

Somers Board of Education Meeting

Monday, March 25, 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 March 11, 2024 BOE Public Hearing Minutes 2
The Board to review and approve the Public Hearing BOE minutes from March 11, 2024.
 2. Approval of the March 11, 2024 BOE Regular Meeting Minutes 3
The Board to review and approve the Regular Meeting BOE minutes from March 11, 2024.
4. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. SAT Prep Academy 8
David Brown, SHS Principal, and Dan Clement, SHS Business Teacher, will update the Board on the SAT preparation program.
 3. SHS Student Representatives
SHS students Melea Wolters, Eliana Wood, and Braden Davis will update the Board on recent events.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of March 25, 2024 78
The Board to review and consent to the warrant of March 25, 2024.
 2. Leave of Absence
Mary Kate Tanguay, SES School Psychologist, will be taking a leave of absence beginning August 26, 2024 through January 2, 2025.
 3. 2nd Posting DBS Code 4117.6 - Exit Survey/Interviews 82
 4. 2nd Posting DBS Code 5111 - Admissions/Placement 83
 5. 2nd Posting DBS Code 5131.911 - School Climate (new mandated policy) 85
 6. 2nd Posting DBS Code 9323 - Construction of the Agenda 94
 7. 2nd Posting DBS Code 9324 - Advance Delivery of Meeting Materials 95
7. **OLD BUSINESS**
8. **NEW BUSINESS**
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 Public Hearing
Somers Board of Education Chambers
March 11, 2024
6:00 PM**

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

Present BOE Members: Anne Kirkpatrick, Dr. Ed DePeau, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Absent BOE Members: Mike Briggs, JT Galloway

Others: Dr. Sam Galloway, Stephanie Levin, Dina Senecal, Melissa Mucci, David Brown, Dr. Hannah Dill, Michael McDonnell, Caroline Hargraves, Lisa Horan

1. CALL TO ORDER

The Board of Education Public Hearing was called to order at 6:03 p.m. in the Board of Education Chambers.

2. PRESENTATION OF THE 2024-2025 BOE Budget

Rationale: Dr. Galloway will present the proposed 2024-2025 BOE Budget to the public.

Discussion: Dr. Galloway presented the 2024-2025 Budget. The budget does not reflect any new staff or programs. Dr. Galloway will present the budget to the Board of Finance on 3/12/24 at 7 p.m.

3. ADJOURNMENT

Motion to adjourn the Board of Education Public Hearing at 6:23 p.m. This motion was made by Jan Martin and seconded by Derek Zelek, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs JT Galloway)**

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

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, March 11, 2024
7:00 PM

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

Present BOE Members: Anne Kirkpatrick, Dr. Ed DePeau, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Absent BOE Members: Mike Briggs, JT Galloway

Others: Dr. Sam Galloway, Stephanie Levin, David Brown, Lisa Horan, Julie Hinkley

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 26, 2024 BOE Minutes

Rationale: The Board to review and approve the BOE minutes from February 26, 2024.

Motion to approve the minutes of 2/26/24 Board of Education Meeting, with the addition of David Brown to the "others in attendance". This motion, made by Jan Martin and seconded by Kim Radziewicz, Carried. **Yea: 5, Nay: 0, Absent: 2 (Mike Briggs, JT Galloway), Abstain: 2 (Ed DePeau, Shane Manning)**

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

Superintendent Galloway provided an update on the SES and MBA School of the Year applications. SES was not selected for a site visit. According to the Connecticut Association of Schools (CAS), SES was ranked #4 for elementary schools that applied. It was noted that there are more elementary schools in the state than middle or high schools, making the process very competitive. SES will submit another application in the future.

MBA was named Middle School of the Year by CAS. Extensive efforts were made by the team during the application process and site visit. Superintendent Galloway noted the strong plan of action to improve student performance, strengthen community engagement, and create a positive school culture that is present at MBA. The evaluation process required the MBA team to show artifacts to back up what was stated in the written application. MBA students did a wonderful job leading the evaluation team on a tour of the school. Superintendent

Galloway congratulated the MBA team.

SHS will have its first Career Trade Show on 4/2/24. Twenty-five companies will be represented. Principal Brown and Assistant Principal Szafir led a team at SHS to organize the show.

Superintendent Galloway provided an update on athletics. The Girls Varsity Basketball team was victorious over Enfield on 3/8/24. The team will move on to the championship for the first time since 1984. The Boys Basketball team will compete against Old Lyme in the quarter-finals. There is a possibility that both Somers Varsity basketball teams will play at Mohegan Sun.

Dina Senecal and Lori Caron will represent Somers at an upcoming recruitment fair at UConn.

4.2. Monthly Budget Update

Rationale: Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.

Discussion: Stephanie Levin presented the monthly budget. There is a change in the salary line due to staff resignations and turnover. There are currently Special Education and paraeducator positions open. Due to staff turnover and the need for staff to be out of the district, there is a need for more long-term subs. The substitute budget has been increased by \$70,000 to cover this need.

The insurance line will change in March. Three staff will change enrollment.

The Special Education tuition budget has changed due to the first payment of the excess cost grant from the state. This payment of approximately \$177,000 was received on 2/29/24. Another payment is expected in May, and the final amount will be trued up in April 2025. The total reimbursement will total about 70.5% of the district's total cost.

A new outplacement took effect at the end of February. The total cost for this outplacement is unknown at this time. The team is currently in a 45-day diagnostic testing period for the outplaced student.

