

Somers Board of Education Meeting

Monday, March 11, 2024 7:00 PM

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

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF MINUTES**
 1. Approval of the February 26, 2024 BOE Minutes 2
The Board to review and approve the BOE minutes from February 26, 2024.
4. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. Monthly Budget Update 8
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of March 11, 2024 9
The Board to review and consent to the warrant of March 11, 2024.
 2. Resignations
 - Ben Nascembeni, SHS Paraeducator, is resigning effective March 15, 2024.
 - Jordan Barile, SOAR Special Education Teacher, is resigning effective the last contractual day of the school year.
7. **OLD BUSINESS**
 1. Educator Diversity Plan (Mandated by the state)
The Board to approve the Educator Diversity Plan to be sent to the state by March 15, 2024.
8. **NEW BUSINESS**
 1. CMEA All State Music Festival Overnight Trip 13
David Brown, SHS Principal, will update the Board on the overnight field trip for the student attending the CMEA All State Music Festival on April 4-6, 2024.
 2. Proposed Job Share 17
The Board to review and approve the proposed 2024-2025 job share of Nicole Dzicek and Melissa Shannon, 4th Grade teachers.
 3. 1st Posting DBS Code 4117.6 - Exit Survey/Interviews 21
 4. 1st Posting DBS Code 5111 - Admissions/Placement 22
 5. 1st Posting DBS Code 5131.911 - School Climate (new mandated policy) 24
 6. 1st Posting DBS Code 9323 - Construction of the Agenda 33
 7. 1st Posting DBS Code 9324 - Advance Delivery of Meeting Materials 34
9. **COMMITTEE REPORTS**
 1. Curriculum
 2. Policy
 3. Planning/Finance
 4. Salary & Negotiations
10. **CABE/CREC/State Dept. of Ed./SEF**
11. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
12. **ADJOURNMENT**

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, February 26, 2024
7:00 PM

(The recorded livestream may be viewed on SPS' YouTube channel on the school website)

Present BOE Members: Anne Kirkpatrick, Mike Briggs, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Absent BOE Members: Dr. Ed DePeau, JT Galloway, Shane Manning

Others: Dr. Sam Galloway, Stephanie Levin, Tenley Stoltz, Lisa Horan, Jocelyn Randall, Yanni Karaja, Juliette Mira, Maya Serrano, Kathryn Burnett, Amanda Trask

1. CALL TO ORDER

The regular Board of Education meeting was called to order by Chair Kirkpatrick at 7:00 p.m. in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Approval of the February 12, 2024 BOE Minutes

Rationale: The Board to review and approve the BOE minutes from February 12, 2024.

Motion to approve the minutes of 2/12/24 Board of Education Meeting. This motion, made by Jan Martin and seconded by Mike Briggs, Carried. **Yea: 5, Nay: 0, Absent: 3 (Ed DePeau, JT Galloway, Shane Manning), Abstain: 1 (Derek Zelek)**

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

On Saturday, February 24th, 45 students attended the second SAT prep session offered in Somers. Superintendent Galloway thanked the teachers who were in attendance and helped make the event a success. The hope is that the number of students attending the sessions for support will continue to rise.

MBA has a site visitation scheduled for Friday, March 1st as part of the process for the School of the Year recognition. Principal Martello and Dr. Dill prepared a presentation for the upcoming visit. Students will lead tours of the school during the visitation. An update will be provided to the Board

after the visit.

The application for a waiver for the January 12th school closure will be on the March State Board Agenda. An update will be provided when available.

4.2. SHS Student Representatives' Report

Rationale: Jocelyn Randall and Yanni Karaja, SHS students, will update the Board on recent SHS events.

Discussion: SHS 11th grade students, Jocelyn Randall and Yanni Karaja updated the Board on recent SHS events. Jocelyn serves as the Class of 2025 Secretary and Yanni serves as the Class of 2025 President.

Scriptura published a winter magazine. Scriptura includes artwork, poetry and photography. Students shared ACE presentations to highlight their experiences in a 16-week engineering mentorship program. Students have the opportunity to receive scholarship money. Course selection at SHS will begin on February 29th. More electives have been added, such as Percussion Ensemble and Film Study. The Academic Hub website will be used to ease the course selection process. The Academic Hub includes descriptions of courses, graduation requirements, and Capstone requirements. It supports student success by helping students find and select courses that interest them and support future goals. The Trades Fair will be held on April 2nd. Students will have the opportunity to explore careers. All grades are welcomed. The Think Kindness assembly will be held on February 29th. The Choices Matter assembly about distracted driving was postponed but will be rescheduled. The SAT will take place on March 28th. During the SAT prep classes, students are instructed to use Khan Academy and utilize support from three math teachers who attend the sessions. Guided lessons are available to support students.

