addition.

The cafeteria/gymnasium was converted to a cafeteria / large assembly space with a large screen, projector, and sound system. Classrooms were renovated, and continue to serve as classrooms, with a special education classroom on the second floor. Administrative spaces were reconfigured to be restrooms and classroom and the entry way was infilled and converted to serve as special education offices and the teacher's work room.

The new addition houses an administrative suite which provides control over the entry to the building and has a nurse's suite designed to address the needs of elementary school students. There are Pre-K and K classrooms with toilets integral to the classroom design. A new gymnasium with a regulation size basketball court and a folding partition allows the room to be divided into two spaces for concurrent use. The gym also features two large screens and projectors along with a sound system. A specialty music room was designed with adjacent storage and acoustical separation.

The library / media center is located on the second floor with an integral STEM / Maker Space and a computer lab. The library has a large flat panel display as well as a projection screen and projector. The second floor also houses classrooms for grades 3 – 5 and an art room with adjacent kiln room and storage.

Emmett O'Brien Technical High School

Ansonia, CT



Key Project Information

Type:	addition/renovation
Project Size:	120,000 SF reno 55,000 SF new
Const. Cost:	\$68.8 M
Completion:	2017

Emmett O'Brien Technical School provides students with academic and career tech mastery necessary to respond to current and emerging workforce needs of the 21st Century.

This "renovate as new" project includes an addition grouped in career clusters and features a cafeteria with commercial grade kitchen, culinary arts program with a restaurant, hairdressing and cosmetology with a beauty salon, and a carpentry shop, a few of the school's 11 trade programs.

Multipurpose space allows for flexibility in scheduling activities centered around collaboration between technical and academic programs. All shops received major upgrades with the latest technology and equipment. The advanced manufacturing program space nearly doubled in size, as it is considered crucial for the state of Connecticut initiative to develop highly skilled manufacturing workers for the future.

Interior design integrates the school colors into fabrics, patterns, and other finish materials. A professional artist was engaged to create and integrate large-scale interactive art installations throughout the school.

The goal of the building design is to project a forward-looking image that will encourage students to appreciate the value that Connecticut places on the future of Career Technical Education.

Putnam High School

Putnam, CT



Key Project Information

Type:	addition/renovation
Project Size:	89,150 SF reno 9,450 SF new
Const. Cost:	\$31.8 M
Completion:	2017

After completing a comprehensive Facilities Master Plan study for Putnam High School in 2011, DRA was selected to complete the design of an addition and major renovations to the facility. Our initial work included preliminary programming meetings with each department as an extensive facility assessment to create sound existing base plans. From the information received in the programming meetings, we developed space layouts .

The design for 300 students includes a new 8,000 square foot gymnasium with bleacher seating for approximately 500. A new lobby serves as a bus drop-off entrance at the south side of the building. The existing main entrance on the north side serves parent drop-off.

Many spaces have been reconfigured as part of this “renovate as new” project. The existing gymnasium was converted into locker room space for the new gymnasium, as well as a new black box theater. The existing music room was relocated next to the black box theater in a high bay space. The existing auditorium and music areas became the new home to the District’s BOE offices and a new medical assisting area.

Four new science labs are included in the design as well as renovated core academic classrooms with two shared break-out spaces for individual and group student work. The media center gets a full renovation with access to a new computer lab and project laboratory.

Platt Technical High School

Milford, CT



Key Project Information

Type:	new
Project Size:	225,000 SF
Const. Cost:	\$80 M est.
Completion:	2022 est.

The project involves construction of a new technical high school of approximately 225,000 SF. It is being built adjacent to the existing school within the state-owned parcel. The design includes classrooms, chemistry and physics labs, vocational training areas, food prep and service areas, gymnasium, auditorium, media center and administrative offices. Project site includes driveways, parking lots, utility relocations, sidewalks. Along with the new school, new athletic fields with running track with a fixed grandstand and an ancillary toilet/storage building as well as a new 15 bay bus garage of approximately 10,000 SF will be constructed. Once the new facility is complete, the existing school will be demolished, followed by final site work.

The existing building will remain occupied during construction

Technical Shops: Auto Collision & Repair, Automotive Mechanics, Carpentry, Electrical, Plumbing, Information Systems, Mechanical Design & Engineering, Mechatronics, Biotechnology, Precision Machining, Hairdressing & Cosmetology, Culinary Arts



Lion's Head Cost Consultants, Inc.

EXPERIENCE

LHCC estimators have extensive experience with K-12 schools and higher education projects in Connecticut. We prepared cost estimates and/or lead preconstruction services on the following projects:

- Hawley Elementary School – HVAC Upgrade, Newtown, CT
- West Hill Elementary RTUs and Boiler Replacement, Rocky Hill, CT
- Western CT State University, Midtown Student Center - Replacement of A/C Rooftop Units, Danbury, CT
- Central CT State University, Energy Center Chiller Addition, New Britain, CT
- Danbury High School, Danbury, CT
- CREC Aerospace Academy, Windsor, CT
- Putnam High School Renovation and Addition, Putnam, CT
- Agriscience STEM Academy, Shepaug Valley School, Washington, CT
- Bennie Dover Jackson Middle School, New London, CT
- Buckley Elementary School, Manchester, CT
- Carl C. Cutler & West Side Elementary Schools, Groton, CT
- Ella T Grasso Vocational Technical High School, Groton, CT
- Farmington High School, Farmington, CT
- Flanders, Haynes & Niantic Elementary Schools, East Lyme, CT,
- Gallup Hill Elementary School, Ledyard, CT
- Groton Consolidated Middle School, Groton, CT
- Grove School – Student Center, Madison, CT
- Wethersfield High School Renovations, Wethersfield, CT
- Rocky Hill Schools Summer Projects, Rocky Hill, CT
- Jefferson Elementary School Renovation, Norwalk, CT
- University of Connecticut, Supplemental Utility Plant, Storrs, CT
- University of Connecticut, Central Utility Plant Equipment Replacement, Storrs, CT
- Eastern CT State University, Shafer Hall Renovation, Willimantic, CT

4

References



References



Max Kasper

Facilities Director
Town of Swampscott & Swampscott Public Schools
781 596.8830 x 5531
mkasper@swampscottma.gov

Project: Swampscott Schools HVAC Study
HVAC ventilation study for 5 Swampscott Schools:
3 Elementary, 1 Middle, 1 High School. Baseline all
schools' existing ventilation systems. Provide report
noting deficiencies and recommendations for upgrades.

Richard Mathieu

Director of Finance and Operations
Dudley-Charlton Regional School District
508 943.6888 x 143
rmathieu@dcrsd.org

Project: Dudley / Charlton Covid Study
HVAC ventilation study for Dudley/Charlton Regional
School District, 7 schools: 4 Elementary, 2 Middle, 1 High
School. Baseline all schools existing ventilation systems.
Provide report noting deficiencies and recommendations
for upgrades. Commissioning team tested MEP/FP
systems. Provided design services for schools requiring
critical upgrades.

Bill Peluso

Supervisor of School Facilities
Town of Vernon
860 870.3500
wpeluso@vernon-ct.gov

Project: Vernon Schools HVAC Study
HVAC ventilation study for 7 Vernon Public Schools: 5
Elementary, 1 Middle, 1 High School. Baseline all schools
existing ventilation systems. Provide report noting
deficiencies and recommendations for upgrades.

5

Schedule





Schedule

Somers Schools HVAC Improvements Study Proposed Schedule

Task	Dates
Anticipated Award of Contract (from RFP)	11/09/2021
Contract Effective Date (from RFP)	11/23/2021
Kickoff Meeting	12/01/2021
Existing Conditions Assessment (On Site)	12/08/2021 - 12/09/2021
Development of Narratives	12/10/2021 - 12/30/2021
Cost Estimating of Narratives	01/02/2022 - 01/09/2022
Review of Options and Pricing with Stakeholders	01/15/2022
Final Revisions to Narratives and Compilation of Study	01/17/2022 - 01/25/2022
Final Review of Study with Stakeholders	01/31/2022

6

Approach



Project Approach



A Collaborative Approach

CES employs a team approach to all of our projects, acting as an advocate for our client as well as a link between key players. Maintaining a cooperative environment is our key for a successful project. We allocate responsibilities and tasks to team members according to their individual strengths, aiding in the planning process as well as overall project delivery.

Our Process - Systems Replacements

Older buildings eventually require HVAC system replacements and upgrades. With current events (COVID 19), aging HVAC systems have become a major focus. Some factors we consider when a project is initiated, include:

- Owner's budget
- Owner's comfort with new technology
- Location and sizes of new equipment
- Structural impacts of new equipment
- Ceiling space available within existing envelope

CES will meet with project stake holders and review these issues before proceeding with conceptual design. We believe the key to any successful project is communication, both with the owner and our design team. We meet in person regularly with project representatives to ensure the project stays on track with budget and schedule. Once design parameters have been accepted, CES will perform a building survey, both documenting existing conditions, and, if available, verifying existing as-built drawings furnished by the owner.

After the survey, a conceptual design narrative will be prepared, identifying system options for replacement. Equipment capacities and locations, connection points to existing services shown, and sequencing of the construction will be described in detail in the narrative, as well as all architectural and structural work. The narrative will be supplemented with sketches, and block & flow diagrams as required to provide a conceptual level cost estimate. If approved, a schematic design package will be prepared and priced. The schematic level cost estimate will then be discussed with the owner to confirm compliance (budget and design).

Once the schematic design and cost estimate have been reviewed and approved by the project stakeholders, CES will prepare biddable construction documents, including demolition drawings, floor plans, sections, flow and control diagrams and specifications. A construction document package and costing will be submitted for review to the owner. Review comments will be incorporated and the project construction documents completed. After a final review, construction documents will be issued for bid.

Project Bid Phase

CES will aid during the bidding phase, including participation in pre-bid walkthrough with prospective contractors, answering pre-bid RFIs, bid review and scope review meetings.



Construction Administration

CES will provide complete construction administration services including RFI responses, equipment submittals, change order review, pay request review, attendance at construction meetings and site visits to oversee construction progress. At substantial completion we will develop a punch list of incomplete or deficient items for the contractor.

Project Close Out

The practice of project close out finalizes all project activities to formally close the project and transfer the completed building to the owner. During this phase, CES will assess the entire project, assure completion and derive any lessons learned and best practices to be applied to future projects. Realizing the importance of finishing a job in good standing, CES aims to ensure that all our clients are satisfied with the outcome and that there are no open issues outstanding or scope items incomplete.