Buildings have been notified that spring purchase orders are due by the end of the month. Conversations regarding purchasing non-budgeted items will take place at the April BOE meeting.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Kim Radziewicz and seconded by Ed DePeau, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, JT Galloway),**

6.1. Warrant of March 11, 2024

Rationale: The Board to review and consent to the warrant of March 11, 2024.

6.2. Resignations

Rationale:

- Ben Nascebene, 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

7.1. Educator Diversity Plan (Mandated by the state)

Rationale: The Board to approve the Educator Diversity Plan to be sent to the state by March 15, 2024.

Motion to approve the Educator Diversity Plan. This motion, made by Carl Stebbins and seconded by Jan Martin, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, JT Galloway),**

Discussion: Board members shared remarks that were supportive of the district's Educator Diversity Plan that will be submitted to the state. Board members noted that although the state provided limited guidance around the goals and outcomes of the plan, Dr. Galloway and the team did a wonderful job creating and adjusting the plan. Board members also shared that implementation of the plan will add value and help recruit and retain diverse educators. A discussion regarding the process for exit interviews ensued. Superintendent Galloway reiterated parts of the plan that focus on ensuring potential staff feel welcome and supported in the community. The three changes that were made to the plan based on feedback from the last BOE meeting were shared.

8. NEW BUSINESS

8.1. CMEA All State Music Festival Overnight Trip

Rationale: 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.

Motion to approve the CMEA All State Music Festival Trip April 4-6. This motion, made by Ed DePeau and seconded by Kim Radziewicz, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, JT Galloway),**

Discussion: Principal Brown presented an overview of an overnight field trip for the CMEA All State Music Festival from April 4-6th. One SHS student, James Gall, will attend the overnight experience as part of the mixed choir group. Several other students were accepted to the event. However, due to scheduling conflicts with other activities, some cannot attend. Students have attended the overnight event in the past. Marika Kraus, the choral director at SHS and MBA, will be in attendance for portions of the event. Certified music teachers will supervise the overnight stay at the Marriott Hotel.

8.2. Proposed Job Share

Rationale: The Board to review and approve the proposed 2024-2025 job share of Nicole Dzicek and Melissa Shannon, 4th Grade teachers.

Motion to approve the proposed 2024-25 job share of Nicole Dzicek and Melissa Shannon. This motion, made by Jan Martin and seconded by Kim Radziewicz, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, JT Galloway),**

Discussion: Superintendent Galloway reviewed an existing job share arrangement for 2 fourth grade teachers, Melissa Shannon and Nicole Dzicek. The job share details are in their contracts. The arrangement has worked well for many years.

8.3. 1st Posting DBS Code 4117.6 - Exit Survey/Interviews

8.4. 1st Posting DBS Code 5111 - Admissions/Placement

8.5. 1st Posting DBS Code 5131.911 - School Climate (new mandated policy)

8.6. 1st Posting DBS Code 9323 - Construction of the Agenda

8.7. 1st Posting DBS Code 9324 - Advance Delivery of Meeting Materials

9. COMMITTEE REPORTS

9.1. Curriculum

This committee will meet on 4/22/24 at 5:30 p.m.

9.2. Policy

This committee will meet on 3/25/24 at 6 p.m.

9.3. Planning/Finance

This committee is on hold.

9.4. Salary & Negotiations

A meeting will be scheduled to discuss the contract for paraeducators and secretaries. The new contract starts on July 1, 2024.

10. CABA/CREC/State Dept. of Ed./SEF

Discussion: Wednesday, March 13th is Hill Day. Board members are encouraged to attend. The event is hosted by CABA. The next CREC meeting will be held on 3/20/24.

The SEF fundraiser is upcoming. It will be held at Joanna's Restaurant (145 Main Street) on 4/27/24 from 6:30-11 p.m. SEF celebrates its 20th year this year.

It was noted that there is currently no BOE meeting scheduled for 4/8/24. A meeting will be scheduled on this date if needed.

11. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Discussion: Community member, Lisa Horan, thanked Superintendent Galloway for all his work with the Board, administration and staff. She feels parents in the community are confident in the leadership team in Somers. She inquired about the Educator Diversity Plan and whether it included any concrete numerical goals. Superintendent Galloway addressed her question. Ms. Horan also asked how the plan will be enforced. At this time, the state has not shared an enforcement plan with districts.

Community member, Julie Hinkley, inquired on how the Educator Diversity Plan will translate into action with students and the community. She feels there is a disconnect between administration and the student body when it comes to DEI initiatives. The goal is for administrators to lead change in the district at the school level. An action plan will be developed. The mandated district plan is step one. Ms. Hinkley requested that parents be involved in the process of including students and the community in this effort to ensure all stakeholders' perspectives are considered.

12. ADJOURNMENT

Motion to adjourn the meeting at 7:54 p.m. This motion, made by Jan Martin and seconded by Shane Manning, Carried. **Yea: 7, Nay: 0, Absent: 2 (Mike Briggs, JT Galloway),**

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

DANIEL J. CLEMENT

#5 Vision Boulevard
Somers, CT 06071

Somers High School
Dan.Clement@Somers.k12.ct.us

March 25, 2024

Re: Saturday SAT Math Preparation Program

Dear Somers Board of Education,

It is my pleasure to present to the board information regarding the Saturday SAT Math Preparation Program held for juniors at Somers High School on February 10th and 24th, 2024. Enclosed you can find various materials associated with these events, which will be explored during the presentation.

If questions arise beyond our time together, please do not hesitate to contact me at Dan.Clement@Somers.k12.ct.us.