Class fundraisers were reviewed. The Freshmen and Sophomore classes are planning a spring dance for underclassmen. The Junior class is hosting a student vs. staff basketball game and selling Munson's chocolate. The Senior class is selling spirit wear. The Senior class is setting budgets for prom, the senior banquet and the senior outing.

Athletic updates were provided. The girls' basketball team lost in the NCCC semi-finals, but will begin the state playoffs on February 26th. The boys' basketball team is still competing in the NCCC tournament. The boys will also compete in the state playoff. The indoor track team did not win the conference tournament, but the girls' 4x800 team won the conference and state tournaments. The football team continues to train through the winter lifting program. The wrestling team had a good season with Addison Powell, Harrison Accorsi and William Accorsi advancing to the State Open. William Accorsi will continue to New England.

Jocelyn and Yanni shared student recommendations for 2024-25. These recommendations include changing how student dances operate and adding a pep rally prior to Homecoming to strengthen pride and unity. The team also recommended that monthly school assemblies be run by students rather than by administration. Finally, a recommendation to offer combined ECE and AP classes was made. This would offer students more opportunities to earn credit. Students could earn credit throughout the semester through ECE coursework and/or pass the AP test.

A Board member asked students if there were courses that students would like to add as offerings. SHS student, Amanda Trask, suggested offering AP Environmental Science.

4.3. Stream Team Presentation

Rationale: Kathryn Burnett, Amanda Trask, Juliette Mira, and Maya Serrano, SHS students, will update the Board on Stream Team, their collaboration with CTDEEP and Saint Joseph's University, and information they have collected.

Discussion: Superintendent Galloway introduced the Stream Team. SHS junior Kathryn Burnett (Stem Club Historian), senior Amanda Trask (Stem Club President), senior Juliette Mira (Stem Club Vice President), and junior Maya Serrano (Stem Club Active Member) prepared a presentation for the Board. The SHS Stream Team is a tributary of the Stem Club. The club is dedicated to monitoring the local stream in collaboration with Dr. Martin from St. Joseph's University. The Stream Team tests the Gulf Stream near the Somers campus and compares values to those collected from other areas. The team is studying water pollution and investigating the causes of pollution in the Long Island Sound. The SHS Stream Team tests in two Somers locations.

Readings taken so far show abnormal levels of certain properties such as nitrates, phosphates, pH, temperature, turbidity and conductivity. The abnormal levels may be dangerous to aquatic life. The pollution in small bodies of water, such as the Somers stream being tested, can have a major impact on larger bodies of water. The team is investigating whether road salt, goose droppings, and fertilizers may be a contributing factor to the pollution in the stream. The club is dedicated to testing, monitoring and preserving the health of streams in order to preserve the flora and fauna of our state. The SHS Stream Team meets twice a month to collect samples from one of the two locations.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion to move the Educator Diversity Plan out of consent agenda and into New Business under item 8.1. This motion, made by Kim Radziewicz and seconded by Derek Zelek, Carried. **Yea: 6, Nay: 0, Absent: 3 (Ed DePeau, JT Galloway, Shane Manning)**

6. CONSENT AGENDA

Motion to approve Consent Agenda items #1 and #2 (with the correction of Grade 3 teacher, not Grade 2). This motion, made by Kim Radziewicz and seconded by Mike Briggs, Carried. **Yea: 6, Nay: 0, Absent: 3 (Ed DePeau, JT Galloway, Shane Manning)**

6.1. Warrant of February 26, 2024

Rationale: The Board to review and consent to the warrant of February 26, 2024.

6.2. Retirement

Rationale: Gail Bodine-Donahue, Grade 2 Teacher, will be retiring at the end of the 2023-2024 school. Mrs. Bodine-Donahue will have served in the Somers Public Schools for 27 years.

6.3. Educator Diversity Plan (Mandated by the state)

Rationale: The Board to consent to the Educator Diversity Plan. This plan needs to be submitted to the state by March 15, 2024.

