

Somers Board of Education Meeting

Monday, June 13, 2022 7:00 PM

Somers Board of Education Chambers, 1 Vision Boulevard, Somers, CT 06071

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **AWARDS AND RECOGNITIONS**
 1. Board of Education Will Honor Nine Retirees from this Year
From High School - Mr. Roy Slater, Mr. Michael Mayo, Ms. Mary Curran, Mr. Michael Byrnes and Mr. Alan Walker
From Somers Elementary School - Mrs. Karen Jones, Mrs. Heidi McCarthy, Mrs. Lori Polis and Mrs. Liz McEvoy
The principals from Somers High School and Somers Elementary School will be there to talk about their retirees. The Board has a gift for each one.
4. **APPROVAL OF MINUTES**
 1. Draft Minutes of Board of Education Meeting May 23, 2022 3
Board to review and approve the May 23, 2022 draft minutes.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of June 13, 2022 10
Board to review and consent to Warrant of June 13, 2022.
 2. Resignation of Niko Semerzakakis, MBA Pathways Teacher, effective June 30, 2022
 3. Resignation of Brett Wilkes, MBA Tutor, effective June 30, 2022
Brett Wilkes, MBA Tutor, resigned at the end of this school year.
 4. 2nd Warning of DBS Policy 6141.51 - Advanced Courses Criteria 15
Board to consent to 2nd Warning on DBS Policy 6141.51 - Advanced Courses Criteria.
 5. 2nd Warning on DBS Policy 6141.52 -Challenging Curriculum 17
Board to consent to 2nd Warning on DBS Policy 6141.52 -Challenging Curriculum.
 6. 2nd Warning on DBS Policy 6148 - FAFSA Completion Program 20
Board to consent to 2nd Warning on DBS Policy 6148 - FAFSA Completion Program.
 7. 2nd Warning of DBS Policy 9132 - BOE Standing Committees - Change to 21
Finance/Planning
The Board will review consent to 2nd Warning of DBS Policy 9132 - BOE Standing Committees - Change to Finance/Planning.
7. **NEW BUSINESS**
 1. 1st Warning of DBS Policy 6142.101 - Wellness 26
The Board will review the 1st Warning of DBS Policy 6142.101 - Wellness
 2. Discussion of Policy 6180 - Evaluation of the Instructional Program 37
Discussion of Policy 6180 - Evaluation of the Instructional Program
 3. Appointment of Dr. Paul Gagliarducci as Interim Superintendent Effective August 15, 2022
The Board to appoint Dr. Paul Gagliarducci as Interim Superintendent effective August 15, 2022.
8. **OLD BUSINESS**
 1. Board to Discuss and Possible Action on New Food Services Program 40
Board to discuss and possible action on new food services program.
 2. Approval of Teacher Evaluation Flexibility Plan 41
The Board to review and approve the Teacher Evaluation Flexibility Plan.
9. **ADMINISTRATIVE REPORTS**
 1. Discussion of Public Act 22-80
 2. Rotary thank you letter sent 47

Thank you letter for their gift.

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. ADJOURNMENT

Somers Board of Education Meeting
Board of Education Chambers
May 23, 2022
7 PM

Present BOE Members: Marissa Marks, Ed DePeau, Jan Martin, Krista Cherry, Anne Kirkpatrick, Kim Radziewicz, Carl Stebbins, Chris Thiesing

Absent BOE Members: Mike Briggs

Others: Brian Czapla, Stephanie Levin, Dina Senecal, Christine Catterton, John P. Prunier, John Guidry, David Butler, Piros Mar, Mara Butler, Gary Cotzin, Tony Ruggiero, Dorothy Ruggiero, Jacqui Campbell, Melissa Mucci, Jim Formica, Donna Kibbe

Kim Radziewicz arrived at 7:02 p.m.

Krista Cherry attended the meeting via (computer) audio only at 7:02 p.m. and left the meeting at 8:40 p.m.

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairwoman Marks in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. The Board to Recognize a Somers High School Student

Rationale: The Board will recognize Mara Butler, a recipient of a Benjamin Franklin Transatlantic Fellowship. Mr. Cotzin, Principal of Somers High, will be in attendance.

Discussion: Mr. Gary Cotzin, Somers High School Principal, introduced Mara Butler, SHS sophomore, to the BOE. Miss Butler was recognized as the recipient of the Benjamin Franklin Transatlantic Fellowship. She will participate in a one-month program at Purdue University this summer with other high school students from the United States and Europe. It's a program that fosters relationships from many backgrounds and cultures pertaining to global issues, diplomacy, and inspires the next generation of leaders. Miss Butler discovered and independently pursued this fellowship. Mr. Cotzin and the BOE congratulated Miss Butler and wished her well on her future goals, aspirations, and endeavors.

4. APPROVAL OF MINUTES

4.1. Board to Review and Approve Draft Minutes of May 9, 2022

Rationale: Board to review and approve draft minutes of May 9, 2022.

Motion to approve the May 9, 2022 BOE Draft Minutes. This motion, made by Chris Thiesing and seconded by Jan Martin, Carried. **Yea: 6, Nay: 0, Absent: 1 (Mike Briggs), Abstain: 2 (Krista Cherry-audio only, Carl Stebbins-absent)**

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion to add discussion of DBS Code 6180 - Instruction: Evaluation of the Instructional Program to agenda. This motion, carried by Ed DePeau and seconded by Carl Stebbins.

Discussion: Discussion ensued among BOE members regarding obtaining information to add to BOE agendas in advance in order to prepare for discussion. It was noted that items to be added to the agenda must be brought to the Chairperson first unless it is an emergent issue.

Motion to amend original motion to table discussion of DBS Code 6180 - Instruction: Evaluation of the Instructional Program to a future BOE agenda. This motion, carried by Chris Thiesing and seconded by Anne Kirkpatrick. **Yea: 7, Absent: 1 (Mike Briggs), Abstain: 1 (Krista Cherry-audio only)**

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Jan Martin and seconded by Ed DePeau, Carried. **Yea: 7, Nay: 0, Absent: 1 (Mike Briggs), Abstain: 1 (Krista Cherry-audio only)**

6.1. Warrant of May 23, 2022 for Board to Consent

Rationale: Warrant of May 23, 2022 for Board to consent.

6.2. 2nd Warning on New Textbooks Proposal

Rationale: Board to review and consent to new textbooks proposal.

6.3. 2nd Warning for New Course Proposal

Rationale: The Board to review and consent to new Black and Latino Studies Course.

6.4. Retirement Resignation of Athletic Director

Rationale: Alan Walker has put in his papers for retirement from the Athletic Manager position after 14 years in that position and 24 years as Girls Varsity Basketball Coach.

7. NEW BUSINESS

7.1. Board to Approve Proposed Job Share of SES Nurse for the School Year 2022-2023

Rationale: Board to review and approve a proposed job share for Olivia Kelly, SES Nurse, with Mary Ellen Eaton.

Motion to approve the proposed Job Share for Olivia Kelly, SES Nurse, with Mary Ellen Eaton for the 2022-2023 school year as presented. This motion, made

by Anne Kirkpatrick and seconded by Carl Stebbins, Carried.