Best,

Daniel J. Clement
Administrative Intern
Business Educator
Somers High School

Enclosures: as above

CC: Dr. Sam Galloway, Superintendent
Mrs. Shannin Burns, Administrative Assistant to the Superintendent

Hey Juniors... Can You Solve this Problem?



The area, A , of the unshaded circular ring shown is given by the equation $A = \pi(R^2 - r^2)$, where R is the radius of the larger circle, and r is the radius of the smaller circle. Which of the following equations correctly gives R in terms of A and r ?

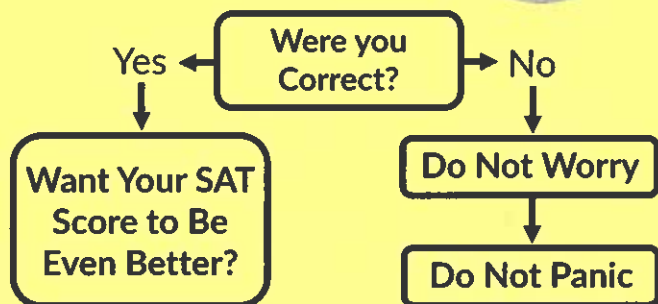
(A) $R = \sqrt{\frac{A + r^2}{\pi}}$

(B) $R = \sqrt{\frac{A}{\pi}} + r$

(C) $R = \sqrt{\frac{A}{\pi} - r^2}$

(D) $R = \sqrt{\frac{A}{\pi} + r^2}$

Scratch for →
Answer



We Got You Covered! ATTEND TWO FREE DAYS OF SAT MATH PREP

This free two-day program assists juniors in enhancing their SAT math scores, through customized instruction based on their PSAT scores. Questions: Email Dan.Clement@Somers.k12.ct.us

Dates: Sat, Feb 10th and Sat, Feb 24th
Students encouraged to attend both days.

Time: 9am-1pm, Includes Free Lunch
Location: SHS Media Center

*Bring your PSAT score and fully-charged Chromebook

IMPORTANT

Seats are limited.
RSVP at this QR code by Jan 29th, 2pm.



Hey Juniors... Can You Solve this Problem?

$$\frac{x}{x^2 + 5x - 14} + \frac{7}{x^2 + 5x - 14}$$

Which expression is equivalent to the sum for all $x \geq 3$?

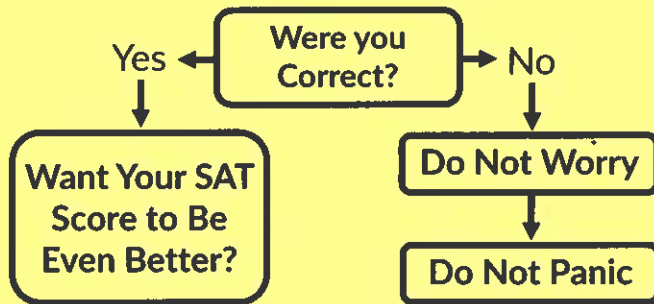
(A) $\frac{x + 7}{2x^2 + 10x - 28}$

(B) $\frac{7x}{x^2 + 5x - 14}$

(C) $\frac{1}{x - 2}$

(D) $\frac{1}{x + 2}$

Scratch for →
Answer



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Hey Juniors... Can You Solve this Problem?

$$q = 9r^2 + 16s^2r^2$$

Which of the following equations correctly expresses r in terms of q and s ?

(A) $r = \pm \frac{\sqrt{q}}{3 + 4s}$

(B) $r = \pm \sqrt{\frac{q}{9 + 16s^2}}$

(C) $r = \pm \sqrt{\frac{q}{25s^2}}$

(D) $r = \pm \frac{\sqrt{q - 16s^2}}{3}$

Check Answer...

Answer: B

My Answer Was
Correct

Want Your SAT
Score to be Even
Better?

My Answer Was
Incorrect

Do NOT Worry!

Do NOT Panic!

We Got You Covered!
ATTEND TWO FREE DAYS OF SAT MATH PREP!

This free two-day program assists current juniors in enhancing their SAT math scores, through customized instruction based on their PSAT scores.

Bring Your PSAT Score and Fully-Charged Chromebook!

Dates: Sat Feb 10th

Sat Feb 24th

Students encouraged, but not required, to attend both days.

Time: 9am - 1pm

Includes free lunch

Location: SHS Media Center

Questions? Email

Dan.Clement@Somers.k12.ct.us

IMPORTANT!

Seats limited. RSVP by Mon, Jan 29th, 2pm.

Click [HERE](#) or Scan to Sign Up:





Do this for Yourself - Improve Your SAT Math Score!

4 messages

Dan Clement <dan.clement@somers.k12.ct.us>

Tue, Jan 16, 2024 at 11:13 AM

To: [Redacted]
Cc: [Redacted]

Message to all Juniors

Hi Juniors!

Sign up Today!

Sign up here for the FREE program to help increase your SAT math score!

https://docs.google.com/forms/d/e/1FAIpQLSfuekoCASYgrfUR3ol-T38vK1sil-rqaejbRLnhjYnmZ_rajg/viewform?usp=sf_link

Need More Info?

Attached you can find the essential information.
FREE lunch will be provided on both days.

Just an Opinion - Does the SAT Matter?