7. OLD BUSINESS

8. NEW BUSINESS

Superintendent Galloway provided a walk-through of the Somers draft of the Educator Diversity Plan, which was introduced to the Board at the last meeting. The State of Connecticut has provided a required template for districts to use. The three main areas of the plan were reviewed- recruitment, hiring, and selection. The hope is that the plan will be fully implemented by April 2025. Superintendent Galloway shared details about training for any individual who serves on a hiring committee. A hiring protocol manual will be shared in the future to formalize how new hires are brought on board. The current process for hiring certified staff was reviewed. Recruitment strategies, such as increasing the use of social media and the use of new marketing materials, were shared. The goal is to market to upcoming graduates to highlight why Somers is an appealing place for top talent to work. In addition, creating personal connections with individuals at local colleges and universities is a priority. A discussion ensued regarding how non-certified staff members may transition to certified positions through various teacher preparation programs.

It was suggested that there be a system to check what is being posted on social media, since one person would be overseeing this communication.

Reciprocity from one state to the next in terms of certification was discussed. Implicit bias training will be implemented for those individuals on hiring committees in order to evaluate all candidates fairly. A discussion regarding who would lead this training ensued.

The state has not released indicators of success for each district's plan.

Superintendent Galloway stressed that all top-rated candidates whose values align with the SPS vision and mission and who want to be in Somers will be considered.

The work to develop this plan started prior to the state mandate; however, the mandate puts the plan in writing. Somers was already on the path to building strong connections with pre-service teachers and changing recruitment practices.

Feedback from the Board will be accepted and shared at the next meeting.

8.1. Curriculum

The next meeting will be held on 4/22 at 5:30 p.m. A March meeting may be scheduled as well.

8.2. Policy

This committee met on 2/26 and discussed the first posting of several policies that will be shared at the next Board meeting. The next meeting will be held on March 25th or May 13th at 6 p.m.

8.3. Planning/Finance

This committee is on hold.

8.4. Salary & Negotiations

This committee is on hold.

9. CABE/CREC/State Dept. of Ed./SEF

Mike Briggs presented the CREC report. Finances and audits were discussed at the most recent meeting. CREC is starting the budget approval process for 2024. Carl Stebbins shared a follow-up communication from the CREC Legislative Forum.

The SEF Fundraiser of the year will be held on 4/27/24. The Grease musical production is upcoming. The Budget presentation to the Board of Finance will take place on 3/26/24. The Board of Education Public Hearing will be held on 3/11/24 at 6 p.m. in the Board of Education Chambers.

10. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community member Lisa Horan shared her thoughts and questions regarding diversity, equity and inclusion in Somers. She shared her personal experience as a parent of students who attended SPS. She expressed her feeling that there is value in the state mandate for districts to submit an Educator Diversity Plan. She feels this will help the district prioritize efforts to create a community that looks like the wider world and values people who represent every group. In turn, SPS students will be better prepared once they leave Somers. She discussed obstacles to increasing diversity among staff and inquired about ways in which the district will attempt to attract educators from diverse backgrounds.

Superintendent Galloway responded to Ms. Horan's concerns, and specifically to her question regarding attracting diverse candidates. Strategies to attract such candidates include strengthening personal connections with prospective candidates and an expectation within the administration team that new teachers will be heavily supported.

11. ADJOURNMENT

Motion to adjourn the meeting at 8:43 p.m. This motion, made by Jan Martin and seconded by Carl Stebbins, Carried. **Yea: 6, Nay: 0, Absent: 3 (Ed DePeau, JT Galloway, Shane Manning)**