Post Construction

We believe in strong communication from project inception through final closeout. Even after a project is closed out, we are not done. We suggest a project review with the stakeholders after they've had the opportunity to operate the new building systems. At this project review meeting, all stakeholders are given the opportunity to provide

feedback on what went well and what did not go so well. The results of these briefing/project review meetings are substantial. This process helps CES develop strategies for more successful projects in the future.

Quality Control

CES employs an in-house quality assurance program simply known as CES QC. At both the Design Development and Construction Documents phases of each project, all drawings and data are reviewed by a separate, unbiased design team within the firm. Through this method, CES is able to deliver timely and accurate documents at each critical phase of the project, thereby expediting the project schedule and reducing change orders.

Conclusion

At CES, we realize that all buildings are unique. We apply our extensive experience in MEP/FP engineering design to every project. We stay nimble and adaptable to each individual environment, while maintaining a watchful eye on project budget and schedule during the entire process.

7

Documentation



ATTACHMENT C

**TOWN OF SOMERS
PROFESSIONAL SERVICES PROCUREMENT NOTICE
REQUEST FOR PROPOSAL
HVAC STUDY FOR THREE SOMERS SCHOOLS**

NON-COLLUSION STATEMENT

The company submitting this proposal certifies that it is being submitted without any collusion, communication or agreement as to any matter relating to it with any other respondent or competitor. We understand that this proposal must be signed by an authorized agent of our company to constitute a valid proposal.

Date: 10/12/2021

Name of Company: Consulting Engineering Services

Name and Title of Agent: Douglas Lajoie, PE, Vice President

By (SIGNATURE): 

Address: 811 Middle Street, Middletown CT 06457



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/28/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Smith Brothers Insurance, LLC. 68 National Drive Glastonbury, CT 06033	CONTACT NAME: Kristen D. Kane PHONE (A/C, No, Ext): (860) 430-3258 FAX (A/C, No): E-MAIL ADDRESS: kkane@SmithBrothersUSA.com
	INSURER(S) AFFORDING COVERAGE
INSURED Consulting Engineering Services, Inc.; CES Engineering Services, LLC; CES Engineering, LLC CES Engineering Services RI, LLC; CES Engineering Services TX; CES Engineering Services MT, LLC 811 Middletown St. Middletown, CT 06457-1524	INSURER A : Continental Casualty Company NAIC # 20443
	INSURER B : Valley Forge Insurance Company 20508
	INSURER C : The Continental Insurance Company 35289
	INSURER D : RLI Insurance Company 13056
	INSURER E :
	INSURER F :

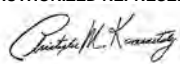
COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			7013610354	7/12/2021	7/12/2022	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			7012817909	7/12/2021	7/12/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			7013610368	7/12/2021	7/12/2022	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000
C	<input checked="" type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input checked="" type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below		N / A	7012845810	7/12/2021	7/12/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Professional Liab			RDP0044250	7/29/2021	7/12/2022	Each Claim 5,000,000
D	Full Prior Acts			RDP0044250	7/29/2021	7/12/2022	Aggregate 5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) FOR PROFESSIONAL LIABILITY COVERAGE, THE AGGREGATE LIMIT IS THE TOTAL INSURANCE AVAILABLE FOR CLAIMS PRESENTED WITHIN THE POLICY PERIOD FOR ALL OPERATIONS OF THE INSURED. THIS LIMIT WILL BE REDUCED BY PAYMENTS OF CLAIMS AND EXPENSES. THIS INSURANCE IS NOT FOR A SPECIFIC PROJECT.

EVIDENCE OF INSURANCE ONLY

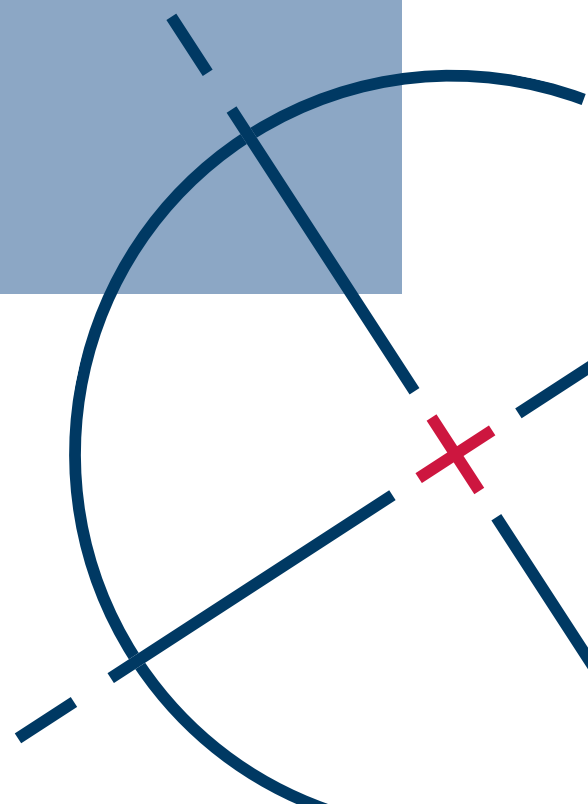
CERTIFICATE HOLDER PROOF OF INSURANCE	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

CONSULTING ENGINEERING SERVICES

Douglas Lajoie
811 Middle Street
Middletown CT 06457
860 632-1682
dlajoie@ceseng.com

CT | MA | NY | FL | TX | MT

ceseng.com



ATTACHMENT B

**TOWN OF SOMERS
PROFESSIONAL SERVICES PROCUREMENT NOTICE
REQUEST FOR PROPOSAL
HVAC STUDY FOR THREE SOMERS SCHOOLS**

PROPOSAL RESPONSE PAGE

It is the responsibility of the respondent to check the Town's website for any Addenda before submitting the proposal.


	Task	Total Cost
1.	Elementary School HVAC Study and Estimate of Probable Cost	\$ 5000.00
2.	MBA Middle School HVAC Study and Estimate of Probable Cost	\$ 5000.00
3.	High School HVAC Study and Estimate of Probable Cost	\$ 5000.00

Douglas Lajoie, PE

Consulting Engineering Services

Type or Print Name of Individual

Doing Business as (Trade Name)



Signature of Individual

811 Middle Street

Street Address

Vice President

Middletown, CT 06457

Title

City, State, Zip Code

10/12/2021

Date

860 632-1682

Telephone Number / Fax Number

dlajoie@ceseng.com

E-Mail Address

06-1406235

SS # or TIN#

(Seal – If proposal is by a Corporation) Attest

NOTE: Statutory compliance with PA 21-46 effective July 1, 2021

Students

Attendance/Excuses/Dismissal

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

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

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

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

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

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

B. A student's engagement in remote classes, remote meetings, activities on timed-logged electronic systems, and completion and submission of assignments, is such that engagement accounts for not less than one-half of the school day during remote learning is excluded from definitions of "excused absence" and "unexcused absence."

C. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absences shall be identified in the student's attendance records. A student cannot take these mental health days during consecutive school days.

D. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

E. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Attendance/Excuses/Dismissal

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be completed in the same number of days they were absent. With extended illness, with medical documentation, a makeup schedule will be developed with teachers and parent(s) approved by the administration.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section [27-103](#), and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

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

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

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

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

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

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

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

(cf. 5142 - Student Safety)

(cf. [5113.2](#) - Truancy)

(cf. 6113 - Released Time)

Legal Reference Connecticut General Statutes

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

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

[10-185](#) Penalty

[10-198a](#) Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

[10-98b](#) State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence" as amended by PA 21-26, section 19)

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

PA 15-225 An Act Concerning Chronic Absenteeism

[10-199](#) through [10-202](#) Attendance, truancy - in general

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

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

Adopted: March 10, 1986

Revised: July 11, 1988

Revised: September 13, 1993

June 28, 1999

July 9, 2009

September 9, 2013

March 9, 2015

November 9, 2015

February 13, 2017

This is changing the placement of audience to citizens...

BYLAWS OF THE BOARD

Time, Place, Notification of Meetings

Meeting Conduct, Order of Business

The regular order of business shall include, but not be limited to, all of the following, in the order given:

1. Call to Order
2. Pledge of Allegiance
- [3. Awards & Recognitions](#)
4. Approval of Minutes
- ~~4. Audience to Citizens/Staff/Students~~
5. Opportunity to Add/Delete Agenda Item
6. Consent Agenda
7. New Business
8. Old Business
9. Reports
- [10. Committee reports](#)
- [11. Audience to Citizens/Staff/Students](#)
11. Adjournment

Upon the affirmative vote of two-thirds of the members, any subsequent business not included in the filed agenda may be added under section 5 and acted upon at the meeting.

Adopted: March 23, 1981

Revised: February 22 1982

February 24, 1992

November 22, 1999

November 26, 2001

March 25, 2019

NOTE: Statutory compliance with PA 21-46 effective July 1, 2021

COMMUNITY RELATIONS:

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, [electronic communications](#), required regular contact with all parents, two flexible parent-teacher conferences for each school year *[required beginning July 1, 2010]*, and drop in hours for parents, home visits and use of technology.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- [Parent conferences can be fulfilled by the District offering parents the option of attending and parent-teacher conference by use of telephonic, video, or other conferencing platforms.](#)
- [An additional parent-teacher conference shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and on additional parent conference every six-month thereafter for the duration of such period of remote learning.](#)

Legal Reference: Connecticut General Statutes

[10-221\(f\)](#) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, ~~An Act Concerning Education Reform in Connecticut~~. And P.A. 21-46, [An Act Concerning Social Equity and the Health, Safety, and Education of Children](#)

Adopted: July 6, 1981

Reviewed: February 3, 2000

Revised: December 6, 2010:



**Board of Education
Administrative Report**

Title of Report: Five-Year Capital Improvement Plan (2022-2027)

Board Meeting Date: October 25, 2021

Action

Report

Information

Discussion

Submitted by: Brian P. Czapla

Executive Summary

First Warning: October 25, 2021

Second Warning: November 8, 2021

Project	2022-23	2023-24	2024-25	2025-26	2026-27
MBA Security System Upgrade	\$55,000				
Maintenance Pickup Truck w/ Plow	\$64,000				
Maintenance Boom Lift	\$42,000				
SES Recess Area Resurface	\$98,000				
SHS Generator Transfer Switch	\$12,000				
Maintenance Pickup Truck		\$51,000			
MBA Rooftop Units		\$344,000			
MBA Roof Replacement		\$660,000			
SES Parking Lot (pavement & expansion)			\$278,000		
MBA Parking Lot			\$279,000		
SHS Parking Lot			\$279,000		
SES Auditorium Renovation				TBD	
SES & SHS HVAC				TBD	
Field Mower Replacement					TBD
Sidewalk and Curb Repair/Replace					TBD
Totals	\$271,000	\$1,055,000	\$836,000	TBD	TBD

Notes: Costs projections are based on the Tecton Report, vendor quotes, and known industry standards. They do not consider cost inflation and will be adjusted accordingly in future years.