As I was passing out the yellow advertisements for this program, this question came up a couple times. Knowing many of you may have the same question, I thought I would share my response with you. Yes, it is true some colleges / universities have made the SAT optional. This means some of your competitors will not submit a score. If you work hard to earn a legitimate score, and submit them, YOU gain the competitive advantage. The SAT is one piece of the pie. As I emphasized to each of you when we talked about interviewing strategies (if you took Intro to Business), every little advantage matters and adds up. The fact that you shook the interviewer's hand and the other person didn't. The fact that your resume had no errors, and your competitor's had one. The fact that you took the time to learn about the place you were applying to, and your competitor did not. *The fact that you read this email and took action, while your competitor slept in on their snow day.* You get the point... gain every advantage you can... because when the choice comes down to you or your competitor, leave no doubt in their mind that choosing you is in their best interest.

Study hard. Give the SAT all you got, and earn a score that represents you well. Submit it with pride to colleges / universities. For those of you with plans other than college... do the same. Plans often change in ways you would not anticipate. The SAT is one piece of your backup plan, should you need it.

Best,
Mr. Clement

--
Dan Clement
Somers High School
Business Department
School Store Co-Advisor
View Dan's Portfolio: DanClementTeaching.com
"Focus on what matters... be their Superman."

The Somers Public Schools is committed to equal opportunity for all students, applicants and employees. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. In addition, it provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding the District's nondiscrimination policies should be directed to:

Dina Senecal, Title IX Coordinator
1 Vision Boulevard, Somers, CT 06071
(860) 749-2270 x2039
dina.senecal@somers.k12.ct.us

SAT Information.pdf
330K

Dan Clement <dan.clement@somers.k12.ct.us>
To: Dan Clement <dan.clement@somers.k12.ct.us>

Tue, Jan 16, 2024 at 11:16 AM



For the Families of SHS Juniors

1 message

Dan Clement <dan.clement@somers.k12.ct.us>

Message to Families of Juniors

Hello Families of SHS Juniors!

I wanted to share with you a message I sent to each junior this morning, encouraging them to sign up for our FREE program to help increase their SAT math score.

Please encourage them to sign up here, before we reach maximum capacity:

https://docs.google.com/forms/d/e/1FAIpQLSfuekoCASYgrfUR3ol-T38vK1sil-rqaejbRLnhjYnmZ_rajg/viewform?usp=sf_link

I included the message below, which is simply one of many opinions based on ongoing conversations regarding the relevance of the SAT and college / university admissions.

Just an Opinion - Does the SAT Matter?

As I was passing out the yellow advertisements for this program, this question came up a couple times. Knowing many of you may have the same question, I thought I would share my response with you. Yes, it is true some colleges / universities have made the SAT optional. This means some of your competitors will not submit a score. If you work hard to earn a legitimate score, and submit them, YOU gain the competitive advantage. The SAT is one piece of the pie. As I emphasized to each of you when we talked about interviewing strategies (if you took Intro to Business), every little advantage matters and adds up. The fact that you shook the interviewer's hand and the other person didn't. The fact that your resume had no errors, and your competitor's had one. The fact that you took the time to learn about the place you were applying to, and your competitor did not. *The fact that you read this email and took action, while your competitor slept in on their snow day.* You get the point... gain every advantage you can... because when the choice comes down to you or your competitor, leave no doubt in their mind that choosing you is in their best interest.

Study hard. Give the SAT all you got, and earn a score that represents you well. Submit it with pride to colleges / universities. For those of you with plans other than college... do the same. Plans often change in ways you would not anticipate. The SAT is one piece of your backup plan, should you need it.

Need More Information?

Attached you can find more information about this program. We will also provide FREE lunch on both days.

Please Reach Out

If you have any questions about this program, please do not hesitate to reach out to me.

Best,
Dan Clement

--
Dan Clement
Somers High School
Administrative Intern
Business Department
School Store Co-Advisor
View Dan's Portfolio: DanClementTeaching.com
"Focus on what matters... be their Superman."

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1 Vision Boulevard, Somers, CT 06071
(860) 749-2270 x2039
dina.senecal@somers.k12.ct.us



You're Almost

there, [Student]!

2 messages

Dan Clement <dan.clement@somers.k12.ct.us>

To:

Hi [Student],

Message to "Threshold" Students

You may have seen the email I just sent out regarding the SAT math program. I am emailing you separately, because in analyzing the SAT data for the junior class we were able to generate a list of 17 students who are on the threshold of being able to increase their SAT math score and move from their current score range into the next. You are one of these students! 6 of the students on this list already signed up for the program.

What Does this Mean?

With just a little assistance it is likely you can raise your SAT math score and move into the higher scoring range.

Please Sign Up...

With this said, I highly encourage you to sign up for this SAT math program. It is likely a program like this can be the difference in what brings your score to that next level.

Link

You can sign up here: https://docs.google.com/forms/d/e/1FAIpQLSfuekoCASYgrfUR3ol-T38vK1sil-rqaejbRLnhjYnmZ_rajg/viewform?usp=sf_link

If you have any questions about the program, please reach out to me.

Best,
Mr. Clement

--
Dan Clement
Somers High School
Business Department
School Store Co-Advisor
View Dan's Portfolio: DanClementTeaching.com
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1 Vision Boulevard, Somers, CT 06071
(860) 749-2270 x2039
dina.senecal@somers.k12.ct.us



IMPORTANT Information re: [Student] and SATs

2 messages

Dan Clement <dan.clement@somers.k12.ct.us>

Sun, Jan 21, 2024 at 12:36 PM

To: [Redacted]

Message to those not approaching benchmark

[Redacted]

[Redacted]

Hi **[Student's]** Family,

I was reviewing the PSAT data for **[Student]** and noticed they were "Not Yet Approaching" the math standard. I would highly recommend having **[Student]** take advantage of our free SAT math prep program on *Sat, Feb 10th and Sat, Feb 24th*.