Jan Martin, BOE Secretary Date
Jenna McDermott, BOE Recording Secretary

2023-2024

Monthly Report

(Through 2/29/2024)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	11,890,609	(23,561)	11,867,048	6,593,187	5,214,598	11,807,784	59,264	0.50%
	Secretaries/Paraprofessionals	2,284,949	47,350	2,332,299	1,512,325	801,555	2,313,881	18,418	0.81%
	Administrators	1,743,659	39,435	1,783,094	1,237,682	543,778	1,781,460	1,634	0.09%
	Custodians/Maintainers	957,390	(14,695)	942,695	649,965	288,277	938,242	4,453	0.47%
	Other Instructional	521,983	(26,716)	495,267	336,454	201,889	538,343	(43,076)	-8.25%
	Nurses	289,869	3,272	293,141	159,683	128,945	288,629	4,512	1.56%
	Medical Advisor	1,500	0	1,500	1,500	0	1,500	0	0.00%
	SUBTOTAL	17,689,959	25,085	17,715,044	10,490,796	7,179,042	17,669,839	45,205	0.26%
Insurance & Benefits	Health Insurance	3,608,118	(57,812)	3,550,306	2,351,457	1,115,752	3,467,209	83,097	2.30%
	Social Security	549,550	20,000	569,550	369,070	183,994	553,064	16,486	3.00%
	Pension	227,832	0	227,832	120,253	104,041	224,294	3,539	1.55%
	Worker's Comp	100,000	(9,493)	90,507	68,058	22,449	90,507	0	0.00%
	Property / Liability	98,525	346	98,871	76,529	22,342	98,871	0	0.00%
	Long Term Disability	47,000	(5,000)	42,000	25,816	15,163	40,980	1,020	2.17%
	Life Insurance	32,000	(5,000)	27,000	13,403	7,088	20,492	6,508	20.34%
	School Board Legal	10,000	0	10,000	7,500	2,500	10,000	0	0.00%
	Unemployment	10,000	11,365	21,365	21,365	0	21,365	0	0.00%
	OPEB	28,089	0	28,089	14,045	14,044	28,089	0	0.00%
SUBTOTAL	4,711,114	(45,594)	4,665,520	3,067,496	1,487,374	4,554,870	110,650	2.35%	
Tuition	Special Education	1,040,421	(158,922)	881,499	604,972	320,035	925,008	(43,509)	-4.18%
	Non-Special Education	134,000	19,927	153,927	129,025	24,303	153,328	599	0.45%
	SUBTOTAL	1,174,421	(138,995)	1,035,426	733,998	344,338	1,078,336	(42,910)	-3.65%
Transportation	Regular Transportation	933,796	0	933,796	563,900	534,943	1,098,843	(165,047)	-17.67%
	Special Education Transportation	350,000	58,278	408,278	238,090	92,575	330,665	77,613	22.18%
	Athletics/Field Trips	39,850	0	39,850	25,658	14,225	39,882	(32)	-0.08%
	SUBTOTAL	1,323,646	58,278	1,381,924	827,648	641,742	1,469,391	(87,467)	-6.61%
Utilities	Electricity	473,000	0	473,000	252,818	147,528	400,346	72,654	15.36%
	Fuel	163,950	(186)	163,764	131,576	34,421	165,998	(2,234)	-1.36%
	Telephones	36,300	0	36,300	21,453	14,355	35,808	492	1.36%
	SUBTOTAL	673,250	(186)	673,064	405,847	196,305	602,151	70,913	10.53%
Maintenance	General/Dept Maint	633,840	8,200	642,040	467,240	174,800	642,040	0	0.00%
	Custodial Supplies	48,000	0	48,000	49,294	2,850	52,143	(4,143)	-8.63%
	SUBTOTAL	681,840	8,200	690,040	516,534	177,649	694,183	(4,143)	-0.61%
Instructional Resources	Books, Textbooks, Workbooks	149,953	(7,900)	142,053	119,387	161	119,548	22,505	15.01%
	Technology AV Materials	101,230	7,000	108,230	106,031	900	106,931	1,299	1.28%
	General & Dept Supplies	176,810	0	176,810	112,263	12,533	124,796	52,014	29.42%
	SUBTOTAL	427,993	(900)	427,093	337,681	13,594	351,276	75,817	17.71%
Extracurricular	Coaches	193,225	16,125	209,350	121,939	87,411	209,350	0	0.00%
	Activity Advisors	60,349	2,487	62,836	165	62,671	62,836	0	0.00%
	Athletic/Academic Act	95,450	0	95,450	56,543	38,907	95,450	0	0.00%
	SUBTOTAL	349,024	18,612	367,636	178,647	188,989	367,636	0	0.00%
Equipment	New and Replacement	249,000	0	249,000	216,058	23,873	239,931	9,069	3.64%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	181,185	25,500	206,685	141,145	59,141	200,285	6,400	3.53%
ARP Municipal	Offset	(50,000)	50,000	0	0	0	0	0	
GRAND TOTAL		27,411,432	0	27,411,432	16,915,851	10,312,047	27,227,898	183,534	0.67%

As of 3/5/2024

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1171

Voucher Date: 03/11/2024

Prepared By:



Printed: 03/07/2024 11:34:14 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$394,615.29 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Stephanie Levin Director of Business Services

SOMERS BOARD OF EDUCATION

Fund	Amount
10 GENERAL FUND	\$394,615.29
	\$394,615.29

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 3/11/2024
From Check: 24573
From Voucher: 1171

To Date: 3/11/2024
To Check: 24634
To Voucher: 1171

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24573	03/11/2024	A&D Portable Rentals	\$95.00	1171	Printed	Expense	<input type="checkbox"/>		
24574	03/11/2024	Amazon Capital Services	\$5,677.54	1171	Printed	Expense	<input type="checkbox"/>		
24575	03/11/2024	Anthem Blue Cross and Blue Shield	\$261,401.94	1171	Printed	Expense	<input type="checkbox"/>		
24576	03/11/2024	Avery Septic Service	\$100.00	1171	Printed	Expense	<input type="checkbox"/>		
24577	03/11/2024	BSN Sports LLC	\$3,677.70	1171	Printed	Expense	<input type="checkbox"/>		
24578	03/11/2024	CAPP USA	\$312.83	1171	Printed	Expense	<input type="checkbox"/>		
24579	03/11/2024	Cavar Industries LLC	\$2,500.00	1171	Printed	Expense	<input type="checkbox"/>		
24580	03/11/2024	Cheryl Fry	\$110.00	1171	Printed	Expense	<input type="checkbox"/>		
24581	03/11/2024	CHLIC	\$10,442.02	1171	Printed	Expense	<input type="checkbox"/>		
24582	03/11/2024	Christopher Dennis	\$390.00	1171	Printed	Expense	<input type="checkbox"/>		
24583	03/11/2024	Clear Water Industries	\$233.33	1171	Printed	Expense	<input type="checkbox"/>		
24584	03/11/2024	CLG Electric LLC	\$235.00	1171	Printed	Expense	<input type="checkbox"/>		
24585	03/11/2024	COX Business	\$1,728.69	1171	Printed	Expense	<input type="checkbox"/>		
24586	03/11/2024	Cristina Reardon	\$64.66	1171	Printed	Expense	<input type="checkbox"/>		
24587	03/11/2024	DBS Financial Services LLC	\$1,663.95	1171	Printed	Expense	<input type="checkbox"/>		
24588	03/11/2024	DG Graphics	\$94.46	1171	Printed	Expense	<input type="checkbox"/>		
24589	03/11/2024	Dime Oil Company LLC	\$2,951.50	1171	Printed	Expense	<input type="checkbox"/>		
24590	03/11/2024	Dina Senecal	\$81.07	1171	Printed	Expense	<input type="checkbox"/>		
24591	03/11/2024	Duffy, Margaret Zimmer	\$33.50	1171	Printed	Expense	<input type="checkbox"/>		
24592	03/11/2024	Elan Financial Services	\$835.25	1171	Printed	Expense	<input type="checkbox"/>		
24593	03/11/2024	Ellington Board of Education	\$4,192.86	1171	Printed	Expense	<input type="checkbox"/>		
24594	03/11/2024	First Student, Inc	\$4,194.30	1171	Printed	Expense	<input type="checkbox"/>		
24595	03/11/2024	Follett Content Solutions, LLC	\$196.61	1171	Printed	Expense	<input type="checkbox"/>		
24596	03/11/2024	Fred Provencher	\$390.00	1171	Printed	Expense	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24597	03/11/2024	Geissler's Supermarket, Inc	\$237.86	1171	Printed	Expense	<input type="checkbox"/>		
24598	03/11/2024	Global Industrial	\$926.70	1171	Printed	Expense	<input type="checkbox"/>		
24599	03/11/2024	Greg Prayzner	\$390.00	1171	Printed	Expense	<input type="checkbox"/>		
24600	03/11/2024	Herff Jones Inc.	\$324.20	1171	Printed	Expense	<input type="checkbox"/>		
24601	03/11/2024	Hillyard-New England	\$122.01	1171	Printed	Expense	<input type="checkbox"/>		