Board of Education Administrative Report

Narrative

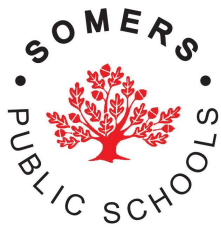
MBA Security System Upgrade – this is the third (and final) year of an overhaul and upgrade of the security systems at the three schools. The high school and middle schools were completed in fiscal years 2020 and 2021.

Maintenance Pickup Truck w/ Plow – the current truck is a 2003 model that is in excess of 90,000 miles. It is rusting at the wheel wells, door panels and the bed. It also has a cracked frame and the engine is not running efficiently (burning significant oil each month).

Maintenance Boom Lift – the boom lift will allow the school system and the town to perform services in a safe and timely manner. We currently must rent a lift to perform tree trimming, washing 2nd floor windows, cleaning gutters, and working on light poles and the scoreboards. This would be a shared resource with the town.

SES Recess Area Resurface (asphalt) – the paved asphalt behind the elementary school is heavily used by students at recess. There are multiple cracks and heaves that make it unsafe due to possible trip hazards.

SHS Generator Transfer Switch – the generator transfer switch has malfunctioned. It currently requires a manual transfer in the event of a power outage. The generator at SHS provides power to the entire school so it can be utilized as a town shelter if there is a severe power outage event.



**Board of Education
Administrative Report**

Title of Report: Veterans Day Report

Board Meeting Date: November 8, 2021

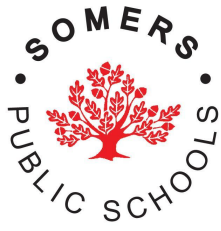
Action
 Report
 Information
 Discussion

Submitted by: Building Principals & The Director of Curriculum and Instruction

Executive Summary

On Thursday, November 11, 2021, as in the year's past, the Somers Public School District will honor military veterans. This year, due to COVID guidelines, our recognition will look slightly different from year's past. You will notice that in all three buildings, part of their recognition includes a digital presentation which allows access for any students who may be learning remotely due to COVID.

Somers Elementary School	SES will have a virtual presentation (slideshow with music) honoring those who served and will create and send cards to Veterans in the hospital and to home with students who have parents/family members who have served.
Mabelle B. Avery Middle School	<p>MBA will have a soldier, Sergeant Thomas Linevitch, from the 102nd Army Band, Connecticut Army National Guard live streaming while he sings the National Anthem and is interviewed by students.</p> <p>Additionally, MBA will air a pre-recorded video of the combined MBA chorus (grades 6-8) singing a patriotic song.</p> <p>Lastly, students will also create cards to send to the Veterans Hospital.</p>
Somers High School	<p>National Honor Society students are planning to create a Veteran's Day video program including interviews with Veterans in our school community.</p> <p>The SHS band and chorus will also be contributing pre-recorded selections and the program will conclude with a gun salute by Post 101 of the American Legion.</p>



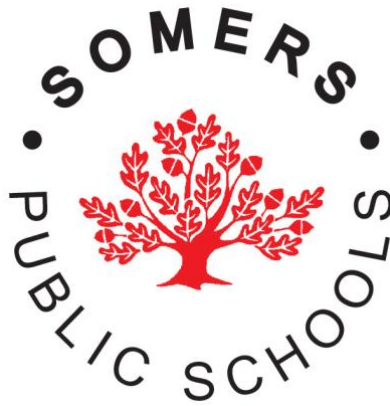
**Board of Education
Administrative Report**

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2021-22

Long Range Facilities Plan Update

November 2021



The Town and Board of Education engaged the services of *Tecton Architects* in 2015-16 to conduct a comprehensive study of all the Somers Public School's facilities. The intent was to determine the extent of needed repairs in order to develop a fiscal plan. Tecton conducted thorough inspections of the schools and developed a report with its recommendations.

In the summer of 2017, Somers Public Schools met with Tecton to better understand the report. During the fall of 2017, members of the Somers Public Schools Leadership Team met frequently to identify other projects not included in the [Tecton Facilities Report](#), discuss financial impacts, and possible funding.

Each year, the Board of Education is presented with the update report about the status of the projects as well as any new projects that have been identified and added to the plan.

Facilities Projects Identified by Somers Public Schools **(“Not Listed” in the Tecton Report)**

Somers Elementary School Oil Tank Replacement

Est. Cost: \$194,000

The underground heating oil tank at SES will be 30 years old in 2019. State law mandates a life expectancy of no more than 30 years. This project would remove the existing tank and replace it with a new tank meeting current code requirements. This project is in the Tecton Report but also included here due to high priority associated with deadline.

2020-21 UPDATE: Completed

District Phone System Upgrade

Est. Cost: \$76,000

The current system is 15 years old and experiencing significant issues at an increased rate. The underlying system is degrading and becoming corrupt.

The issues include:

- Phone calls dropped
- Incoming calls not routed properly
- Pre-programmed buttons losing their configuration
- Indicator lights not functioning
- Phones do not ring for incoming calls
- Voicemail inoperable for certain extensions

The system is managed by a PC running Windows XP which is no longer supported by Microsoft. Due to this security risk, the system is not allowed on the network which greatly decreases our flexibility for managing the system.

2018-19 UPDATE: Completed

Video Security System (upgrade and expansion)

Est. Cost: \$50,000

In the fall of 2017, local law enforcement conducted an assessment of the closed circuit surveillance cameras and noted that all three public schools have gaps in coverage. The elementary school has several areas of mass gatherings that are not monitored. This includes the gymnasium, cafeteria and auditorium. In addition the pre-school hallway with an exterior door was identified as vulnerable with no coverage. Expansion at the elementary schools should include these areas as well as the 5th grade and the Main Office hallways.

The middle school has some “alarming gaps” in the exterior of the school. It was recommended this coverage be listed as a high priority. It includes the area outside the gymnasium (including the two sets of fire doors) and the area outside the band and chorus rooms. In the interior of the middle school there are high priority gaps identified in the gymnasium and the main lobby entrance. There are also lower priority gaps identified in the upper level, 300 and 200 block hallways.

The high school has high priority gaps on the north exterior near the student entrance and the east exterior near the shop entrance. In addition, there are high priority gaps in the areas of mass gathering (cafeteria, gymnasium and auditorium). There are also gaps in the cafeteria hallway, the hallway leading past the nurse's office and the main hallway near the school office.

2018-19 UPDATE: Partially completed. Approximately \$50,000 needed to fully complete project.

2019-20 UPDATE: Partially completed (summer 2019). Per bond, \$75,000 allocated for this project. Additional \$50,000 of installations identified by Somers Police Department. Possible inclusion in CIP requests for 2020-21.

2020-21 UPDATE: \$33,000 allocated in the Capital Improvement Budget. Projected completion by June 2021.

2021-22 UPDATE: SES camera upgrades completed. License plate camera on Vision Boulevard installed summer of 2021.

Kitchen Facilities (all schools)

Est. Cost: \$70,000

A representative from Kittredge Equipment Company conducted an assessment of the kitchen facilities at each school as well as the high school quantity foods program. The recommendations for equipment are identified below. Some equipment currently used in the high school kitchen could be relocated to quantity foods, where the equipment would align with the program needs.

Somers Elementary School

- Convection oven, burner range.....\$20,000; Priority 2 **(Partially completed)**

Mabelle B Avery

- Dishwasher booster heater, water softener conditioner.....\$6,000; Priority 1 **(Completed 2017-18)**
- Convection oven.....\$15,000; Priority 2

Somers High School

- Water softener conditioner.....\$3,000; Priority 1 **(Completed 2017-18)**
- Convection oven, oven steamer.....\$26,000; Priority 2. **(Completed 2019-20)**

Somers High School Auditorium Lighting Upgrade

Est. Cost: \$150,000

The current lighting system in the auditorium is more than 20 years old. It is past its life expectancy and is suffering from multiple failures that require “work-arounds” as replacement parts do not exist or are hard to find. Additionally, it cannot be expanded to accommodate the lighting needs of modern day productions. The system will be converted to a highly efficient system, reducing energy and maintenance costs.

2019-20 UPDATE: Completed

Somers High School Baseball Outfield & Fence

Est. Cost: \$41,300

The baseball outfield is more than 25 years old. During this time the condition of the outfield has degraded to the point it may become unplayable in the near future. The temporary outfield fence was donated to the school. This project would re-grade the outfield and install a permanent fence.

2020-21 UPDATE: Completed

Maintenance Building Roof, Generator & Boiler

Est. Cost: \$32,000

The maintenance building roof and boiler are more than 25 years old. The building does not have a generator. These projects would replace the roof and boiler as well as install a 15Kwh generator. The generator would ensure a number of district wide systems housed in the maintenance building would remain online 24/7/365.

2018-19 UPDATE: Partially completed. Roof remains outstanding. Not on bond.

2020-21 UPDATE: Roof estimated at \$13,000

2021-22 UPDATE: Roof completed in spring of 2021

Somers Elementary School Auditorium Carpet Replacement

Est. Cost: \$21,260

The auditorium carpet is 22 years old and in poor condition. We duct tape the seams to keep them from fraying/zippering which was causing a tripping hazard. This is the last section of the school to have the original carpet.

2020-21 UPDATE: Delaying the carpet replacement as the entire auditorium requires renovation. This will be part of a future project that will include fixing the ceiling tile, painting, curtains, sound and light systems. To be considered in a future bond or CIP.

Maintenance Storage Building

Est. Cost: \$348,000

This project would construct a second storage building allowing all maintenance equipment and vehicles to be under cover. The building would also provide much needed storage for items currently stored in the school buildings and commercial storage facilities.

Mabelle B. Avery Roof Restoration

Est. Cost: \$660,000

The roof at MBA is 18 years old (excluding the Central Office addition in 2004). This project would restore the roof to a useful life of 20 years.