IMPORTANT REGISTRATION DEADLINE

We close registration next **Monday, Jan 29th, 2pm.**

SIGNUP HERE

They can sign up at the link below. Attached to this email you can find more information about this program.

https://docs.google.com/forms/d/e/1FAIpQLSfuekoCASYgrfUR3ol-T38vK1sil-rqaejbRLnhjYnmZ_rajg/viewform?usp=sf_link

Please reach out to me if you have any questions about this program.

Best,
Dan Clement
SHS Administrative Intern

--
Dan Clement
Somers High School
Business Department
School Store Co-Advisor
View Dan's Portfolio: DanClementTeaching.com
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1 Vision Boulevard, Somers, CT 06071
(860) 749-2270 x2039
dina.senecal@somers.k12.ct.us

Sun, Jan 21, 2024 at 12:37 PM

[Redacted]

[Redacted]

SAT Math Prep Program Survey

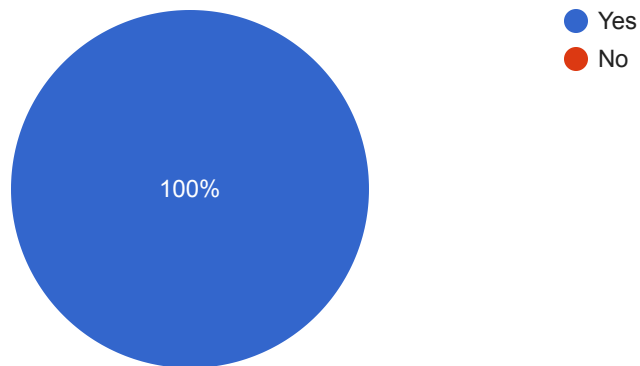
22 responses

[Publish analytics](#)

If a friend asked you if they should take this SAT Math Prep program, would you say yes or no?

 [Copy](#)

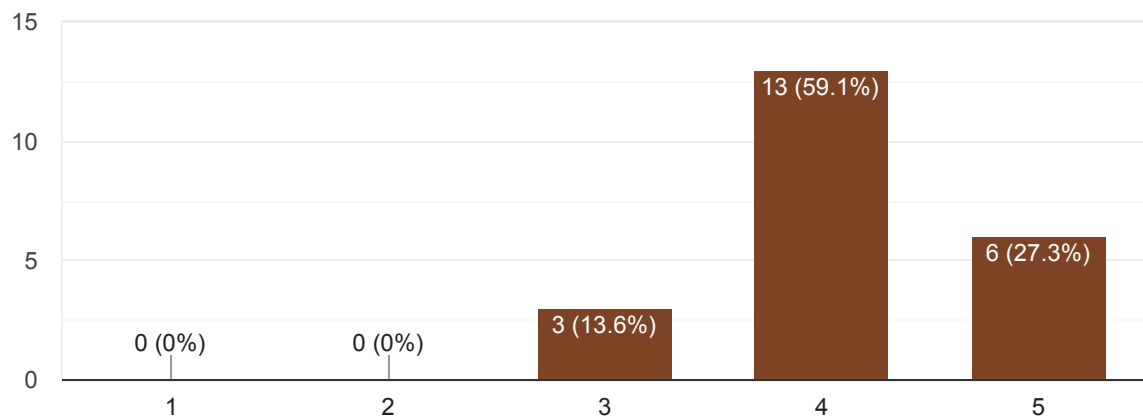
22 responses



How valuable do you think this experience was in helping you perform well on the SAT regarding math?

 [Copy](#)

22 responses



What was the BEST aspect of this program?

22 responses

having teachers explain it

teacher help

Having a bunch of different teachers to help out.

Learning more problems from different subjects

The help

Having the tools on khan academy for help when we don't have teachers around

Having the math teachers able to help you when you need it.

Teacher help.

The teacher help that was available

The help that was there if needed

Getting help on problems from teachers

The options we were given during testing

The fact that there was multiple teachers there to help

I liked how there were teachers available and we weren't just left to our own devices to figure it out on our own.

I get to see wheather i got my problem wrong or right directly after i put my answer in.

the pizza party

I liked that it was self paced

The food

having friends and teachers

Having help when I fended it and them explaining go it to me

Recognizing my weaknesses and working to improve on them.



the teachers to help

How would you recommend this program be improved?

21 responses

go over some more questions as a group to help w skills overall

I think it was done well.

I thought it was very nice overall

Nothing

Make it more interactive because we can just do the Kahn academy part at home

I don't think this needs to be improved!

Snacks, and more strategies to be used.

I would like it to be more interactive...maybe some strategies as a group?

I think that there wasn't much to improve on

Not sure

Nothing

N/a

Overall I think it was fine

No way

shorten the time of math because 3 and half hours is a long time

Probably give us snacks

More formulas

it was great

I dont

I'm not sure how this can be improved. All seemed good

not as long





SAT Math Program - Student Survey Results - See You Feb 24th!

1 message

Dan Clement <dan.clement@somers.k12.ct.us>

Sat, Feb 10, 2024 at 3:38 PM

To:



Hello SHS Juniors & Families!

Communication to families after day 1

Thank you to the 40+ juniors who attended day one of the SAT Math Preparation Program today! We appreciated that everyone arrived on-time and ready-to-go!