Yea: 7, Nay: 0, Absent: 1 (Mike Briggs), Abstain: 1 (Krista Cherry-audio only)

Discussion: Superintendent Czapla stated that he recommends this job share because nurses are difficult to find and that Mrs. Kelly, SES Nurse, although leaving for an extended maternity leave, has offered to work part time along with another nurse for the 2022-2023 school year.

7.2. Board to approve Teacher Evaluation Flexibilities for 2022-23 School Year

Rationale: Mrs. Senecal will be in attendance to discuss any questions with the Board on the attached report.

Motion to table approval of Teacher Evaluation Flexibilities for the 2022-2023 school year. This motion, made by Anne Kirkpatrick and seconded by Ed DePeau, Carried. **Yea: 7, Nay: 0, Absent: 1 (Mike Briggs), Abstain: 1 (Krista Cherry-no audio)**

Discussion: Dina Senecal, Director of Curriculum, updated the Board on the guidelines provided by the CSDE regarding the extension of the Teacher Evaluation Flexibilities for the 2022-2023 school year. The evaluations are based on four criteria: Student Learning Indicators, Observation of Performance and Practice, Stakeholder Feedback, and Whole-School Student Learning Indicators/Teacher Effective Outcomes. There was a major change in evaluations in 2021 where there were no ratings in the four categories. The major change in the current school year is that ratings returned with a preponderance of evidence. Teachers were able to bring collective data to support their goals. The state decided to continue with Flexibilities this year. There are no major changes from this year to next year's flexibilities. Mrs. Senecal met with PDEC and discussed the flexibilities. PDEC approved to move ahead.

Discussion ensued among BOE members. Some BOE members voiced their concerns that the Teacher Evaluation Flexibilities focused more on SEL versus academic performance/achievement and that the flexibilities should be reset to pre-pandemic standards. Another BOE member questioned what efficiencies were put into place in order to help teachers. There was flex in student learning indicators which allowed teachers to not focus primarily on academics. Many teachers did focus on academics, while others focused on SEL. Teachers were able to create goals as a team while analyzing data through universal screeners. Informal and formal observations were performed as in the past. Formal observations consist of a pre-observation meeting consisting of a formal lesson plan and materials. This observation takes about 30-45 minutes and is based on a subject and age group. There is a post-observation and debriefing with the teacher. Informal observations are generally not scheduled and last 10-15 minutes. The evaluator is able to interact with students. The same 4-point rubric was utilized with some modifications to EdReflect, which is a platform that houses information for all observations. Discussion continued regarding adopting the state's Flexibilities plan, amending the state's plan, or creating SPS's own plan which would have to be approved by the state. Superintendent Czapla stated that

there is not enough time to create our own plan due to the October 1st deadline. He stated that the 2022-2023 Teacher Evaluation Flexibilities is a bridge. Mrs. Senecal does not recommend reinventing the wheel but is interested in collaborating with local Curriculum Directors and seeing what the state proposes. Any amendments to the Flexibilities would require a meeting with PDEC per state law. Mrs. Senecal will meet with PDEC to discuss the BOE's concerns that academic achievement must be a priority in student learning indicators.

7.3. 1st Warning of DBS Policy 6141.51 - Advanced Courses Criteria

Rationale: The Board will review the 1st Warning on DBS 6141.51 - Advanced Courses Criteria.

Discussion: Chairwoman Marks stated that questions may be directed to members of the Policy Committee.

7.4. 1st Warning on DBS Policy 6141.52 -Challenging Curriculum

Rationale: Board to review the 1st Warning on DBS Policy 6141.52 – Challenging Curriculum.

Discussion: Chairwoman Marks stated that questions may be directed to members of the Policy Committee.

7.5. 1st Warning on DBS Policy 6148 - FAFSA Completion Program

Rationale: The Board to review 1st Warning on DBS Policy 6148 – FAFSA Completion Program.

Discussion: Chairwoman Marks stated that questions may be directed to members of the Policy Committee.

7.6. 1st Warning of DBS Policy 9132 - BOE Standing Committees - Change to Finance/Planning. This will replace Planning.

Rationale: The Board will review 1st Warning of DBS Policy 9132 – BOE Standing Committees – Change to Finance/Planning. This will replace Planning.

Discussion: Chairwoman Marks stated that questions may be directed to members of the Policy Committee.

8. OLD BUSINESS

8.1. Final Approval of 2022-23 Budget

Rationale: Board to give final approval of the 2022-2023 Somers Public Schools Budget.

Motion to approve the 2022-2023 budget in the amount of \$26,270,772 as presented. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 7, Nay: 0, Absent: 1 (Mike Briggs), Abstain: 1 (Krista Cherry-no audio)**

9. ADMINISTRATIVE REPORTS

9.1. Presentation by Whitsons - a Food Service Company

Discussion: Stephanie Levin, Director of Business Services, introduced Christine Catterton, Regional Vice President of Sales, and John Prunier, District Manager, of Whitsons Culinary Group. Ms. Catterton stated that Whitsons is a family-operated food service management company that stands by three pillars: people, food, and communication. From a food perspective, they provide clean food made from scratch with sustainable, local purchasing. They hold monthly meetings and communicate with students regarding menus and nutrition. They also communicate through online platforms. Their menus may be rated by parents and students. Mr. Prunier visited SPS and saw the existing menus and operations. He presented various menu concepts: the Great American, which is a made-to-order deli with fresh breads and Boar's Head meats; Expressly Asian (world market station); Healthy Harvest (smoothies blended on site); "grab and go" stations, such as Yard Bird based on Chick Fil-A; and, IncrediBOWLS (rice, pasta) to name a few. Whitsons provides a lot of sampling (i.e. souffle cups) to introduce students to new foods and enrich their education. They also have a Safari program, a nutrition education program for elementary students. Whitsons partners with a vegan company and Red's Best, which is a fresh fish program located outside of New Bedford and Gloucester. They also reach out to local vendors after researching and vetting them. The ultimate goal of Whitsons is to increase student participation and educate students on food and better nutrition.

SPS does not participate in the NSLP, which is heavily regulated and requires a lot of preparation. Mr. Prunier recommended monthly meetings with administrators, meeting students through advisory, observing finances, etc. for a year to understand the district's direction. Whitsons serves 108 school districts, 16 of which are in Connecticut. He discussed Whitsons' partnership with Ellington who hired a resident dietitian/manager. He spoke of partnering Ellington and Somers with local businesses. Ellington is on the NSLP. He discussed offering more food choices for faculty in order to increase participation. He stated that even if Somers does not partake in the NSLP, the food service would be run the same way in terms of portion control, healthy snacks, etc.

Superintendent Czapla stated that the BOE will continue to discuss food service options over the next couple of BOE meetings. The BOE thanked Whitsons for their presentation.