2020-21 UPDATE: This will need to be considered as part of a future bond.

Somers Elementary School Playground Equipment & Resurfacing

Est. Cost: \$98,000

The playground areas are more than 20 years old. This project would resurface and repaint the two areas. There are numerous cracks and uneven surfaces that pose safety risks to students, staff and the community.

2021-22 UPDATE: This will be included in the 2022-23 CIP request or possibly part of a future bond.

Somers High School Parking Lot Repaving

Est. Cost: \$279,400

The parking lots and sidewalks are more than 20 years old (excluding the 2004 addition). This project would repave and reline the three staff (and visitor) parking areas, driveways and sidewalks. The project would also include the student parking lot. All areas would be repainted as appropriate (parking, fire lanes, crosswalks, etc.)

2020-21 UPDATE: This will be included in the 2024-25 CIP request or possibly part of a future bond.

Somers Elementary School Parking Lot Repaving

Est. Cost: \$277,500

The parking lots and sidewalks are more than 20 years old. This project would repave and reline the four staff (and visitor) parking areas, driveways and sidewalks. All areas would be repainted as appropriate (parking, fire lanes, crosswalks, etc.). It would also increase parking spaces to accommodate the volume of cars for after-hours programs.

2020-21 UPDATE: This will be included in the 2024-25 CIP request or possibly part of a future bond.

Mabelle B. Avery Parking Lot Repaving

Est. Cost: \$279,400

The parking lots and sidewalks are more than 20 years old. This project would repave and reline the two staff (and visitor) parking areas, driveways and sidewalks. All areas would be repainted as appropriate (parking, fire lanes, crosswalks, etc.)

2020-21 UPDATE: This will be included in the 2024-25 CIP request or possibly part of a future bond.

Mabelle B. Avery Parking Lot Expansion

Est. Cost: \$61,700

This project proposes the conversion of the abandoned tennis courts to a parking lot, addressing two concerns. First, it would provide additional campus parking for staff, parents and families during evening events. Second, it would allow us to reconfigure the MBA traffic pattern for student drop offs and pickups while

also designating dedicated drop off and pick up zones. These changes will enhance safety, accommodate more vehicles and reduce traffic congestion on Vision Boulevard.

2018-19 UPDATE: Completed Summer 2019. No cost to the district (courtesy of Somers DPW).

MBA Fire Alarm System Upgrade

The current system at MBA is at the end of life and is becoming obsolete. Replacement parts for the system are no longer being manufactured and harder to secure.

Funding Source(s): 2020-21 CIP Cost: \$25,000

2021-22 UPDATE: Completed in spring of 2021

MBA Fields Border Fence

The private property bordering the north end of the MBA fields was cleared in the fall of 2020. There is now easy access to the private property and the creek from the fields. For safety reasons and to reduce liability, a fence should be installed preventing students and the public from accessing the property while present for an activity on the MBA fields.

Funding Source(s): Operations Budget Cost: \$19,000

2021-22 UPDATE: Completed in the spring of 2021

Elementary School Auditorium Renovation

The auditorium needs a complete renovation. Lighting, sound, painting, curtains are projects that should be considered. The current bond has one project listed (carpet replacement). This will be included in a future auditorium renovation project

Funding Source(s): CIP or future bond Cost: TBD

Air Conditioning (SES and SHS)

Funding Source(s): CIP or future bond Cost: TBD

2021-22 UPDATE: Possible funding through the town ARP funds. Costs estimates will be determined through and engagement with an HVAC engineer/consultant and presented to the BOE, BOS, and BOF.

Security System Upgrades

Somers Elementary School: Projected completion June 2022 Cost: \$55,000

Mabelle B, Avery Middle School: CIP 2022-23 Cost: \$55,000

Somers High School: **Completed in 2020-21**

Cost: \$45,000

Maintenance Equipment & Vehicles

Est. Cost: \$236,000

- Pick up truck (w/ plow).....\$64,000; **(CIP: 2022-23)**
- Dump truck.....\$80,000; **(Completed July, 2021)**
- Pick up truck.....\$51,000; **(CIP: 2023-24)**
- Wide mower.....\$18,500; **(Completed 2017-18)**
- Kubota.....\$35,500; **(Completed July, 2020)**

Facilities Projects Details by School

The tables below show line item projects and costs for each school. Details can be found in the excerpts from the Tecton Facilities Report (see tabs for each school). The tables include the page number where the details can be found as well as the bullet point (BP) on that page. Items noted as “Not Listed” are projects identified by Somers Staff but not included in the Tecton Report.

Somers Elementary School

Page	BP	Description	School Budget	CIP / Bonding	Status
349	3	Gym doors & canopy		\$52,000	completed
349	4	C5 door to soffit	\$1,500		completed
349	5	Perimeter joint between brick wall and sidewalk.	\$500		spring 2021
349	6	Column base at the oil tank vent (fill in with concrete)	\$100		completed
349	7	Window - brick and CMU repair	\$720		spring 2021
350	1	Roof - scuppers in the white/1995 section (part of roof project).		\$27,000	On-hold
350	5	Courtyard - rusting door hardware	\$2,000		TBD
354	10	Auditorium damaged ceiling tiles		TBD	future bond
354	12	Media center damaged floor defuser	\$800		completed
358	n/a	Oil tank replacement (to be completed by 2019)		\$194,223	completed
366	n/a	Scupper sumps & reflective coating: roof project		TBD	On-hold
Not Listed		Kitchen facilities (convection burner completed, range still outstanding)		\$20,000	partially completed
348	1	Exterior columns		\$412,000	fall 2021
349	2	Damaged EIFS soffit by gym	\$10,980		fall 2021
350	7	Mortar repairs		\$100,000	TBD
350	8	Courtyard - horizontal transition from EIFS to brick	\$11,280		fall 2021
353	1	Cabinets & counter tops, sinks & painting		\$175,000	In-house
353	7	Secure gym floor angle	\$2,000		completed
354	4	VCT tiles - replace in all the hallways		\$87,668	TBD
361	n/a	Media Center AHU - 40 years old		\$30,000	TBD
369	n/a	Repairs to building exterior columns	page 348, BP 1		fall 2020
Not Listed		New carpet in the auditorium		TBD	future bond
349	8	Roof - white coating replacement		\$495,000	On-hold
349	8	Solar panel removal		\$30,000	On-hold
349	9	Roof - flashing in the white/1995 section.	page 349, BP 8		On-hold
350	6	Media Center – lintel repair		\$25,526	completed
353	3	Replace folding partitions		\$60,300	completed
353	6	Gym floor - refinish		\$24,310	TBD
354	3	Restroom partitions school wide	\$38,400		TBD
361	n/a	Vestibule and hallway cabinet unit	\$18,000		TBD
361	n/a	Main Office AHU	\$9,000		TBD
372	n/a	A/C all classrooms (54 Rooms, Gym & Aud.)		TBD	future bond
Not Listed		Re-surface and paint playgrounds		TBD	future bond
Not Listed		Reclaim, pave & re-line parking lots & sidewalks		TBD	future bond
Not Listed		Add additional parking - 5th grade wing		TBD	future bond
Not Listed		Air Conditioning		TBD	future bond

Mabelle B. Avery Middle School

Page	BP	Description	School Budget	CIP / Bonding	Status
412	1	Main entry canopy (exposed foam insulation)	\$50		completed
412	2	Vertical expansion joint right of main entry	\$1,500		completed
413	1	Gym entry - paint soffit & repair light fixture	\$250		completed
413	2	Lower mulch in landscape beds (covering weep holes)	\$120		completed
413	5	Caulk soft joints around the perimeter between wall & sidewalk	\$2,000		spring 2021
413	7	Cracked bricks at lintels in several areas		\$8,640	completed
414	1	Weeps at the east side of the school are packed solid with mortar	\$200		completed
414	2	Bus canopy, paint is peeling	\$350		completed
414	3	Band/chorus rooms railing & nosing (concrete, paint)	\$500		completed
414	5	Horizontal crack in the face of the brick along the chorus & band room	\$4,500		completed
414	6	Roof blister over band room.	\$1,200		completed
417	1	Room 202 wall expansion crack (caulk)	\$50		completed
417	5	Science & Art room lintels repair		\$20,500	completed
417	7	Courtyard - ADA accessibility	\$9,500		completed
417	9	Courtyard hardware, exit devices not exterior grade (plus 3 canopies)		\$15,000	2021-22
428	n/a	Lintel repairs, repointing & re-caulking			completed
430	n/a	Tech Ed ventilation & dust collection		\$26,544	cancelled
Not Listed		Kitchen facilities (dishwasher booster heater, water softener conditioner)	\$6,000		completed
Not Listed		Kitchen facilities (convection oven)		\$15,000	TBD
413	3	Door C1 entry, install flashing & drip edge (also repair & paint soffit)		\$12,000	TBD
413	6	Service entry & ext. restroom - rusting door frames, install canopy (part of system canopy project)	SES page 349, BP 3		TBD
417	2	Some counter top repairs	\$500		completed
417	8	Courtyard in need of pointing and repair some damaged bricks (MBA general repair)		\$8,000	TBD
429	n/a	AHU Replacement		TBD	future bond/CIP
417	4	Restroom partitions rusting (replace with solid composite)		\$36,000	TBD
Not Listed		Roof restoration (18 years)		TBD	future bond
414	4	Parking lot expansion (tennis courts)		\$0	completed
Not Listed		Reclaim, pave & re-line parking lots (also sidewalks)		TBD	future bond
Not Listed		Fire Alarm System Upgrade (new 2020-21)		\$25,000	completed
Not Listed		Fields Border Fence (new 2020-12)		\$19,000	completed