Student Feedback Survey Results

It was impressive to see that 100% of the students who completed the feedback survey indicated they would recommend the program to a friend. I agree with your feedback that the individualized assistance from our three math teachers (Mrs. Duval, Mrs. Fortini, and Ms. McNamee) were critical to the success of the program.

A final debrief among the teachers yielded the same recommendations for improving the program as students. Speaking of... when we meet for our final day (**February 24th**), we will provide snacks prior to lunch - good call! We will also fine-tune the agenda of the program and work in a couple formal breaks.

Keep Your Mindset - We're Proud of You!

I am confident if you continue the effort you put into this program today, and apply that to all aspects of your career aspirations, you will not be candidate **#801!**

Copy of Presentation

Attached you can find a PDF including today's presentation. We encourage you to continue working on your skills from home, until we meet again on February 24th.

Best,
Mr. Clement



Somers High School

David Brown, Principal - www.somers.k12.ct.us - Mike Szaafir, Assistant

5 Vision Boulevard, Somers, Connecticut 06071 - t. 860-749-2270 - f. 860-749-9264

"Respect, Responsibility, Integrity, Kindness"

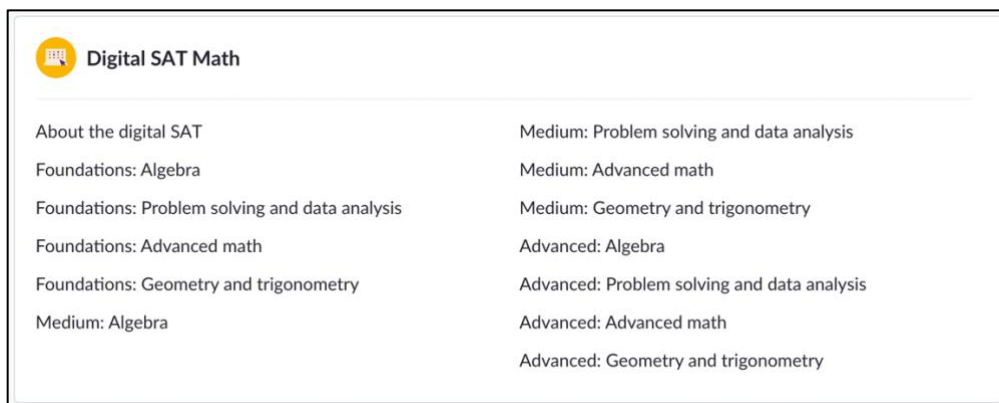
Physical mailing home to those who did not attend and did take PSAT.

Hello SHS Junior!

I am sorry you were unable to make it to the SAT Math Preparation Program. Do not worry though, I am still here to help you out!

Here's what you should do to be ready for the math portion of the SAT:

1. Enclosed you can find an envelope containing your PSAT score.
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4. Go to: <https://www.khanacademy.org/test-prep/digital-sat>
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7. I highly recommend spending time going through the modules for all categories. You will find various quizzes, how-to videos, and more.
8. *Focus first on the categories matching your lowest (red) scores, then yellow, then green.*

I hope this resource helps you earn scores on the SAT that represent you well. If you have any general questions, please email me at: Dan.Clement@Somers.k12.ct.us. If you have any math-specific questions, please contact our Math Team Leader, Mrs. Fortini, at: Jenna.Fortini@Somers.k12.ct.us.

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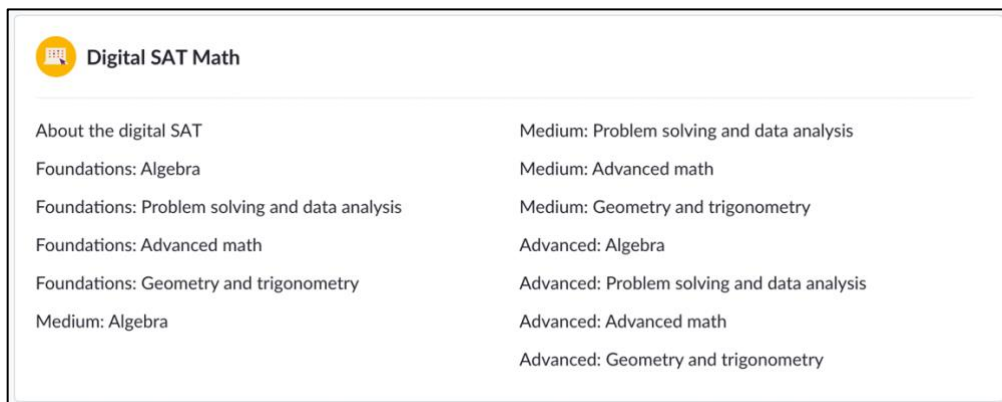
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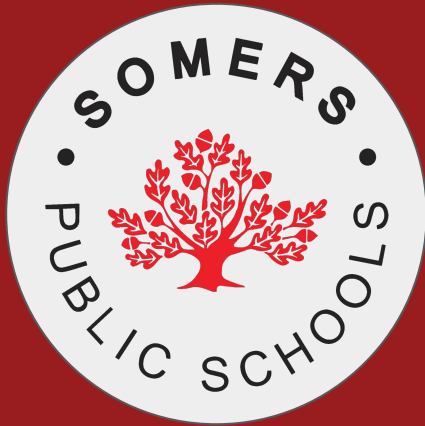


3. I highly recommend spending time going through the modules for all categories shown on this screen. You will find various quizzes, how-to videos, and more.
4. Since you did not take the PSAT, I recommend first trying out the "Foundations" level for each of the four math categories and if you do well on the assessments they provide, move on to the medium and then advanced levels.