9.2. Superintendent Update

Discussion: Superintendent Czapla updated the BOE on current events:

- The prom was held on Friday, March 20, 2022 and was successful. More events are to come, including the Senior Banquet on Friday, March 27, 2022.
- There have been Covid spikes in staff and students. It is concerning the number of staff out sick with Covid or sick in general. There have been a number of positions that have not been able to be covered, especially in

SES. SPS is starting to hire college students to supplement the substitute pool.

- Superintendent Czapla will present the hiring report later in June. Jobs approved in the budget have been posted and in process.

10. COMMITTEE REPORTS

10.1. Curriculum

Discussion: Jan Martin stated that the committee is on hold.

10.2. Policy

Discussion: Anne Kirkpatrick stated that the committee is on hold.

10.3. Planning

Discussion: Chairwoman Marks stated that the next meeting will be held on 6/13/22.

10.4. Salary & Negotiations

Discussion: Superintendent Czapla stated that the meeting to be held on 5/23/22 was postponed. Date TBD.

11. CREC UPDATE

No report.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Melissa Mucci, SES Principal, thanked Chairwoman Marks for her continuous contributions, assistance, and involvement in supporting staff and parents at SES and beyond. Mrs. Mucci stated that Chairwoman Marks assisted her remotely, in-person, and would run errands for her. She stated that Chairwoman Marks acted as a base for many parents who could not enter the building. She supported initiatives and has shown appreciation for staff. Mrs. Mucci presented her with a gift. Chairwoman Marks stated that she loves being part of the district and engaging with the teachers, staff, and students.

Mr. Jim Formica acknowledged Mrs. Melissa Mucci, SES Principal, for her communication, advocacy, and dedication to students and staff. Mrs. Mucci stated that she has always loved the town of Somers as well as working for SPS.

13. ADJOURNMENT

Motion to adjourn the BOE meeting at 8:53 p.m. This motion, made by Jan Martin and seconded by Chris Thiesing, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, Krista Cherry)**

Somers Board of Education General Budget Treasury Warrant

Report # 74756

Check Batch: 48696
 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: 6/8/2022
 Stephanie Levin, Director of Business Services

48696	21659	06/13/2022	V62704	A&D Portable Rentals	0.00	300.00
	21660	06/13/2022	V02129	Alarm New England/Sonitrol	0.00	287.85
	21661	06/13/2022	V60790	Alternative Access Assistive Technology	0.00	3,517.50
	21662	06/13/2022	V52670	SYNCB/AMAZON	0.00	4,806.66
	21665	06/13/2022	V60040	Anthem Life Insurance Company	0.00	2,669.40
	21666	06/13/2022	V00884	Avery Septic Service	0.00	150.00
	21667	06/13/2022	V000027	Barakat, Eric	0.00	375.00
	21668	06/13/2022	V60600	BSN Sports LLC	0.00	1,400.41
	21669	06/13/2022	E00708	Burns, Shannin	0.00	7.58
	21670	06/13/2022	V61550	CareerStaff Unlimited	0.00	966.00
	21671	06/13/2022	V51942	Connecticut Business System LLC	0.00	3,924.50
	21673	06/13/2022	E00076	Cotzin, Gary	0.00	173.16
	21674	06/13/2022	V61473	COX Business	0.00	933.46
	21675	06/13/2022	V60709	DBS Financial Services LLC	0.00	3,197.56
	21676	06/13/2022	V60252	EAI Education	0.00	468.60
	21677	06/13/2022	V53643	East Coast Sign & Supply, Inc.	0.00	55.00
	21678	06/13/2022	V00159	Eversource Energy	0.00	7,882.37
	21679	06/13/2022	V54168	First Student, Inc	0.00	17,928.63
	21682	06/13/2022	V61236	Gateway Enterprise Corporation	0.00	216.50
	21683	06/13/2022	V54081	Graduate Pest Solutions, Inc.	0.00	135.00

Somers Board of Education General Budget Treasury Warrant

Report # 74756

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	21684	06/13/2022	V00511	Granger	0.00	111.24
	21685	06/13/2022	V60090	High Grade Gas Service, Inc	0.00	2,303.25
	21686	06/13/2022	V00564	Hillyard-New England	0.00	114.88
	21687	06/13/2022	V61613	Honors Graduation	0.00	161.50
	21688	06/13/2022	V51979	Integrated Systems Services, LLC	0.00	359.00
	21689	06/13/2022	V00999	J.W. Pepper & Son, Inc.	0.00	359.99
	21690	06/13/2022	V51502	Jostens, Inc.	0.00	43.00
	21691	06/13/2022	V02625	K & S Distributors	0.00	284.75
	21692	06/13/2022	V61604	Kelly Refrigeration & Freezer	0.00	475.00
	21693	06/13/2022	E01225	Levin, Stephanie	0.00	338.70
	21694	06/13/2022	V62806	Luginbuhl, Leah	0.00	900.00
	21695	06/13/2022	V02898	MagnaKleen Services	0.00	101.51
	21696	06/13/2022	V62803	Mind Resources, Inc	0.00	112.43
	21697	06/13/2022	V61506	Music is Elementary	0.00	583.70
	21698	06/13/2022	V62805	Northeast Scoreboards	0.00	3,294.00
	21699	06/13/2022	V60102	Novel Tees Screen Printing & Embroidery	0.00	180.00
	21700	06/13/2022	V60983	OMNI Group, The	0.00	16.00
	21701	06/13/2022	V52686	Plimpton & Hills	0.00	216.43
	21702	06/13/2022	V61240	Rexel USA, Inc	0.00	176.04
	21703	06/13/2022	E01037	Rheault, Broderick	0.00	300.00
	21704	06/13/2022	V61382	Rugby Holdings, LLC	0.00	980.95
	21705	06/13/2022	V01292	School Specialty, LLC	0.00	88.25
	21706	06/13/2022	V60979	Shanahan, Jim	0.00	150.00
	21707	06/13/2022	V61387	Shipman & Goodman, LLP	0.00	170.00
	21708	06/13/2022	V01485	Social Studies School Services	0.00	636.81
	21709	06/13/2022	V61405	Treasurer, State of CT	0.00	1,333.77
	21710	06/13/2022	V51174	Therapro, Inc.	0.00	503.91
	21711	06/13/2022	V53987	U.S. Bank Equipment Finance, Inc	0.00	2,592.91
	21712	06/13/2022	V62722	United Healthcare Insurance Company	0.00	197,886.16
	21713	06/13/2022	V54059	Verizon Wireless	0.00	448.01
	21714	06/13/2022	V53413	W.B. Mason Co., Inc.	0.00	88.88
	21715	06/13/2022	V61410	Cardmember Service	0.00	2,049.70
	21716	06/13/2022	V02738	William V. MacGill & Co.	0.00	53.44
Totals:					0.00	\$266,809.39