Somers High School

Page	BP	Description	School Budget	CIP / Bonding	Status
485	4	Exterior doors sweeps - 31 doors	\$3,100		completed
485	8	Handicap hand held shower spray unit	\$250		completed
486	8	Concession room damaged ceiling tiles & sheetrock soffit	\$150		completed
486	9	Storage room by concessions, add a door serrated low ceiling	\$50		completed
486	10	Auditorium carpet repair	\$300		completed
487	6	Food service rusted door frame bottoms (sand & paint)	\$100		completed
488	4	Paint door mullion at the student entry	\$50		completed
488	6	Wrestling storage room (6"crack in the CMU on right side of window)	\$50		completed
502	n/a	Track - removal of existing & installation of a new 1/4 mile track		\$3,200,000	completed
Not Listed		Kitchen facilities (water softener conditioner)	\$3,000		completed
Not Listed		Kitchen facilities (convection oven, oven steamer)		\$26,000	TBD
Not Listed		Auditorium/stage lighting system upgrade		\$150,000	completed
486	3	Gym bleacher repairs	\$12,000		TBD
486	7	Concession room, sink counter not handicap accessible	\$2,000		TBD
486	12	Art rooms, repairs to casework (sinks not handicap accessible)	\$4,500		TBD
487	4	School wide window shades	\$16,000		completed
487	9	Room 138, add trim to exposed block wall on the short counter	\$100		completed
488	2	Millwork in the shop areas are damaged	\$1,000		TBD
500	n/a	Replace existing boilers (heat & domestic)		\$235,739	bond
Not Listed		Outfield replace/re-grade (baseball)		\$30,000	completed
Not Listed		Outfield fence (baseball)		\$11,300	completed
485	1	Stained atrium soffits	\$900		Summer2021
485	11	Repair millwork in the trainer's room	\$3,000		Completed
486	6	Paint the floor in the gym equipment storage room	\$250		Summer2021
488	8	Some areas on the 2nd floor have open joints on the VCT	\$2,000		completed
501	n/a	A/C all classrooms (49 Rooms, Café & Gym)		TBD	future bond
Not Listed		Reclaim, pave & re-line parking lots (also sidewalks)		TBD	future bond
485	10	Paint walls & floor in the trainer's room	\$1,200		summer2021
486	5	Gym teachers' restroom (women's & men's) not proper clearances for ADA compliance. Also missing swing up grab bars in the handicap stalls		\$75,000	TBD
487	8	Nurses restroom flush valve is to high	\$50		completed
Not Listed		Air Conditioning		TBD	future bond

BONDING UPDATE

	BOE Request	Town Approp.	Revised Budget	Variance	Expended
SES General Building Repairs					
Damaged EIFS	\$11,000	\$11,000	\$8,640	\$2,360	\$0
Courtyard Transition	\$11,000	\$11,000	\$3,800	\$7,200	\$3,800
Auditorium Carpet	\$22,000	\$22,000	\$0	\$22,000	\$0
Folding Partitions	\$41,000	\$41,000	\$0	\$41,000	\$0
Gym Floor	\$24,000	\$24,000	\$24,000	\$0	\$0
Restroom Partitions	\$27,000	\$27,000	\$27,000	\$0	\$0
Vestibule Heaters	\$18,000	\$18,000	\$18,000	\$0	\$0
Office Air Handling Unit	\$9,000	\$9,000	\$9,000	\$0	\$0
SES Media Center Air Handling Unit	\$30,000	\$30,000	\$30,000	\$0	\$0
SES Counter Tops & Cabinets	\$175,000	\$175,000	\$0	\$175,000	\$0
SES Exterior Column Repair	\$412,000	\$412,000	\$168,480	\$243,520	\$143,752
SES Mortar Repairs	\$100,000	\$100,000	\$100,000	\$0	\$0
SES Oil Tank	\$194,000	\$85,360	\$182,322	(\$96,962)	\$182,322
SES VCT Tile	\$88,000	\$88,000	\$88,000	\$0	\$0
SES Roof Replacement (partial)	\$552,000	\$242,880	\$652,435	(\$409,555)	\$0
MBA General Building Repairs					
Courtyard Hardware	\$15,000	\$15,000	\$15,000	\$0	\$0
Door C1	\$12,000	\$12,000	\$12,000	\$0	\$0
Courtyard Pointing	\$8,000	\$8,000	\$8,000	\$0	\$0
Restroom Partitions	\$25,000	\$25,000	\$25,000	\$0	\$0
MBA Tech Ed Ventilation	\$27,000	\$27,000	\$0	\$27,000	\$0
SHS Auditorium Lighting	\$198,000	\$198,000	\$197,390	\$610	\$197,390
SHS Baseball Field & Fence	\$41,000	\$41,000	\$50,890	(\$9,890)	\$50,890
SHS Boiler Replacement	\$235,000	\$235,000	\$560,000	(\$325,000)	\$19,000
SHS General Building Repairs					
Gym Teacher ADA	\$73,000	\$73,000	\$73,000	\$0	\$0
SHS Track	\$2,987,000	\$2,987,000	\$3,207,433	(\$220,433)	\$3,207,433
SW Security Upgrades	\$75,000	\$75,000	\$75,000	\$0	\$75,000
SW Door Canopies	\$52,000	\$52,000	\$52,000	\$0	\$48,198
SW Kitchen Facilities Equipment	\$55,000	\$55,000	\$55,000	\$0	\$13,397
SW Lintels	\$55,000	\$55,000	\$72,980	(\$17,980)	\$72,980
SW Storage Building	\$348,000	\$348,000	\$348,000	\$0	\$0
Anticipated Issuance Cost	\$0	\$47,760	\$14,989	\$32,771	\$14,989
	\$5,920,000	\$5,550,000	\$6,078,359	(\$528,359)	\$4,029,151



District Improvement Plan 2021-22

Vision:

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

Mission

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

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Strategic Plan Goals



Goal 1: Student Achievement

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



Goal 2: Professional Learning

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



Goal 3: Accountability

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

SUPERINTENDENT

Strategic Plan Goal: Student Achievement		Focus Areas of Improvement: Math, Language Arts	
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Goal: 1. Increase student proficiency in language arts. 2. Increase student proficiency in math.			
Goal 1			
<ul style="list-style-type: none"> ● Continue to support and provide the necessary resources and training to staff in implementation of F&P ● Start implementation of Columbia Workshop Lang Arts Program at MBA ● Work with SHS Principal to develop plan to increase language arts mastery on SAT and AP tests ● Assess COVID-19 impact and develop appropriate learning plans. 	<ul style="list-style-type: none"> ● SES Administration ● Dir of Curric & Instruction ● Reading Consultant ● Teachers ● MBA Administration ● Director of Curriculum & Instruction ● SHS Admin ● Superintendent and District Leadership Team 	<ul style="list-style-type: none"> ● Purchase of appropriate F&P, resources ● Professional development funding ● Data team time ● Time ● Access to resources ● Time ● Access to resources ● Benchmark Assessment Programs ● Professional Development time for data analysis and planning ● ARP funds 	<ul style="list-style-type: none"> ● Increase student achievement in various language arts components at SES & MBA. ● Staff will utilize formative assessments to target instruction based on individual student needs ● Provide professional development for full implementation in SY 2022-23 ● Increase student achievement in various language arts components in the high school. ● Assess learning levels for students ● Develop learning plans for students based on benchmark assessments ● Secure necessary resources to ensure appropriate student mastery levels

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 2</p> <ul style="list-style-type: none"> Fully implement Investigations (K-4) and iReady (5-8) and math programs Work with SHS Principal to develop plan to increase mathematics mastery on SAT and AP tests Assess COVID-19 impact and develop appropriate learning plans. 	<ul style="list-style-type: none"> SES Administration MBA Administration Classroom Teachers SHS Administration Director of Curriculum & Instruction Superintendent and District Leadership Team 	<ul style="list-style-type: none"> Time Time Access to resources Benchmark Assessment Programs Professional Development time for data analysis and planning ARP funds 	<ul style="list-style-type: none"> Increase student achievement in various mathematics components in the elementary and middle schools. Increase student achievement in various mathematics components in the high school. Assess learning levels for students Develop learning plans for students based on benchmark assessments Secure necessary resources to ensure appropriate student mastery levels

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff development programming	
Goal: Engage staff in systemic and meaningful professional development to support district learning goals			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<ul style="list-style-type: none"> Convene district-wide PD Committee to assess current practices 	<ul style="list-style-type: none"> Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet 	<ul style="list-style-type: none"> Make recommendations for professional development formats and programming.
<ul style="list-style-type: none"> Implement diversity and equity professional development 	<ul style="list-style-type: none"> Superintendent Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet as a leadership team 	<ul style="list-style-type: none"> Staff will increase professional knowledge on related topics.
<ul style="list-style-type: none"> Implement SEL Adult Curriculum 	<ul style="list-style-type: none"> Director of Curriculum and Instruction Building Administration 	<ul style="list-style-type: none"> Second Step Program 	<ul style="list-style-type: none"> Enhance faculty collaboration and communication to promote positive school/district climate

Strategic Plan Goal: Accountability		Focus Area of Improvement: Teacher Evaluation & Student Assessment	
Goal: 1. Review and revise teacher evaluation plan to better reflect SPS goals and beliefs 2. Evaluate student assessment methodologies to implement best practices for meaningful assessment (multi-year process)			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Goal 1 <ul style="list-style-type: none"> • Convene teacher evaluation committee to review and update teacher evaluation plan 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Teacher evaluation committee 	<ul style="list-style-type: none"> • Time • Guidelines from CSDE 	<ul style="list-style-type: none"> • Revision to the teacher evaluation program that aligns to state mandates and SPS criteria
Goal 2 <ul style="list-style-type: none"> • Evaluate current curriculum and assessment practices and make recommendations 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Building Administration 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Recommendation for revisions to current assessment programs. • Editing and revision report cards/grading practices • Develop curriculum pacing guides

CURRICULUM AND INSTRUCTION DEPARTMENT

Strategic Plan Goal: Student Achievement		Focus Areas of Improvement: Math & Language Arts	
<p>Goal:</p> <ol style="list-style-type: none"> 1. Increase student proficiency in language arts. 2. Increase student proficiency in math. 			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> ● Continue to support and provide the necessary resources and training to staff in implementation of ELA programs and curriculum. 	<ul style="list-style-type: none"> ● SES Administration ● Dir of Curric & Instruction ● Reading Consultant ● Teachers 	<ul style="list-style-type: none"> ● Purchase of appropriate ELA resources ● Schedule Professional development and ensure appropriate funding to support it ● Bi-Monthly Curriculum Meetings with building Administration 	<ul style="list-style-type: none"> ● Increase student achievement in various language arts components at SES ● Staff will utilize formative assessments to target instruction based on individual student needs. ● Building administration & the reading consultant will oversee teacher fidelity to ELA program materials and curricular implementation.
<p>Goal 2</p> <ul style="list-style-type: none"> ● Start implementation of Columbia Workshop Lang Arts Program at MBA 	<ul style="list-style-type: none"> ● MBA Administration ● Director of Curriculum & Instruction ● ELA Teachers 	<ul style="list-style-type: none"> ● Purchase of appropriate ELA resources ● Schedule Professional development and ensure appropriate funding to support it ● Bi-Monthly Curriculum Meetings with building Administration 	<ul style="list-style-type: none"> ● Provide professional development to ELA teachers for full implementation of Reading Workshop SY 2022-2023 and writing workshop 2023-2024. ● Increase student achievement in various language arts components at MBA. ● Building administration & the reading consultant will oversee teacher fidelity to ELA program materials and curricular implementation.
<p>Goal 3</p> <ul style="list-style-type: none"> ● Fully implement Investigations (K-4) and iReady (5-8) Math Programs. ● Work with SHS Principal to develop plan to increase mathematics mastery on SAT and AP tests 	<ul style="list-style-type: none"> ● SES Administration ● MBA Administration ● Classroom Teachers ● SHS Administration ● Director of Curriculum & Instruction 	<ul style="list-style-type: none"> ● Bi-Monthly Curriculum Meetings with building Administration ● Time ● Access to resources and professional development 	<ul style="list-style-type: none"> ● Increase student achievement in various mathematics components in the elementary and middle schools. ● Increase student achievement in various mathematics components in the high school.