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The SAT Math Preparation Program

Dan Clement, SHS Administrative Intern

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Mr. Percoski: PSAT data analysis

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Mindset. Mindset. Mindset.



Marketing & Communications

 Dan Clement <dan.clement@somers.k12.ct.us>

Do this for Yourself - Improve Your SAT Math Score!
4 messages

Dan Clement <dan.clement@somers.k12.ct.us> Tue, Jan 16, 2024 at 11:13 AM
To: [REDACTED]
Cc: [REDACTED]

Hi Juniors!

Sign up Today!
Sign up here for the FREE program to help increase your SAT math score!
https://docs.google.com/forms/d/e/1FAIpQLSfuekoCASYgrUR3oi-T38vK1sil-rqaejBRLnhjYnmZ_rajj/viewform?usp=sf_link

Need More Info?
Attached you can find the essential information.
FREE lunch will be provided on both days.

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Study hard. Give the SAT all you got, and earn a score that represents you well. Submit it with pride to colleges / universities. For those of you with plans other than college... do the same. Plans often change in ways you would not anticipate. The SAT is one piece of your backup plan, should you need it.

Best,
Mr. Clement

—
Dan Clement
Somers High School
Business Department
School Store Co-Advisor
View Dan's Portfolio: DanClementTeaching.com
"Focus on what matters... be their Superman."

The Somers Public Schools is committed to equal opportunity for all students, applicants and employees. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. In addition, it provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding the District's nondiscrimination policies should be directed to:
Dina Senecal, Title IX Coordinator
1 Vision Boulevard, Somers, CT 06071
(860) 749-2270 x2039
dina.senecal@somers.k12.ct.us

 **SAT Information.pdf**
330K


Dan Clement <dan.clement@somers.k12.ct.us> Tue, Jan 16, 2024 at 11:16 AM
To: Dan Clement <dan.clement@somers.k12.ct.us>

- ## Additional messages:
- Families of juniors
 - Threshold students
 - Not approaching benchmark



Marketing & Communications


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**Scratch for →
Answer**



Were you Correct? → Yes ← No

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Do Not Worry


Do Not Panic

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Dates: Sat, Feb 10th and Sat, Feb 24th
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 Time: 9am-1pm, Includes Free Lunch
 Location: SHS Media Center
 *Bring your PSAT score and fully-charged Chromebook

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 RSVP at this QR code by Jan 29th, 2pm.



**Hey Juniors...
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$q = 9r^2 + 16r^3r^2$

Which of the following equations correctly expresses r in terms of q and s ?

Ⓐ $r = \pm \frac{\sqrt{q}}{3 + 4s}$
 Ⓑ $r = \pm \sqrt{\frac{q}{9 + 16s^2}}$
 Ⓒ $r = \pm \sqrt{\frac{q}{25s^2}}$
 Ⓓ $r = \pm \frac{\sqrt{q - 16s^2}}{3}$

Check Answer...
Answer: B

My Answer Was Correct


Want Your SAT Score to be Even Better?

My Answer Was Incorrect

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--	--	--



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45 unique juniors (majority for both days)

14 of 17 threshold students

Increased staffing to 3 math teachers.



Imagine your college of choice
will accept **800** new students.

Someone will be **801** and not
make the cut!



Most of Your Competition...

Are at home.

Comfortable in their bed.

Sleeping.

You're here...

Apply this mindset to *everything* you do.

Sports, assignments, applications, resumes, interviews, jobs...

Don't be **#801**



Name	Math Section	Status Math Benchmark	Algebra	Advanced Math	Prob. Solve / Data Analysis	Geometry and Trigonometry
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Digital SAT Math

About the digital SAT

Medium: Problem solving and data analysis

Foundations: Algebra

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Unit 10: Advanced: Algebra

800 possible mastery points ⓘ

Mastered Proficient Familiar Attempted Not started Quiz Unit test



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Solving linear equations and inequalities: advanced

Learn

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Practice

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Start

Not started



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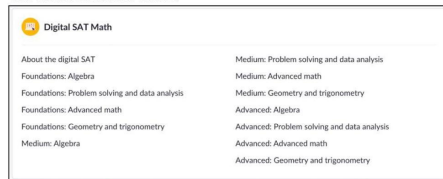
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1. Snacks

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“It was a LOT of math!”

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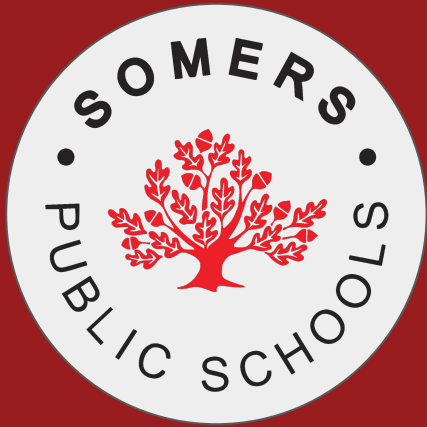




Tim Percoski

SAT information session prior.

Follow-up program 4 days after school.



The SAT Math Preparation Program

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Mindset. Mindset. Mindset.



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Do this for Yourself - Improve Your SAT Math Score!
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**Scratch for →
Answer**



Were you Correct? → Yes / No


Yes → **Want Your SAT Score to Be Even Better?**
 No → **Do Not Worry**
 ↓
 Do Not Panic

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Most of Your Competition...