24602	03/11/2024	Hoodz of Connecticut	\$1,750.00	1171	Printed	Expense	<input type="checkbox"/>		
24603	03/11/2024	J.W. Pepper & Son, Inc.	\$825.71	1171	Printed	Expense	<input type="checkbox"/>		
24604	03/11/2024	James MacFeat	\$282.00	1171	Printed	Expense	<input type="checkbox"/>		
24605	03/11/2024	JP Climate Control LLC	\$405.00	1171	Printed	Expense	<input type="checkbox"/>		
24606	03/11/2024	Kelly Refrigeration & Freezer	\$475.00	1171	Printed	Expense	<input type="checkbox"/>		
24607	03/11/2024	Madison Provencher	\$64.66	1171	Printed	Expense	<input type="checkbox"/>		
24608	03/11/2024	MagnaKleen Services	\$108.61	1171	Printed	Expense	<input type="checkbox"/>		
24609	03/11/2024	Marika Kraus	\$89.24	1171	Printed	Expense	<input type="checkbox"/>		
24610	03/11/2024	MB Tractor & Equipment	\$3,628.54	1171	Printed	Expense	<input type="checkbox"/>		
24611	03/11/2024	Monica Willemain	\$110.00	1171	Printed	Expense	<input type="checkbox"/>		
24612	03/11/2024	Morgan Stanley	\$51,958.00	1171	Printed	Expense	<input type="checkbox"/>		
24613	03/11/2024	NAPA Auto Parts	\$27.96	1171	Printed	Expense	<input type="checkbox"/>		
24614	03/11/2024	NASN	\$141.00	1171	Printed	Expense	<input type="checkbox"/>		
24615	03/11/2024	National Association for Music Education	\$142.00	1171	Printed	Expense	<input type="checkbox"/>		
24616	03/11/2024	NCS Pearson, Inc.	\$118.90	1171	Printed	Expense	<input type="checkbox"/>		
24617	03/11/2024	Nuso, LLC	\$116.45	1171	Printed	Expense	<input type="checkbox"/>		
24618	03/11/2024	Pioneer Athletics	\$1,253.38	1171	Printed	Expense	<input type="checkbox"/>		
24619	03/11/2024	Pitney Bowes, Inc.	\$105.00	1171	Printed	Expense	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24620	03/11/2024	Portland Pottery	\$546.44	1171	Printed	Expense	<input type="checkbox"/>		
24621	03/11/2024	School Specialty, LLC	\$543.47	1171	Printed	Expense	<input type="checkbox"/>		
24622	03/11/2024	Shannin Burns	\$35.94	1171	Printed	Expense	<input type="checkbox"/>		
24623	03/11/2024	Sherwin-Williams Co., The	\$33.25	1171	Printed	Expense	<input type="checkbox"/>		
24624	03/11/2024	Shipman & Goodwin, LLP	\$270.50	1171	Printed	Expense	<input type="checkbox"/>		
24625	03/11/2024	Soter Technologies, LLC	\$900.00	1171	Printed	Expense	<input type="checkbox"/>		
24626	03/11/2024	Suffield Board of Education	\$3,411.50	1171	Printed	Expense	<input type="checkbox"/>		
24627	03/11/2024	The Hartford	\$4,936.78	1171	Printed	Expense	<input type="checkbox"/>		
24628	03/11/2024	The Home Depot Pro	\$19.77	1171	Printed	Expense	<input type="checkbox"/>		
24629	03/11/2024	The OMNI Group_V60983	\$22.00	1171	Printed	Expense	<input type="checkbox"/>		
24630	03/11/2024	Town of Somers	\$8,280.87	1171	Printed	Expense	<input type="checkbox"/>		
24631	03/11/2024	Verizon Wireless	\$398.68	1171	Printed	Expense	<input type="checkbox"/>		
24632	03/11/2024	W.B. Mason Co., Inc.	\$4,512.22	1171	Printed	Expense	<input type="checkbox"/>		
24633	03/11/2024	Willie Ross School of the Deaf	\$1,330.00	1171	Printed	Expense	<input type="checkbox"/>		
24634	03/11/2024	Xerox Corporation	\$4,169.44	1171	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$394,615.29						