53 Checks Listed.

Somers Board of Education General Journal Register

Report # 74755
Batch: 48667
Transaction: N/A
Show Summary Only: Yes

Batch # 48667	Control Total \$266,809.39	Status Posted	Created By Ibergamini	Created On 06/03/2022	Last Updated By Ibergamini	Last Updated On 06/08/2022
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General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
June, 2022					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			429,414.65	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	429,414.65
	Total Generated Distributions			\$429,414.65	\$429,414.65
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			40.43	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	266,849.82
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	475.00	0.00
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			88.88	0.00
10-100-2-2-14-242-611-01-5-00771	K-5 - FIRST GRADE SUPPLIES			99.05	0.00
10-100-2-2-14-242-611-01-5-00799	K-5 - SECOND GRADE SUPPLIES			92.46	0.00
10-100-2-2-18-242-611-01-5-01149	K-5 - INTERVENTION - MATH			468.60	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			874.15	0.00
10-100-2-2-22-242-611-01-5-00193	K-5 - PHYSICAL ED SUPPLIES			145.34	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			153.52	0.00
10-100-2-2-52-242-611-01-5-01676	K-5 - MEDIA SUPPLIES			363.97	0.00
10-100-2-3-08-242-611-01-5-00816	MA - FOREIGN LANGUAGE SUPPLIES			83.99	0.00
10-100-2-3-20-214-112-01-5-01706	MA - MUSIC INST COACHES			375.00	0.00
10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			169.00	0.00
10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES			636.81	0.00
10-100-2-4-02-242-611-01-5-00165	HS - ART SUPPLIES			88.25	0.00
10-100-2-4-04-242-611-01-5-00176	HS - BUSINESS ED SUPPLIES			394.75	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES		Yes	3,667.69	0.00
10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			197.33	0.00
10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			0.00	27.01
10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES			190.99	0.00
10-100-2-4-46-242-611-01-5-00229	HS - SCHOOL TO CAREER SUPPLIES			41.00	0.00
10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT			1,601.95	0.00
10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT			0.00	13.42
10-120-9-9-98-242-611-01-5-00216	SP ED - HIGH SCHOOL SUPPLIES			186.52	0.00
10-120-9-9-98-243-611-01-5-01002	SP ED - TESTING			503.91	0.00

Somers Board of Education General Journal Register

Report # 74755

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
48667	\$266,809.39	Posted	Ibergamini	06/03/2022	Ibergamini	06/08/2022
10-120-9-9-98-955-330-02-5-01079		OT/PT			900.00	0.00
10-120-9-9-98-955-330-02-5-01674		SP ED - CONTRACTED SERVICES			3,517.50	0.00
10-210-2-4-32-242-611-01-5-01677		HS - PBIS SUPPLIES			576.08	0.00
10-212-2-4-46-242-611-02-5-00178		HS - GUIDANCE SUPPLY			489.21	0.00
10-213-3-4-48-421-323-02-5-01146		SW HEALTH SUPPLIES			353.29	0.00
10-213-3-5-48-412-112-02-5-00319		SW - NURSE SUBSTITUTE			966.00	0.00
10-221-1-4-50-251-580-05-5-00267		HS - TRAVEL/IN-SERVICE			173.16	0.00
10-221-1-5-50-251-322-05-5-00297		CO - ADMINISTRATION WORKSHOP			338.70	0.00
10-221-2-5-50-214-111-05-5-00659		SW - PROF DEVELOPMENT/CEU			300.00	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			186.00	0.00
10-231-1-5-74-134-590-10-5-00648		B.O.E. - COMMUNITY RELATIONS			147.04	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			7.58	0.00
10-232-5-5-66-830-430-04-5-00454		CO - COPIER MAINTENANCE			531.65	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL			648.23	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			648.23	0.00
10-240-6-2-66-830-440-04-5-00524		K-5 - COPIER SUPPLIES			0.00	0.00
10-240-6-2-66-830-440-04-5-01011		K-5 - COPIER MAINTENANCE			1,450.28	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			648.23	0.00
10-240-6-3-66-830-440-03-5-01012		MA - COPIER SUPPLIES			0.00	0.00
10-240-6-3-66-830-440-04-5-01013		MA - COPIER MAINTENANCE			520.77	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			648.22	0.00
10-240-6-4-66-830-440-04-5-01014		HS - COPIER SUPPLIES			219.00	0.00
10-240-6-4-66-830-440-04-5-01015		HS - COPIER MAINTENANCE			1,202.80	0.00
10-240-7-4-54-880-690-07-5-00274		HS - GRADUATION MAINTENANCE - OFFICE SUPPLIES			161.50	0.00
10-260-1-6-40-258-690-04-5-00306		K-5 - BUILDING REPAIRS			92.41	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 - BUILDING REPAIRS			359.00	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			246.03	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			352.54	0.00
10-260-5-4-20-722-430-01-5-00396		HS - MUSIC MAINTENANCE			150.00	0.00
10-260-5-4-42-722-430-06-5-00394		HS - ATHLETICS MAINTENANCE			3,339.53	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			319.02	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			463.88	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			731.23	0.00
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK			150.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			147.15	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			300.00	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			189.95	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			19.09	0.00

Somers Board of Education General Journal Register

Report # 74755

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
48667	\$266,809.39	Posted	Ibergamini	06/03/2022	Ibergamini	06/08/2022
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING		Yes	135.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			176.04	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			216.43	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY			287.85	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY		Yes	5,876.02	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY		Yes	4,206.49	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY		Yes	997.42	0.00
10-260-5-6-64-643-690-05-5-00369		K-5 - PROPANE GAS		Yes	1,618.50	0.00
10-260-5-6-64-643-690-05-5-00372		HS - PROPANE GAS		Yes	684.75	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			17,928.63	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE		Yes	2,669.40	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			197,886.16	0.00
10-320-2-4-54-880-690-07-5-00602		HS - ACADEMIC AWARDS			195.26	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES		Yes	1,580.41	0.00
Total User-Entered Distributions					<u>\$266,890.25</u>	<u>\$266,890.25</u>
Total for June, 2022					<u>\$696,304.90</u>	<u>\$696,304.90</u>
Grand Total for Batch # 48667					<u>\$696,304.90</u>	<u>\$696,304.90</u>

352 Transactions Listed.

NOTES: A new mandated policy per state statute beginning in the 2022-2023 school year to consider.

DBS CODE: 6141.51

Instruction

Advanced Courses or Programs, Eligibility Criteria for Enrollment

The Board supports advanced courses and programs that promote academic acceleration and encourages students to pursue these courses and programs. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum. School administration will communicate information about advanced courses or programs to students and parents

Criteria for enrollment should limit prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework (grades 8-12) which may include but is not limited to:

- a. Recommendations from teachers, administrators, school counselors, or other school personnel;
- b. Criteria not exclusively based on a student's prior academic performance;
- c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program (e.g., strength of SBAC indicators);
- d. GPA improvement over time;
- e. Scoring near benchmark on local assessments;
- f. Student interests and persistence.
- g. Other criteria as determined by school and district administration

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

(cf. 6141.5 – Advanced College Placement)
(cf. 6172.1 – Gifted and Talented Students)
(6141.52 – Challenging Curriculum Policy)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 3
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

NOTE: A new mandated policy beginning in the 2022-2023 school year to consider.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

Student identification process includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The identification process shall include the following:

- Identification of students with:

- Superior cognitive ability;
- Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “A-” or higher in the core content areas);
- Creative thinking ability; and
- Giftedness.
- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Academic/Student Success Plan

Each identified student shall develop an [academic/student success plan](#) for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student’s [academic/student success plan](#) must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The [academic/student success plan](#) must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student’s student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the [academic/student success plan](#).