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff development programming	
Goal: 1. Engage staff in systemic and meaningful professional development to support district learning goals			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Goal 1: <ul style="list-style-type: none"> Convene district-wide PD Committee to assess current practices 	<ul style="list-style-type: none"> Director of Curriculum and Instruction Teachers Building Administration 	<ul style="list-style-type: none"> Time to meet 	<ul style="list-style-type: none"> Make recommendations for professional development formats and programming.
Goal 2: <ul style="list-style-type: none"> Implement diversity and equity professional development 	<ul style="list-style-type: none"> Superintendent Director of Curriculum and Instruction Teachers & Paraeducators 	<ul style="list-style-type: none"> Time to organize materials for professional development as well as to hold the professional development. 	<ul style="list-style-type: none"> Staff will increase professional knowledge on related topics.
Goal 3 <ul style="list-style-type: none"> Implement SEL for Adults Professional Development 	<ul style="list-style-type: none"> Director of Curriculum and Instruction Building Administration Teachers & Paraeducators 	<ul style="list-style-type: none"> Second Step for Adults Program 	<ul style="list-style-type: none"> Enhance faculty collaboration and communication to promote positive school/district climate. Faculty & Staff will successfully complete module 1 of Second Step for Adults- Trust Building.

Strategic Plan Goal: Accountability		Focus Area of Improvement: Teacher Evaluation & Student Assessment	
<p>Goal:</p> <ol style="list-style-type: none"> 1. Review and revise teacher evaluation plan to better reflect SPS goals and beliefs 2. Evaluate student assessment methodologies to implement best practices for meaningful assessment (multi-year process) 			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> • Convene teacher evaluation committee to review and update teacher evaluation plan 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Teacher evaluation committee 	<ul style="list-style-type: none"> • Time • Guidelines from CSDE 	<ul style="list-style-type: none"> • Revision to the teacher evaluation program that aligns to state mandates and SPS criteria. • Successfully implement the state flexibilities as related to teacher evaluation for the 2021-2022 school year.
<p>Goal 2</p> <ul style="list-style-type: none"> • Evaluate current curriculum and assessment practices and make recommendations 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Building Administration • Teachers 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Recommendation for revisions to current assessment programs. • Editing and revision report cards/grading practices • Develop curriculum pacing guides • Piloting iReady ELA and Math Diagnostics (Gr. 1-10)

PUPIL SERVICES DEPARTMENT

Strategic Plan Goal: Pupil Services Initiatives (Strategic Plan Goals 1, 2 & 3)		Focus Areas of Improvement: Transition to New CT IEP and CT-SEDS Platform	
<p>Goal:</p> <p>1. Transition district from former CT IEP to new CT IEP</p> <p>2. Frontline IEPDirect Platform to CT-SEDS platform</p>			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> Identify Somers Public Schools staff who will receive IEP Quality Training 	<ul style="list-style-type: none"> Coordinator of Pupil Services Director of Pupil Services Team Leaders Building Administrators Pupil Services Administrative Assistants 	<ul style="list-style-type: none"> Identify team times for new IEP Quality Training Work with building administrators to identify times and resources available to support team leader training Department informational meetings to build capacity within the district Attend 2hrs/wk training for 8 weeks on IEP Quality Training 	<ul style="list-style-type: none"> Team leaders and Pupil Services staff complete IEP Quality Training for the new Connecticut IEP
<p>Goal 2</p> <ul style="list-style-type: none"> Start and prepare data migration of IEP / Pupil Services data to the new State of CT-SEDS 	<ul style="list-style-type: none"> Coordinator of Pupil Services Director of Pupil Services IT Department Pupil Services Administrative Assistants 	<ul style="list-style-type: none"> Data migration trainings and that provide information on transferring batches of Pupil Services data between Frontline IEP and the new State of CT-SEDS platform Work with IT to connect with Frontline for available resources to assist with data migration 	<ul style="list-style-type: none"> Data migration of Frontline IEP data to new CT-SEDS
<p>Goal 3</p> <ul style="list-style-type: none"> Prepare district for new CT IEP and CT-SEDS platform 	<ul style="list-style-type: none"> Coordinator of Pupil Services Director of Pupil Services IT Department Pupil Services Administrative Assistants Pupil Services Staff 	<ul style="list-style-type: none"> Staff to attend BSE weekly office hours for new CT-SEDS platform Monthly department meetings Team Leader meetings District Leadership 	<ul style="list-style-type: none"> Action plan for the 2022-2023 new CT IEP and CT-SEDS platform rollout for Somers Public Schools

Strategic Plan Goal: Pupil Services Initiatives (Strategic Plan Goals 1, 2 & 3)		Focus Area of Improvement: Social Emotional Learning (SEL) and Supports	
<p>Goal:</p> <ol style="list-style-type: none"> 1. Develop district Social and Emotional Learning Committee 2. Identify Universal SEL Screener 3. Develop protocols and identify supports for data obtained from SEL universal screener 			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> • Create a district Social and Emotional Learning Supports Committee using CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 	<ul style="list-style-type: none"> • Coordinator of Pupil Services • Director of Curriculum and Instruction • Building Assistant Principals • District Staff 	<ul style="list-style-type: none"> • District availability of committee members • Six committee sessions per year • CASEL / SEL resources that support committee short term actions and long range goals 	<ul style="list-style-type: none"> • District Social and Emotional Supports Committee Vision established with short term actions and long range goals created for Somers Public Schools
<p>Goal 2</p> <ul style="list-style-type: none"> • Identify existing district resources that support Social and Emotional Learning/Social Emotional Curriculums 	<ul style="list-style-type: none"> • District support staff • District administrators 	<ul style="list-style-type: none"> • Audit of SES, MBA, SHS resources 	<ul style="list-style-type: none"> • Inventory of district curriculums and resources available for all buildings
<p>Goal 3</p> <ul style="list-style-type: none"> • Develop protocols for use of SEL universal screener for each school 	<ul style="list-style-type: none"> • District SEL committee members 	<ul style="list-style-type: none"> • Inventory of available curriculums and resources • Identify MTSS in each building • Aperture DESSA-mini information • Access to building based school climate teams 	<ul style="list-style-type: none"> • Protocols that support social and emotional universal screener data created in an MTSS format for each district building

Strategic Plan Goal: Pupil Services Initiatives (Strategic Plan Goals 1, 2 & 3)		Focus Area of Improvement: Orientation of Coordinator of Pupil Service and Pupil Services Staff and Program Accountability	
Goal: Increase capacity of Pupil Services			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Goal 1 <ul style="list-style-type: none"> Transition of school counselors to central office pupil services administration for supervision and evaluation 	<ul style="list-style-type: none"> Director of Pupil Services Coordinator of Pupil Services Pupil Services Administrative Assistants 	<ul style="list-style-type: none"> EdReflect Collaborative time built into calendars Pupil Services Office to coordinate schedules in EdReflect 	<ul style="list-style-type: none"> Increase capacity of Pupil Services Department Improved oversight of special education instruction Coaching of school counselors Collaborative problem-solving with support staff in each school Summative evaluation of school counselors
Goal 2 <ul style="list-style-type: none"> Transition of special education teachers to central office pupil services administration 	<ul style="list-style-type: none"> Director of Pupil Services Coordinator of Pupil Services Pupil Services Administrative Assistants 	<ul style="list-style-type: none"> EdReflect Collaborative time built into calendars Pupil Services Office to coordinate schedules in EdReflect 	<ul style="list-style-type: none"> Increase capacity Pupil Services Department Improved oversight of special education instruction Coaching of special education teachers Collaborative problem-solving with special education staff in each school Summative evaluation of special education teachers
Goal 3 <ul style="list-style-type: none"> Division of IDEA guidance and support, PPT process, IEP development 	<ul style="list-style-type: none"> Director of Pupil Services Coordinator of Pupil Services 	<ul style="list-style-type: none"> State level meetings and conferences Legal forums IEPDirect 	<ul style="list-style-type: none"> Increase capacity of Pupil Services Department Improved oversight of special education instruction Collaborative problem-solving with support staff in each school Summative evaluation of special education teachers Create district coherence between SES, MBA, SHS programming

SOMERS HIGH SCHOOL

Strategic Plan Goal: Student Achievement		Focus Area of Improvement: PSAT/SAT/AP		
<p>Goal:</p> <ol style="list-style-type: none"> 1. Increase AP Scores through teacher goals and instructional practices 2. Assess PSAT areas of focus with the goal to improve results. Grades 9-11 3. Assess SAT areas of focus with goal to improve score results Grade 11 <p>Metric:</p> <ol style="list-style-type: none"> 1. AP data: Scores, test takers, offerings in current Program of Studies 2. PSAT Data from 2018-2021-Cohort data. Grades 9-11 3. SAT Data 2018-2021 Grade 11 				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> ● Ensure current AP offerings are being taught in the most effective manner of instruction and assessment <ol style="list-style-type: none"> 1. Monthly Meetings 2. Individual Meetings as necessary 3. Professional development as needed 	<ul style="list-style-type: none"> ● Principal ● AP Teachers ● Assistant Principal 	<ul style="list-style-type: none"> ● Time ● Professional Development Funds (if needed) 	SY 2021-22	<ul style="list-style-type: none"> ● Improved student scores on AP exams
<p>Goal 2</p> <ul style="list-style-type: none"> ● Improve PSAT scores as measured from previous year(s) data <ol style="list-style-type: none"> 1. Monthly Meetings 2. Mid-Year Goal Reviews 3. Observation 	<ul style="list-style-type: none"> ● Principal ● English Classroom Teachers ● Math Classroom Teachers ● Assistant Principal 	<ul style="list-style-type: none"> ● Time ● Student Data ● Collegeboard ● Khan Academy 	SY 2021-22	<ul style="list-style-type: none"> ● Increase student performance on PSAT type problems ● Improve student math skills ● Increase RIGOR
<p>Goal 3</p> <ul style="list-style-type: none"> ● Improve SAT scores for juniors as measured from previous year(s) data <ol style="list-style-type: none"> 1. Monthly Meetings 2. Mid-Year Goal Reviews 3. Observations 	<ul style="list-style-type: none"> ● Principal ● English Classroom Teachers ● Math Classroom Teachers ● Assistant Principal 	<ul style="list-style-type: none"> ● Time ● Student Data ● College Board ● Khan Academy 	SY 2021-22	<ul style="list-style-type: none"> ● Increase student performance on PSAT type problems ● Improve student math skills ● Increase RIGOR