End of Report



All-State Festival

Festival Information

April 4-April 6, 2024
CT Convention Center
100 Columbus Blvd
Hartford, CT 06103

Concert Information

Concert Date: April 6, 2024

Concert Times

1:00 pm – Jazz Band and Choirs
4:00 pm – Concert Band and Orchestra

James Gall

has been accepted to participate in the Mixed Choir at the All State Festival April 4-6.

The festival is run coinciding with the 77th annual Connecticut Music Educators Association (CMEA).

The festival is run & chaperoned by Connecticut music teachers.

FEE PER STUDENT

\$245 for commuting students

\$425 for students staying on-site

HOWEVER Somers Music Patrons is covering \$245 so our student only pays \$180

Our student would prefer to stay on-site

Check In/Out Times

o Thursday Directors check in all students in the morning Check-Out 9-9:30 pm
ON-SITE REGISTRATION Student registration will be from 9:00-9:45 AM on April 4th, 2024
Only directors may register students at the registration table.
Students/parents may not register themselves. At registration, directors will verify the students who are attending, receive ID tags, and receive an updated rehearsal schedule for their students.

FAMILY ID FORM Family ID forms must be completed

<https://students.arbitersports.com/programs/all-state-festival-2024>

For an event of this type, it is necessary for CMEA to have emergency contact numbers and medical information for each participant. We sincerely hope that this information will never be used; however, in case of an emergency, it will be readily available. This information will be kept confidential.

(This is in addition to the Somers Public Schools permission slip)

Check In/Out Times

- o Thursday Directors check in all students in the morning Check-Out 9-9:30 pm
- o Friday Check-In 7:30-8 am Check-Out 9-9:30 pm
- o Saturday Check-In 7-7:30 am

ON-SITE REGISTRATION Student registration will be from 9:00-9:45 AM on April 4th, 2024

Only directors may register students at the registration table.

Students/parents may not register themselves. At registration, directors will verify the students who are attending, receive ID tags, and receive an updated rehearsal schedule for their students.

Marika Kraus, choral director at SHS & MBA, has applied for an SEF grant to attend all three days and watch rehearsals as well as attend professional development workshops scheduled approximately from 8am-6pm depending on the day.



This year's mixed choir director is Arianne G. Abela from Amherst College

**Proposed Job Share
2024-2025 School Year
Fourth Grade
Nicole Dzicek and Melissa Shannon**

Proposed Job Share For Nicole Dzicek and Melissa Shannon

The following is our plan for the division of responsibilities for a job sharing position. Realizing that scheduling of meetings for the 2024-2025 school year has not been finalized, we expect there may be minor changes made to this plan.

1. Work Schedule:

We will each work two and one-half days a week. Melissa Shannon will work Monday, Tuesday and Wednesday morning. Nicole Dzicek will work Wednesday afternoon, Thursday and Friday.

2. Parent Conferences/PPT's/SST's

Both teachers shall participate in November conferences. March conferences will be split evenly amongst the two of us unless otherwise requested by the parents.

The person who is scheduled to work at the time of a PPT/SST will attend the meeting. We will both discuss information that we would like to include in the PPT/SST.

3. Record Keeping:

Progress reports will be divided equally between us.

Work folders will include students' work samples from all subject areas.

4. Bulletin Boards:

All bulletin boards will be planned collaboratively and split evenly between us on a monthly basis.

5. A. Half -days:

The number of half days we work will be divided evenly.

B. Shortened days:

A shortened day, such as a weather related early dismissal or late opening, will not alter our teaching schedule.

6. Program Planning:

Program planning will be done as a collaborating team.

7. Communications:

Communication with parents, students, other teachers and specialists can be taken care of by the individual teacher involved and documented in writing in order to keep up on the important information. We will also communicate via email and phone as necessary. We will do all of our planning on google documents. A written letter will be sent out to parents at the beginning of the school year. Parents will be welcomed to contact either or both of us. Specific team meeting times will be needed to discuss students, plans, PPT's, SST's, etc.

8. Duties

We will split duties evenly.

9. Teaching Assignment:

Both teachers will be responsible for teaching all subject matter. Both teachers will integrate the various curricular areas into their instruction when appropriate.

10. Meetings:

The person who is scheduled to work at the time will attend the meetings. This person will inform the other of the agenda items.

11. Discipline:

Teachers will discuss discipline issues prior to the start of school in order to establish a positive and consistent classroom environment for the children. Specific discipline issues that arise during the year will be documented in writing (email, notes, etc) to ensure consistency and community in the children's day.

12. Field Trips:

Field trips will be divided equally.

We hope you will accept our proposal for a job share next year.
If there is any additional information you need or there are any
questions about the proposal please contact either of us.