The [academic/student success plan](#) enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.5 – Advanced College Placement)
(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)
(cf. 6172.1 – Gifted and Talented Students)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation
Policy

Policy adopted:

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

The Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

Legal Reference: Connecticut General Statutes
 P. A. 21-199 An Act Concerning Various Revisions and Additions to
 the Statutes Relating to Education and Workforce Development, Sect.
 6, 7, 8.

Policy adopted:

BYLAWS OF THE BOARD

Standing Committees

(All other committees stay as is)

FINANCE/PLANNING:

The Finance/Planning Committee provides oversight and is charged with reviewing fiscal and operational matters as may come to the committee from time to time.

The committee will work in collaboration with the administrative team to strengthen budget assumptions, clarify strategy, and identify communication points to advance support for the budget in the community.

The Functions and Responsibilities are:

- Periodically monitor the present operating budget
- Review and recommend budget transfers
- Review and recommend actions as they pertain to financial developments
- Research alternative resource opportunities.

- Annually review a ~~plan for~~ the capital improvement plan ~~outlay each year.~~
- Annually review population projection for future use.
- ~~Review present and future use of physical plant~~
- Maintain an active list of projected programming needs.
- Annually review salary and negotiation projections.
- ~~Annually Review long range report of the Board of Finance~~
- Annually review Long-Range Facilities Plan with Board of Education.
~~to Board of Finance~~
- Provide representation throughout CIP process
- ~~Review implementation and integration of the Strategic Plan~~ as appropriate to this committee



BYLAWS OF THE BOARD

Standing Committees:

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

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

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

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

BYLAWS OF THE BOARD:

Standing Committees:

Functions of all subcommittees:

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

Subcommittee membership:

Curriculum

Policy

Salary & Negotiations

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

Functions and Responsibilities of subcommittees:

CURRICULUM:

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

- All changes, additions and deletions of courses, including prerequisite courses.

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

The Responsibilities of the Curriculum Committee:

- Establish a calendar, in cooperation with Central Office personnel, each September for curriculum meetings with the staff and administration to hear curriculum proposals.
- Present to the Board the curriculum proposals in January for their approval. The Chairman will include in this report any replacement texts recommended by the administration for adoption by the Board.
- Receive update on all previous curriculum changes and new courses from administration on a systematic basis throughout the year and report back to the total Board.
- Review and approve newly written course curricula as per curriculum management document.

POLICY:

1. The policy committee should continually review and update the present policy manual.
2. The committee will write new policies as directed by the Board of Education and/or suggested by the administration.
3. Revisions, updates or new policies will be written by the policy committee in cooperation with administration.

4. All Board members have the responsibility to see that all policies are carried out by the administration.
5. Recognizing there have been changes and additions in the policy manual, the policy committee will systematically review each section in order to keep Board members informed of areas of concern.

SALARY AND NEGOTIATIONS:

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

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

Responsibilities:

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

PLANNING:

The Functions and Responsibilities are:

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

Adopted: April 28, 1980

July 12, 1982

Revised: August 30, 1982

February 14, 1983

October 15, 1985

February 24, 1992

January 10, 2000

March 7, 2005

May 24, 2021

NOTES: Major revision of policy (14 years since last one) to reflect current practice and legislation

INSTRUCTION:

School Wellness:

~~The Somers Board of Education provides healthy schools for students and staff by supporting good nutrition and regular physical activity as a part of the total learning environment. We recognize that students learn about good nutrition and healthy living as much through the food that the school makes available and physical activity the schools encourage, as they do in their health instruction. We also recognize that healthy eating and regular exercise reduces the risk of developing many chronic diseases as adults. Therefore, it is the policy of the Somers Board of Education to:~~

- ~~1. Encourage and promote a healthy eating lifestyle for students by supporting the implementation of nutritionally adequate and educationally sound school food and nutrition programs.~~
- ~~2. Ensure the integrity of the school lunch program by prohibiting food sales for students, during school hours, that do not follow the Dietary Guidelines for Americans and USDA regulations.~~
- ~~3. Educate all students in an age appropriate manner in the knowledge and skills necessary to make nutritious food choices.~~
- ~~4. Provide physical activity to all students.~~
- ~~5. Encourage staff to model healthy eating habits and physical activity as a valuable part of student education.~~
- ~~6. Provide school staff who are involved in nutrition and physical education with professional development.~~
- ~~7. Involve family members and the community in supporting and reinforcing nutrition education and the promotion of healthy eating lifestyles and physical activity.~~
- ~~8. Evaluate the effectiveness of this policy in promoting healthy eating and physical activity and change the program as appropriate to increase its effectiveness.~~

Legal Reference:

~~PA 04-224 An Act Considering Childhood Nutrition in Schools,~~

~~Recess and Lunch Breaks.~~

~~PL 108-265 The Child Nutrition and WIC Reauthorization Act of 2004.~~

School Wellness Policy

The Somers school district is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we strive to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.

This school wellness policy (SWP) outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

District Wellness Council

Purpose of the Council

The district will convene a representative District Wellness Council (DWC) that meets 3 times a year to oversee school health and safety policies and programs -- including the development, implementation and periodic review and update of this local school wellness policy.

Council Membership

The superintendent (or designee) will convene the DWC, facilitate development of and updates to the SWP and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

The DWC membership for the district includes:

Superintendent

Head nurse

School board member

Physical education teacher

Community member

Public Involvement

The district is committed to ensuring that the school community is aware of and involved in the development and implementation of the SWP. The district will actively communicate the ways in which representatives of the DWC periodically review and update of the school wellness policy.

Policy Updates

The district will update the SWP based upon the following:

- district priorities
- community needs
- emerging scientific information
- new federal or state regulations or guidance

Notification to the Public

The district will inform caregivers and the school community of basic information about the SWP, including but not limited to the following:

- its content and any updates
- an explanation of why updates were made and who was involved
- the effective dates of any policy changes
- the names and contact information of the district and school officials leading and coordinating the DWC
- information about DWC meetings including meeting minutes

The district will use multiple methods to distribute this information to the community, including but not limited to the following:

- electronic mechanisms (e.g., email)
- displaying notices on the district and school websites
- non-electronic mechanisms (e.g., newsletters)

Nutrition Services

School Meals

The district will consult the nutrition guidelines set forth in the National School Lunch.

In addition, the district will ensure the following:

- School meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations to the extent possible.
- The schools shall comply with state and local food safety and sanitation regulations.
- The district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals.

The district/schools will:

- ensure that eating settings are clean
- establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
- prohibit the use of food as a reward or the withholding of foods as a punishment
- post menus on the district website and/or individual school websites and include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- encourage staff to model healthy eating behaviors

Water

Free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

The district will implement the following:

- Free, safe and unflavored drinking water is available to students during the school day and during the extended school.
- Students may be allowed to bring and carry approved water bottles filled with only water before, during and after the school day across the school campus.
- All water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards.