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff Development on Issues of Assessment and Grading		
Goal: Improve staff understanding assessment and grading at SHS				
Metric: Year-end staff feedback on assessment and grading policies at SHS				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
Goal 1 <ul style="list-style-type: none"> • Staff development on equality for all students • Professional Development beginning August 2021. • Follow-up meetings with selected staff and students • Circles • Celebration of Diversity: (Monthly) • Hispanic Heritage, Native American, Black History, Irish, Asian • Advisory used to support equality issues 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Social Worker • Assistant Principal • Advisors • SHS Staff 	<ul style="list-style-type: none"> • Training • Time 	SY 2021-22	<ul style="list-style-type: none"> • Staff awareness of inequities that exist amongst our student population • Ensuring all students are successful academically and emotionally
Goal 2 <ul style="list-style-type: none"> • Staff Development on understanding grading and assessment at the secondary level. PD to begin in December and utilized for the remainder of the year. • “On Your Mark” to be read and discussed accordingly. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Team Leaders • SHS Staff 	<ul style="list-style-type: none"> • Professional Development Time • PLC Meetings • “On Your Mark” by Thomas Guskey 	SY 2021-22	<ul style="list-style-type: none"> • Begin the process of looking at grading and assessments at Somers High School.

Strategic Plan Goal: Accountability		Focus Area of Improvement: Teacher Goals, Student Attendance, Student-Staff Emotional Needs		
<p>Goal:</p> <p>1. Assist teachers in developing goals that align with assessments and/or the district improvement plan</p> <p>Metric:</p> <p>1. Teacher: Student Learning Objective 2. Chronic Absenteeism 2020-2021 Report 3. SEL for Staff and Students</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p><u>Goal 1</u></p> <p>Technically compliant IEPs. IEPs implemented with fidelity. Student academic success as it relates directly to the IEP.</p> <ul style="list-style-type: none"> ● Goal Setting Conferences ● Mid-Year Conference ● End of Year Analysis ● SSI-Student Support Group ● Quarterly Meetings with Special Education Teachers to discuss students in need <p>Conduct two meetings per year with Special Education teachers and paraeducators</p>	<ul style="list-style-type: none"> ● Principal ● Special Education Teachers/Paraeducators ● Director of Pupil Services ● Support Services 	<ul style="list-style-type: none"> ● Student data ● Student Grades ● IEP Access 	<p>SY 2021-22</p>	<p>Ensure all special education students meet with academic success</p> <p>Ensure all IEPs are being followed by all applicable staff</p>

<p>Goal 2 Reduce student chronic absenteeism</p> <ul style="list-style-type: none"> • Continue monthly attendance review meeting process. • Increase communication with parents of students who are at risk of truancy; include a new process for school nurse to follow up with families who do not follow up with school when a child is absent. If the family does not make contact with school for 3 days in a row, a wellness visit will be conducted at the home. • Parent meetings for students of concern - students who are chronically absent and / or whose performance is suffering as a consequence. These meetings involve student, parent, counseling staff, administration, and if necessary SRO. • Protocol for chronic absence and truancy - Parent meeting, home visit, possible SRO visit, referral and participation in Somers Bureau of Youth Services supports, DCF referral. Parents will be counseled to self-refer to 211 services for non-compliance and school avoidance. • Assistant Principal to attend professional learning opportunities regarding the remediation of school avoidance. • Communicating attendance policies and statutes via handbook, student class meetings at the start of the year, attendance (chronic absenteeism / truancy), and loss of credit warning letters. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Social Worker • CCC • Director of Student Services (as needed) • Attendance Secretary 	<ul style="list-style-type: none"> • Time • Student Attendance Data 	<p>SY 2021-22</p>	<ul style="list-style-type: none"> • Ensure all special education students meet with academic success • Ensure all IEPs are being followed by all applicable staff • Overall improvement of chronic absenteeism and truancy rate
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<p><u>Goal 3</u></p> <p>Supporting the health, safety, and emotional well-being of staff and students</p> <ul style="list-style-type: none"> • Advisory lessons are all built upon School Connect (Social Emotional Learning for Students) • Teacher SLO Goals developed to bring social, emotional learning to their non-advisory classes. • SEL For Adults-Second Steps implemented with all teachers and paraeducators. • Quarterly staff lunches being organized to promote staff connections and camaraderie. • Safety: Spartan Crew/Safe School Climate Committee-Orientation (safety procedures/Covid protocols), Tabletop safety training, Save a Life simulator, building safety committee. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum • Teachers • Paraeducators 	<ul style="list-style-type: none"> • Second Steps Curriculum • School Connect Curriculum • Time 	<p>SY 2021-2022</p>	<ul style="list-style-type: none"> • Overall safety and well-being of students and staff. • Overall student and staff development on social emotional needs. • Promoting positive interactions and connections for all staff in order to promote well-being.
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MABELLE B. AVERY MIDDLE SCHOOL

<p>Goal:</p> <ol style="list-style-type: none"> 1. Increase proficiency in English-Language Arts, Mathematics, and Physical Fitness. 2. Improve the performance of high-needs students in the area of English-Language Arts on the SBAC test. 2. Increase proficiency in executive functioning skills. 			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Strategy 1</p> <ul style="list-style-type: none"> • Complete training for all Language Arts teachers in the Columbia Teachers College model of workshop instruction and if appropriate trial one unit of instruction in the spring of 2022. 	<ul style="list-style-type: none"> • Language Arts Teachers • Director of Curriculum and Instruction • MBA Administration 	<ul style="list-style-type: none"> • Access to summer workshop model training for teachers (Summer 2021) • Access to continued workshop model training and time for teachers (school year) • Budget for materials (reading group tables, shelving, etc) 	<ul style="list-style-type: none"> • Teachers will be prepared to implement the full workshop model in the 2022-2023 school year with appropriate training and classroom organization to support its success. • By differentiating instruction and honing in on individual student needs, each student should experience growth in the areas of reading and writing.
<p>Strategy 2</p> <ul style="list-style-type: none"> • Utilize the iReady Reading and Mathematics platform to gather baseline and growth data to inform instruction and utilize the tools within the program to support individualized skill development. • Disaggregate the SBAC and the iReady Reading data for high needs students to determine individual areas of strength and areas in need of growth to improve performance on the SBAC ELA Assessment. 	<ul style="list-style-type: none"> • Language Arts, Math, and Special Education Teachers • Director of Curriculum and Instruction • MBA Administration • Special Education and LA Teachers 	<ul style="list-style-type: none"> • Access to student rosters set up in the iReady platform • Training for the first-year implementation of the iReady Reading diagnostic. • Training for new staff for implementation of the iReady Math diagnostic. • Training and time to incorporate the iReady MyPath exercises with students. • Access to appropriate data sets • Data Team time 	<ul style="list-style-type: none"> • Full implementation of the iReady Reading and Math diagnostic measures to all students. • Analysis of data more closely aligned with SBAC performance during data team time will allow for targeted interventions to support student growth on the SBAC tests. • By focusing on the skillsets of high needs students in the area of Reading, performance on SBAC ELA tests should improve and help us come out of the Focus School status (for one of two required years).

<p>Strategy 3</p> <ul style="list-style-type: none"> ● Improve physical fitness test scores by encouraging full effort and exertion from our students and a goal setting and tracking program. 	<ul style="list-style-type: none"> ● PE Teachers ● MBA Administration 	<ul style="list-style-type: none"> ● Activity fund monies to support motivation for reaching individualized goals. 	<ul style="list-style-type: none"> ● Improvement in the schoolwide Physical Fitness Test scores.
<p>Strategy 4</p> <ul style="list-style-type: none"> ● Utilize Academic Tutors through the ESSER Grant funds to support the development of executive functioning skills lost during the pandemic full-remote/hybrid learning models. 	<ul style="list-style-type: none"> ● School Counselor ● Academic Tutors ● MBA MTSS Team 	<ul style="list-style-type: none"> ● Time to develop a process for referring students to Academic Tutoring, communicating with parents, and monitoring progress ● Time for tutors to collaborate with teaching staff to understand student needs related to this area. 	<ul style="list-style-type: none"> ● Allow classroom teachers more opportunity to focus on content and skills related to their curriculum rather than organization, time management, and other executive functioning skills. ● Develop a level of independence in executive functioning by teaching specific skills that students can immediately apply to their work habits and classroom work
<p>Strategy 5</p> <ul style="list-style-type: none"> ● Address non-content/skill factors in standardized testing success such as participation, stress, and motivation. <ul style="list-style-type: none"> ○ Individual target goals for each student that encouraged growth from their last set of testing ○ Growth based incentives for students ○ Grade-level incentives for whole class improvement ○ Stress-relief activities mid-week during testing weeks ○ Managing the testing schedule to ensure students are not overwhelmed 	<ul style="list-style-type: none"> ● MBA Administration ● MBA Staff 	<ul style="list-style-type: none"> ● Time ● Budget to support incentive activities ● Access to therapy dogs during testing weeks 	<ul style="list-style-type: none"> ● By addressing non-curricular factors that impact State standardized test performance, we expect to see scores that more closely reflect our curriculum and instructional effectiveness. ● By addressing the whole child and being responsive to their social-emotional well being during testing time, we expect student performance to increase.