Sincerely,

Nicole Dzicek
Nicole Dzicek

Melissa B Shannon
Melissa Shannon

A new mandated policy

Personnel - Certified

Exit Survey/Interviews

The Board of Education shall develop an exit survey to be completed by a certified professional educator who is employed by the Board and voluntarily resigns. The exit survey will include questions relating to the reason why the certified educator is ceasing employment, whether or not the certified educator is leaving the profession, the demographics of the certified educator, and the areas in which the certified educator taught or served.

Exit interviews are viewed by the Board of Education as a good way to gain insights into problems, difficulties, and dissatisfactions that otherwise might not come to the school system's attention. Such interviews can also provide confirmation of suspected problems as well as information needed to begin to correct the problems.

Therefore, an employee who is separated from employment in the District will receive an exit interview.

Legal Reference: Connecticut General Statutes
 P.A. 23-159 An Act Concerning Teachers and Paraeducators.

STUDENTS:

Admission/Placement:

District schools shall be open to all children five years of age and over who reach age 5 on or before ~~January 1st~~ September 1st of any school year. ~~Exceptions from routine admission may be approved by the superintendent of schools on the basis of supporting evidence from physical and psychological examinations.~~ A child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of the child to the principal of the school in which the child would be enrolled, and (2) following an assessment of the child, conducted by the principal and an appropriate certified staff member of the school, to ensure that admitting the child is developmentally appropriate.

Children who transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will review the data with parents and determine the child's final placement.

The District will immediately enroll any student who transfers from Unified School District No. 1 or Unified School District No. 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.

Cross Reference: DBS [5141.3](#) Health Examination and Inoculation Policy

Legal Reference: Connecticut General Statutes

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

[10-15c](#) Discrimination in public schools prohibited. School attendance by five year olds, as amended by PA 97-247

[10-76a-10-76g](#) re special education

[10-184](#) Duties of parents (re mandatory schooling for children ages 5-16, inclusive), as amended by PA 98-243, and PA 00-157

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students

Appeals to state board. Establishment of hearing board. Readmission, as amended.

[10-220h](#) Transfer of student records, as amended

[10-233a](#) – [10-233f](#) Inclusive; re: suspend, expel, removal of pupils

[10-233c](#) Suspension of pupils

[10-233d](#) Expulsion of pupils

[10-233k](#) Notification of school officials of potentially dangerous students (as amended by PA 01-176)

[10-261](#) Definitions

P.A. 11-115 An Act Concerning Juvenile Reentry and Education

State Board of Education Regulations

[10-76a-1](#) General definitions (c) (d) (q) (t)

[10-76d-7](#) Admission of student requiring special education (referral)

[10-204a](#) Required immunizations (as amended by PA 98-243)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Adopted: November 13, 1979

Revised: August 24, 1998

July 9, 2009

January 23, 2012

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Somers District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

BYLAWS OF THE BOARD:

Construction of Agenda:

The Superintendent in cooperation with the Chairman of the Board of Education shall prepare an agenda for each regular meeting. Any member of the Board of Education may contact the Board Chairman and request any item to be placed on the agenda no later than 48 hours prior to the legally required public posting of the agenda.

Posting of Agendas:

The Board of Education will file with the clerk, and post on its web-site, a schedule of its regular meetings for the year by January 31st, and mail notice at least one week prior to the meeting to any person who has filed a written request to be on the list by January 31st according to state statute.

The Board of Education will post the notice (and the agenda) for special meetings in the Town clerk's office and on the BOE web-site at least 24 hours in advance of the meeting. [Any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.](#)

The date, time and place of committee meetings will be posted on the Board of Education website at least 24 hours in advance.

Legal Reference: Connecticut General Statutes

[1-225](#) Meetings of government agencies to be public

Recording of votes. Schedule of meetings to be filed.

Notice of special meetings. Executive sessions exempt.

Adopted: April 28, 1980

Revised: February 24, 1992

July 9, 2009

July 9, 2012

Bylaws of the Board

Advance Delivery of Meeting Materials

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be sent to each Board member.

The agenda will be available to the public at the administration building after 3:00 P.M. on Fridays preceding each regular Board of Education meeting. An agenda will also be available to each member of the press on Friday afternoons.

In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

2. Two copies of the agenda shall be sent to each building principal, one copy of which is to be posted upon the bulletin board in each school office.
3. Copies of the agenda shall be forwarded through school mail to presidents of each bargaining unit and presidents of PTA/PTO organizations.

(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Bylaw adopted by the Board:

rev 9/23