Competitive Foods and Beverages

The district will encourage that all foods and beverages sold to students on the school campus during the school day support healthy eating.

Celebrations and Rewards

Celebrations and rewards should be consistent with best nutrition policies.

This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages. Foods and beverages will not be withheld as a punishment for any reason.

A list of suggested foods and activities are included in Appendices 1-3.

Celebrations shall be approved in advance by the building principal or designee.

Nutrition and Health Education

The district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education as part of health education.

The district will ensure it will meet the following goals for nutrition education:

- Nutrition and physical activity education is taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics.
- The curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Nutrition and physical activity education may be integrated into classroom subjects such as math, science, language arts, social studies and art, and are also included as part of health education classes and elective subjects.
- Nutrition and physical activity education includes developmentally appropriate, culturally relevant and participatory activities, addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors.

Nutrition Promotion

The district and all schools will promote healthy food and beverage choices for all students across the school campus.

The district will ensure it will meet the following goals:

- Periodic school announcements, newsletters and website postings will promote healthy food and beverage choices.

Physical Activity

The district will ensure that a combination of physical activity opportunities will be offered to students in the form of the following:

- daily recess, physical education
- before- and after-school activities

The district prohibits the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time and before and after school).

Daily Recess

The district will implement the following:

- Recess will be offered at the elementary school for 20 or more minutes on all days during the school year which will complement, not substitute for, physical education class.
- Schools and students will be provided with adequate spaces, facilities, equipment and supplies for recess.
- Spaces and facilities for recess will meet or exceed recommended safety standards.
- Staff will provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate in recess.
- The accessibility of playgrounds and outdoor play areas will be assessed, and changes made to improve access.
- Equipment will be provided to allow for inclusion of students with disabilities into activities.

Physical Education

Physical education teachers will assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment.

Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education.

The district will ensure all PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

The district will ensure it will meet the following goals:

- All elementary students, including students with disabilities, will receive PE instruction throughout the school year.
- All middle school students, including students with disabilities, will receive PE during all academic years.
- All high school students, including students with disabilities, will receive PE during their academic years based on graduation requirements.
- All PE classes are taught by licensed teachers who are certified or endorsed to teach PE.
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate.

Whole School, Whole Community, Whole Child (WSCC)

Social-emotional Climate (School Climate)

The district is committed to creating a positive social emotional climate across all schools during the school day.

The district will promote a positive social-emotional climate in the following ways:

- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying

- [establishing school safety and violence prevention policies and strategies](#)
- [connecting social and emotional learning standards and academic standards](#)
- [ensuring that school staff are promoting positive relationships between students and employees](#)
- [training school staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practice](#)

Counseling, Psychological and Social Services

[The district is committed to ensuring that the SEB needs of all students are met. The district will support students' social, emotional and/or behavioral needs \(SEB\) needs in the following ways:](#)

- [ensuring that a process for identifying students with SEB needs is in place](#)
- [ensuring access by students to highly qualified, mental health professionals in the school setting and a referral pathway for connecting students to community-based providers as needed](#)
- [coordinating with school and community-based mental health providers to address students' SEB needs](#)
- [implementing programs and practices which support a positive social-emotional climate](#)
- [implementing interventions for students in need of additional SEB support](#)
- [ensuring that suicide prevention policies and programs are in place and that school staff are trained in identifying students at risk and referring them to appropriate services](#)
- [providing appropriate training to all school staff on meeting students SEB needs](#)
- [coordinating with caregivers and students to address students' SEB needs](#)
- [providing appropriate resources and training for continuous improvement](#)

Health Services

[The district is committed to ensuring that the physical health needs of all students are met. The district may support students' physical health in the following ways:](#)

- [conducting assessments and planning for meeting the individual chronic disease management needs of students](#)
- [ensuring students have access to highly qualified nurses or other medical professionals in the school setting and referrals to and collaboration with community services as needed](#)
- [coordinating with caregivers and community medical providers to address students' health needs](#)
- [ensuring that school-based health staff consult and collaborate with teachers and other school staff regarding pertinent student health information](#)
- [disseminating health information resources to students and caregivers \(e.g., pamphlets, flyers and posters\)](#)
- [providing student physical health screenings \(e.g., vision and hearing\)](#)
- [addressing management of acute health incidents \(e.g., allergic reactions, asthma attacks and low blood sugar\) in the school setting](#)
- [providing education regarding high-risk behaviors such as sexual activity and substance use](#)
- [coordinating with caregivers to address students' health needs](#)
- [regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement](#)

Physical Environment

[The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities in the following ways:](#)

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, and cleaning products)
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation, and air quality)
- establishing tobacco-free building and grounds
- specifying physical safety measures and procedures
- requiring the establishment of an ongoing school safety team for the district and in each school building
- specifying a crisis preparedness and response plan for the district
- regularly assessing district and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Employee Wellness

The district is committed to supporting the physical and mental health and well-being of all district employees. The district may support employee health and well-being in the following ways:

- engaging educators as stakeholders in the school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district organizational structure
- disseminating physical and mental health information resources to school staff (e.g., pamphlets, flyers and posters)
- encouraging participation in and use of physical and mental health programs/resources for:
 - healthy eating and weight management
 - physical activity
 - stress management
 - tobacco avoidance and cessation
 - social-emotional health
- promoting a positive workplace climate
- designating a consistent and systemic approach for employee conflict resolution
- addressing space and break time for lactation/breastfeeding

Family Engagement

The district may support caregiver engagement in the following ways: making the SWP available to the public

- ensuring that schools are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools are providing opportunities for two-way communication with caregivers
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers, and posters)
- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO, school wellness committee, and other school committees)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

[10-215 Lunches, breakfasts and the feeding programs for public school children and employees.](#)

[10-221 Boards of education to prescribe rules, policies and procedures.](#)

[10-215a Non public school participation in feeding program.](#)

[10-215b Duties of state board of education re: feeding programs.](#)

[10-216 Payment of expenses.](#)

[10-215e Nutrition standards for food that is not part of lunch or breakfast program.](#)

[10-215f Certification that food meets nutrition standards.](#)

[10-221o Lunch periods. Recess.](#)

[10-221p Boards to make available for purchase nutritious, low-fat foods.](#)

[10-221q Sale of beverages.](#)

[Regulations of Connecticut State Agencies](#)

[10-215b-1 Competitive foods.](#)

[10-215b-23 Income from the sale of food items.](#)

[National School Lunch Program and School Breakfast Program; Competitive Food Services. \(7 CFR Parts 210.11 and 220.12.\)](#)

[The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265](#)

[Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220](#)

[Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751](#)

[Child Nutrition Act of 1966 \(as amended by P.L. 108-269, July 2, 2004\)](#)

[School Breakfast Program, 7 C.F.R. Part 220 \(2006\)](#)

[National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School \(Federal Register, Vol. 78, No. 125, June 28, 2013\)](#)

[Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements \(Federal Register, Vol. 83, No. 238, December 12, 2018\)](#)

[Local School Wellness Policy Requirements, 42 U.S.C. 1758b](#)

Adopted: August 28, 2006

Revised:

Appendix 1

Nut-Free Healthy Snack Ideas

1. Popcorn
2. Fresh fruit
3. Cheese and crackers
4. Salsa with veggies, tortilla or pita chips
5. Frozen grapes
6. Turkey roll-up: roll turkey around string cheese and serve alone or with honey mustard dipping sauce
7. Sweet potato chips or crackers
8. Olives
9. Rice cakes, plain or with assorted toppings
10. Roasted chickpeas
11. Baby carrots or cucumbers with hummus
12. Hard boiled or deviled eggs
13. Cottage cheese with fruit
14. Old-fashioned oatmeal with chia seeds
15. Apple chips
16. Pumpkin or sunflower seeds
17. Nut-free trail mix
18. Kale chips
19. Mini quiche
20. Greek yogurt with honey
21. Cinnamon apple (cut, dip in orange juice and sprinkle with cinnamon)
22. Applesauce (add cinnamon or apple pie seasoning if desired)
23. Guacamole with veggies, tortilla or pita chips
24. Snap peas
25. Edamame
26. Banana chips
27. Fruit leather
28. Fruit or veggie and cheese mini kabobs
29. Fresh veggies (tomatoes, peppers, cucumbers, carrots) with Greek yogurt-based dip
30. Celery sticks with cream cheese
31. Raisins

Appendix 2

Ideas for Food-Free Birthday Celebrations

- Birthday child selects book to donate to the library. Their name goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in the cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.

Appendix 3

Ideas for Alternatives to Using Food as a Reward

Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with teacher or principal
- Eat lunch, read, or enjoy class outdoors
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Offer stickers, pencils, or bookmarks
- Extra recess or physical activity break
- Trip to treasure box filled with non-food items (stickers, pencils, erasers, or bookmarks)
- Dance to favorite music in class
- Bank system – earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Have “Free Choice” time at the end of the day or end of class period
- Listen to a book on tape with headset

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or no homework pass
- Earn extra credit
- Fun brain teaser activities
- Computer time
- Eat lunch outside or have class outside

High School Students

- Reduced homework
- Late homework or no homework pass
- Earn donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards
- Earn extra credit

INSTRUCTION:

Evaluation of the Instructional Program:

There shall be a continuous evaluation of the instructional program by the Board of Education in conjunction with the Curriculum Subcommittee of the Board through the Administration.

Legal Reference: Connecticut General Statutes

[10-76d\(g\)](#) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et. seq.

Adopted: May 10, 1982

Revised: July 13, 2009

A current Somers BOE policy regarding evaluation of instructional programming: DBS CODE 6180

  **DBS CODE: 6180**

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Adopted: May 10, 1982

Revised: July 13, 2009

Some Somers BOE policies regarding community involvement and feedback: DBS CODES 1000 and 1110

  **DBS CODE: 1000**

COMMUNITY RELATIONS:

Concept and Roles in Community Relations:

The board of education recognizes that the community shapes the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs, and evaluating results.

School-community relations are not merely reporting and interpreting but part of a public enterprise in which community members and school personnel play their respective roles in the best interests of the school district.

The board of education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence and interest in the school system.
3. To promote effective dissemination of information concerning school activities.
4. To solicit and consider community opinions about the school system.
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.
6. To invite community participation in school activities.

Adopted: April 13, 1981

February 22, 1999

  **DBS CODE: 1110**

COMMUNITY RELATIONS:

Communication with the Public:

Media of Communication - Printed Materials:

The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

The board encourages public input into the decision making process. To this end, the board supports and encourages various means such as publications, press releases, open houses, and other public events to disseminate school district information and to hear from the community.

The Somers Public Schools encourage community members to visit its website www.somers.k12.ct.us for information about the district including Board of Education and staff e-mail addresses. This will also provide an opportunity for citizens to offer input into district activities or plans.

A Somers BOE policy regarding evaluation of curriculum to ensure improvement:

DBS CODE 6140

INSTRUCTION:

Curriculum:

The curricula of our schools shall be in harmony with the Board of Education's adopted goals and legal requirements. It shall exist to reflect, to meet and to influence the needs of each student. Curriculum planning and development will be a continuing ongoing process. Curriculum development shall involve administrators, teachers, guidance personnel and, where desirable, students and community members.

The Board of Education favors providing opportunities for faculty to consult and help in curriculum development through such devices as workshops and study groups. Other assistance may be sought through outside consultants, and/or an extended school year to allow teachers to devote summertime to curriculum development.

Curriculum development by the certificated staff shall be guided by such factors as the following:

1. The range of abilities, aptitudes and interests of our students.
2. Actual studies and information concerning the needs of students in Somers.
3. Short and long range goals should be considered.
4. An evaluation system should be included in each curriculum design in order to provide feedback which enables the curriculum developers and the curriculum sub-committee of the Board of Education to improve the system.
5. Responsibility to refrain from overt or subtle and unconscious stereotyping.

Changes in the curriculum are normally initiated by teachers and Administrators. The curriculum committee of the Board of Education reviews all additions, deletions and changes and presents them to the Board of Education for their final approval.

Legal Reference: Connecticut General Statutes

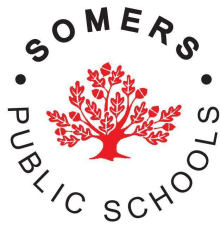
[10-15](#) Towns to maintain schools.

[10-15c](#) Discrimination in public schools prohibited.

[10-16b](#) Prescribed courses of study.

[10-18](#) Courses in United States history, government and duties and responsibilities of citizenship.

[10-18a](#) Contents of textbooks and other general instructional materials.



**Board of Education
Administrative Report**

Title of Report: Food Service Contract

Board Meeting Date: 6/13/2022

Action
 Report
 Information
 Discussion

Submitted by: Stephanie Levin

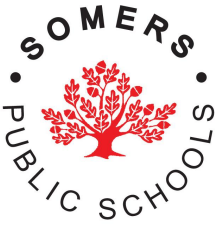
Executive Summary

The Board has been presented with two options to contract out the Food Services Program for the 2022-2023 year. Following is a comparison of the programs to what we currently offer.

Report

	In-House Program	EASTCONN	Whitson's
Contract Length	N/A	2 Year minimum 5 year proposed	1 Year minimum with option to renew annually
Contracted Cost*	\$0.00	\$27,000 FY23 \$27,250 FY24 \$27,500 FY25 \$27,750 FY26 \$28,000 FY27	\$22,100* FY23 Future years TBD
Governance	Somers Public Schools	Somers Public Schools	Somers Public Schools
Staffing	Current Staff remain on Cafeteria Payroll	Current Staff remain on Cafeteria Payroll	Current Staff remain on Cafeteria Payroll
Lunch Pricing - Proposed	District-wide - \$3.50	District-wide - \$3.50	SES - \$3.50 MBA - \$3.75 SHS - \$4.00

*The per year contracted cost could be adjusted based on the administrative needs of Somers and the ability for the Food Service Funds to offset the expense.