Strategic Plan Goal: Student Achievement		Focus Area of Improvement: Social-Emotional Learning	
Goal: 1. Develop a culture of community service within the school.			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Strategy 1 <ul style="list-style-type: none"> Support each grade level Advisory program in researching, selecting, organizing, teaching, and promoting a community service project that will build community within our school while working to serve a community outside of our school. 	<ul style="list-style-type: none"> MBA Administration Teaching Staff 	<ul style="list-style-type: none"> Activity Fund resources may be directed to support the efforts of the students to complete an effective service project. Time to gather information and resources to teach students the value of community service and to implement the projects selected. 	<ul style="list-style-type: none"> Three significant school-wide community service projects will be completed by the end of the 2021-2022 school year.
Strategy 2 <ul style="list-style-type: none"> Over the course of the school year, a Wall of Service Fame will be created where students and staff can share their participation in service opportunities. 	<ul style="list-style-type: none"> MBA Administration Full Staff 	<ul style="list-style-type: none"> Space in the school to have this community reflection viewed by all school community members. 	<ul style="list-style-type: none"> By both encouraging and celebrating service opportunities taken by our school community members, a sense of global citizenship will develop within each person.

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff Development Programming	
<p>Goal:</p> <p>1. Engage staff in systemic and meaningful professional development to support district learning goals.</p>			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Strategy 1</p> <ul style="list-style-type: none"> Implement and support efforts that stem from the Second Step SEL for Adults training 	<ul style="list-style-type: none"> Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet, discuss, and experiment with ideas 	<ul style="list-style-type: none"> By increasing professional knowledge on related topics, analyzing our school’s professional teaching environment, and instigating positive change, a more positive professional environment based on trust and collaboration will develop.
<p>Strategy 2</p> <ul style="list-style-type: none"> Develop a school-wide grading philosophy that challenges current thinking and assesses best practices by researching various practices and assessing our own practices. <p><i>This goal also works toward Student Achievement and Accountability.</i></p>	<ul style="list-style-type: none"> MBA Administration Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Budget for copies of <i>On Your Mark</i> for researched based reading material about grading practices Time to read, discuss, analyze, and develop our practices 	<ul style="list-style-type: none"> A school-wide statement regarding our philosophy and purpose for grading will be developed to guide the development of appropriate grading practices in the 2022-2023 school year.
<p>Strategy 3</p> <ul style="list-style-type: none"> Provide content area and Special Education teachers training on the iReady tools available to them as well as the Columbia College Readers/Writers Workshop Model. <p><i>This goal also works toward Student Achievement.</i></p>	<ul style="list-style-type: none"> MBA Administration Director of Curriculum and Instruction Language Arts, Math, Special Education, and Intervention Teachers 	<ul style="list-style-type: none"> Budget for training Time for training Budget for related resources (books, guides, etc) 	<ul style="list-style-type: none"> Training in these programs will allow for the best use of the data from the diagnostic testing and full effectiveness of the tools within the program thereby increasing student achievement in the areas of reading, writing, and mathematics.

SOMERS ELEMENTARY SCHOOL

Strategic Plan Goal: Student Achievement		Focus Areas of Improvement: Math & Language Arts	
<p>Goal:</p> <ol style="list-style-type: none"> Increase student proficiency in Language Arts Increase student proficiency in Mathematics 			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> Continue to provide training and implementation for all classroom/special education teachers in the Fountas & Pinnell model of workshop instruction in the area of Language Arts 	<ul style="list-style-type: none"> SES Administration Director of Curriculum & Instruction Reading Consultant Teachers (Regular and Special Education) 	<ul style="list-style-type: none"> Access to continued training and time for teachers throughout the school year Access to weekly collaboration with Reading Consultant Budget for materials (book room, shelving etc.) Bi-Monthly curriculum meetings with the Director of Curriculum 	<ul style="list-style-type: none"> Increased student achievement in the area of ELA Teachers will continue to utilize formative assessments to target instruction based upon individualized student needs. Teachers will utilize assessment data to provide targeted, differentiated instructional practices to ensure student growth. Building administration and Reading Consultant will oversee the training and implementation to ensure the programming is delivered with fidelity.
<p>Goal 2</p> <ul style="list-style-type: none"> Fully implement and provide training in the Investigations (K-4) and iReady (Gr.5) Math Programs 	<ul style="list-style-type: none"> SES Administration Director of Curriculum & Instruction Math Interventionist Teachers (Regular and Special Education) 	<ul style="list-style-type: none"> Access to training and time for teachers Access to resources Access to weekly collaboration with Math Interventionist Budget for manipulatives to support instruction Bi-Monthly curriculum meetings with the Director of Curriculum 	<ul style="list-style-type: none"> Increased student achievement in the area of Mathematics Teachers will continue to utilize formative assessments to target instruction based upon individualized student needs. Teachers will utilize assessment data to provide targeted, differentiated instructional practices to ensure student growth. Building administration, Director of Curriculum and the Math Interventionist will oversee the training and implementation to ensure the programming is delivered with fidelity.
<p>Goal 3</p> <ul style="list-style-type: none"> Utilize the iReady Reading and Mathematics Diagnostic and My Pathways platform to gather baseline and growth data to inform instruction, and utilize the tools within the program to identify, target and support a student's individualized skill 	<ul style="list-style-type: none"> Gr.1-5 Teachers (Regular and Special Education) Director of Curriculum & Instruction SES Administration 	<ul style="list-style-type: none"> Access to student classroom rosters within the iReady platform Training for the first-year implementation of the iReady Reading and Math diagnostic Training and time to incorporate the iReady My 	<ul style="list-style-type: none"> Full implementation of the iReady Reading and Math diagnostics measures to all students within Grades 1-5. Analysis of data allows for teachers to closely align with SBAC performance (Gr.3-5) during grade level data teams will allow for targeted Tier 1& 2 interventions to support student growth on assessments.

development.		Pathways exercises with students <ul style="list-style-type: none"> • Time for teachers to analyze diagnostic data and review individualized student learning reports 	
Goal 4 <ul style="list-style-type: none"> • Utilize universal screening results K-5 results to inform instruction and provide targeted Tier 1 & 2 interventions to students. Goal 5 <ul style="list-style-type: none"> • Disaggregate the SBAC and iReady data for students in Gr.3-5 to determine individual areas of strength and areas in need of growth to improve performance on the SBAC ELA and Math Assessment 	<ul style="list-style-type: none"> • K-5 Teachers (Regular and Special Education) • Data Assessment Team • Director of Curriculum & Instruction • SES Administration <ul style="list-style-type: none"> • SES Administration • Gr.3-5(Regular and Special Education Teachers 	<ul style="list-style-type: none"> • Access to screeners • Access to students • Time to disaggregate and analyze student data • Scheduling <ul style="list-style-type: none"> • Access to data sets • Time to analyze data 	<ul style="list-style-type: none"> • Teachers will utilize assessment data to provide targeted, differentiated instructional practices/ Tier 1 & 2 interventions to ensure student growth. • Building administration will hold data teams with grade levels to discuss and analyze data to ensure teachers implement measurable, targeted interventions with fidelity. <ul style="list-style-type: none"> • Teachers will disaggregate assessment data to identify specific learning strands in need of growth. • Teachers will provide direct instruction within these areas which will support growth in test scores.

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff Development Programming	
<p>Goal:</p> <p>1. Engage staff in systemic and meaningful professional development to support district learning goals.</p>			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> Implement and support learning that stems from the Second Step SEL for Adults Training. 	<ul style="list-style-type: none"> Director of Curriculum & Instruction SES Administration SES Staff 	<ul style="list-style-type: none"> Time to meet, discuss and collaborate on the implementation of programming. 	<ul style="list-style-type: none"> Programming will allow for collaborative discussions and encourage a positive, professional learning environment that allows staff to build a climate that is supportive of each other. This will in turn promote a positive school culture.
<p>Goal 2</p> <ul style="list-style-type: none"> Continue to provide professional development on enhancing develop/discuss standards based grading practices K-5 (this goal also works towards student Achievement and Accountability) 	<ul style="list-style-type: none"> Director of Curriculum & Instruction SES Administration K-5 Teachers (Regular and Special Education) 	<ul style="list-style-type: none"> Time to meet, discuss and collaborate with grade level teaching teams 	<ul style="list-style-type: none"> Standards based report cards that align with State of Connecticut Priority Standards and curriculum Review and Revise Grade Level Pacing Guides Develop, review and revise Grade Level Term Parents Guides that support/detail learning concepts taught within each term Develop, review and revise grade level grading rubrics that align with learning standards and target the skill being taught.
<p>Goal 3</p> <ul style="list-style-type: none"> Continued professional development in Seesaw and the use of the Digital Portfolio portion of the Platform. <p>(this goal also works toward Accountability)</p>	<ul style="list-style-type: none"> SES Administration K-5 Teachers (Regular and Special Education) 	<ul style="list-style-type: none"> Time to provide continued training Seesaw Platform 	<ul style="list-style-type: none"> Provide teachers with the skills to develop a digital learning portfolio Teachers will utilize observations and other formative assessments to determine student progress, Seesaw will be used as the primary method of record-keeping, digital portfolio compilation, as well as communication with parents regarding their child’s academic progress. Seesaw will be utilized to share individual student portfolio progress with families during conferences.

Strategic Plan Goal: Accountability		Focus Area of Improvement: Standards Based Grading	
Goal: 1. Continue to develop, review and revise Standards Based Grading Practices (K-5)			
Action Plan to Accomplish Goal			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Goal 1 <ul style="list-style-type: none"> Utilize standards based grading to inform instruction and align with State of Connecticut Priority Standards 	<ul style="list-style-type: none"> SES Administration Director of Curriculum & Instruction K-5 Classroom (Regular and Special Education) 	<ul style="list-style-type: none"> Planning Time Priority Standards 	<ul style="list-style-type: none"> Grading practices will provide teachers and students with multiple opportunities and ways through which to demonstrate proficiency. Students monitor their own progress toward the achievement of specified targets. Specific feedback on progress helps build motivation for students. Parent Guides to each term will help parents know and understand the concepts/skills being taught. SES Administration will work in collaboration with grade level teams to ensure standards are being taught with fidelity.
Goal 2 <ul style="list-style-type: none"> Develop Anchor Charts/ Grading Rubrics within each standard on the report card 	<ul style="list-style-type: none"> K-5 Classroom Teachers (Regular and Special Education) 	<ul style="list-style-type: none"> Planning Time 	<ul style="list-style-type: none"> To provide grade level teachers with consistent examples of each level of performance within the grading