**Board of Education
Administrative Report**

Title of Report: T-Eval Flexibilities for the 2022-2023 School Year

Board Meeting Date: May 23, 2022

Action

Report

Information

Discussion

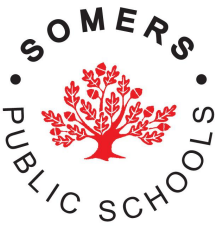
Submitted by: Dina M. Senecal

Executive Summary

Teacher Evaluation Flexibilities for the 2022-2023 School Year

The CSDE is extending the 2021-2022 Flexibilities for Implementation the *CT Guidelines for Educator Evaluation 2017* for the 2022-2023 school year. Districts should follow the *CT Guidelines for Educator Evaluation 2017* for all other areas not described in the flexibilities.

The CSDE will provide LEA's with supports and resources during the 2022-2023 school year to plan for implementation of the revised *CT Guidelines for Educator Evaluation 2017* beginning with the 2023-2024 school year.



Board of Education Administrative Report

Flexibilities for Implementing the CT Guidelines for Educator Evaluation for the 2022-2023 School Year

Student Learning Indicators (45%)

Teachers will develop *one student learning goal* with a minimum of two indicators or measures of accomplishment focused on:

- Social and emotional learning for students,
- Student engagement,
- Engaging families
- Cultural responsiveness
- Academic achievement

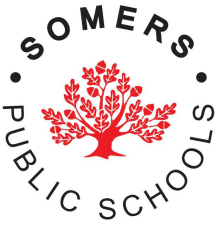
While only one student learning goal is required, teachers are able to develop more than two indicators or measures of accomplishment to expand areas of progress, growth or accomplishment addressed through one student learning goal.

Indicators or measures must be mutually agreed upon between teacher and evaluator during the goal setting process and could be demonstrated by implementation of school-wide, grade-level or individual strategies.

Observation of Performance and Practice (40%)

As the social and emotional well-being of students and staff will be a priority during 2022-2023, it is recommended that observations of performance and practice, site visits, and reviews of practice/artifacts be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support.

Written feedback from observations will use the pre-existing informal observation template. All feedback will be based on current, CSDE-approved rubrics, be formative in nature, and may include recommendations for professional learning.



Board of Education Administrative Report

Observation Requirements for Teachers:

- One formal observation, two informal observations and one review of practice for first year, Somers teachers.
- Three informal observations and one review of practice for second year teachers, and teachers who demonstrated Developing or Below Standard practice during the 2021-2022 school year.
- Two informal observations and one review of practice for teachers with more than two years of experience and who maintained Proficient or Exemplary practice during the 2021-2022 school year.

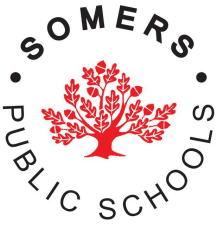
Stakeholder Feedback (10%)

Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students. It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

Whole- School Student Learning Indicators/Teacher Effective Outcomes (5%)

Educators will focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:

- Social and emotional learning
- Providing equitable learning opportunities for all students
- Professional learning to improve practice
- Professional learning communities
- Best practices for hybrid and remote learning



Board of Education Administrative Report

4-Level Matrix Rating System

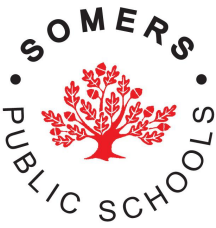
Summative ratings will be required for the 2022-2023 school year.

- End of year summative reviews shall include teacher/administration self-assessment, supporting documentation/artifact review and an end of year conference.
- Summative Ratings shall be determined by:
 - A holistic view of evidence in each component
 - Combining the rating for student learning goals and whole-school learning indicators/educator effectiveness/special area of focus for an Outcomes Rating,
 - Combining educators practice and stakeholder feedback for a Practice Rating and, Combining the the Outcomes Rating and the Practice Rating to a Final Rating aligned to one of the four performance designations
 - Exemplary
 - Proficient
 - Developing
 - Below Standard

Example: Teacher Holistic Rating



The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2023.



Board of Education Administrative Report

Evaluation-based Professional Learning

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

Individual Improvement and Remediation Plans

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

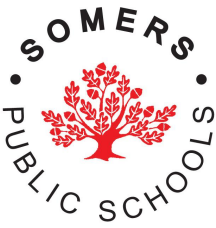


Definitions:

Informal Observation: In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

Formal Observation: In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner. Formal observations generally are the duration of ONE class period and include a pre and post observation meeting.

Reviews of Practice: Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.



Board of Education Administrative Report

NOTE:

Non-Classroom Based Educators, who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom-based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Holistic Indicators of Student Growth: Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement. Etc.

Measures of Accomplishment: Could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons; or measuring academic achievement of students.

Mutual Agreement: Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school-based goals, climate survey results, family and/or community feedback or SEL needs.

When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.



Rotary Club of Somers, Connecticut
P.O. Box 2
Somers, CT 06071

May 27, 2022

By E-mail only (dina.senecal@somers.k12.ct.us)

Ms. Dina Senecal, Director of Curriculum & Instruction
Somers High School
5 Vision Boulevard
Somers, CT 06071

Re: Scholarship contribution

Dear Dina:

The Rotary Club of Somers, Connecticut is pleased to make a one-time donation of Eight Thousand Dollars (\$8,000) to help fund a new scholarship program that Somers High School ("SHS") is starting next fall 2022 for qualified juniors and seniors to take courses in advanced manufacturing at Asnuntuck Community College in Enfield. This donation is contingent on SHS fully developing this program and having qualified recipients who will attend classes over the next two years.

Please keep us posted as the program and applicant process develop over these next several weeks, so we can ensure you receive the funds in a timely manner. We are very excited to help support this new program!

Sincerely,

A handwritten signature in cursive script that reads "Joel Emlen".

Joel Emlen
Club Secretary

cc: Dr. Steve Squillace, Club President
Robert Schmidt, Club Scholarship Committee Chair

Rotary's motto "Service Above Self"

Rotary's 4-Way Test: (1) Is it the Truth? (2) Is it Fair to all concerned? (3) Will it build Goodwill and Better Friendships? (4) Will it be Beneficial to all concerned?



SOMERS PUBLIC SCHOOLS

1 Vision Boulevard, Somers, Connecticut 06071
(860)749-2270 Fax (860)763-0748

Mr. Brian P. Czapla
Superintendent of Schools

June 1, 2022

Dear Rotary Members,

On behalf of the Board of Education and the Somers Public School System, I want to thank you for your generous donation of \$8,000 to start a new scholarship fund for students wishing to take advanced manufacturing courses at Asnuntuck Community College while still enrolled at Somers High School. We are very excited to develop the partnership with Asnuntuck as it helps us provide advanced college programming while supporting the critical manufacturing sector. I truly believe that with your help, this will be an extremely successful program for our students.

Respectfully,

Brian P. Czapla

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

***Mission:** Prepare each student to contribute and succeed in an ever-changing global society.*