Are at home.

Comfortable in their bed.

Sleeping.

You're here...

Apply this mindset to *everything* you do.

Sports, assignments, applications, resumes, interviews, jobs...

Don't be **#801**



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Mastered Proficient Familiar Attempted Not started Quiz Unit test



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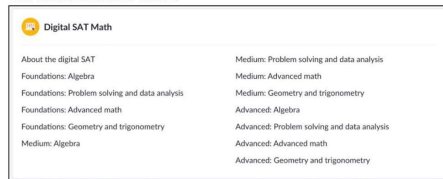
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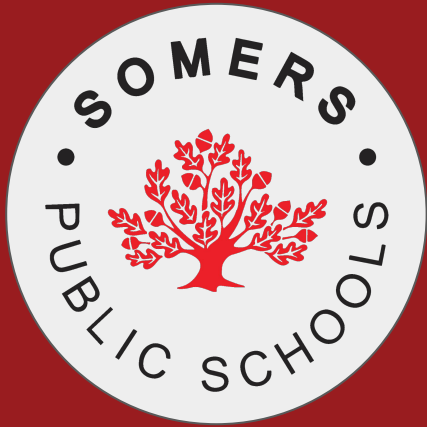




Tim Percoski

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The SAT Math Preparation Program

Dan Clement, SHS Administrative Intern

Dan.Clement@Somers.k12.ct.us



Material beyond this point not intended to be shown to BOE unless asked SAT-specific questions.

Provided by Carla Castro, SHS Math Department

The Digital SAT



PSAT Related Assessments - Fall 2023

SAT (USA), SAT School Day - Spring 2024

→ Key Features

- ◆ *Digital Platform*
- ◆ *Shorter Test*
- ◆ *Adaptive Testing Modules*
- ◆ *Inclusive, focused test content*
- ◆ *Enhanced fairness/accessibility*

Test Specifications – At a Glance

Category	 Reading and Writing (RM) Section	 Math Section
Total time allotted	64 Minutes	70 Minutes
Time per stage	1st module: 32 minutes 2nd module: 32 minutes	1st module: 35 minutes 2nd module: 35 minutes
Total number of questions	54 questions	44 questions
Total Time	2 hours and 14 minutes	

Digital SAT Math Section allocates 1.59 minutes per question compared to 1.38 in paper/pencil SAT

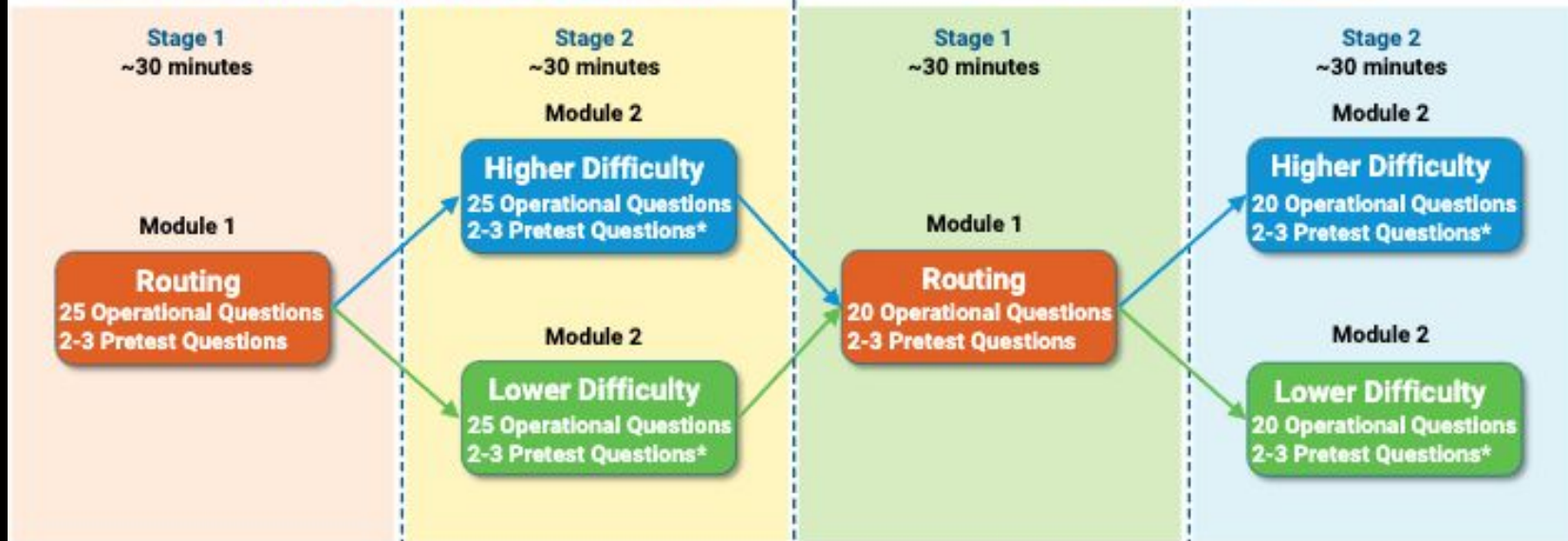
Key Features of Digital SAT



Shorter tests.

Reading and Writing Section (est. 60-64 minutes)

Math Section (est. 70 minutes)



* Stage 2 pretest questions unique, same pretest questions in higher and lower-difficulty modules

The Math Section

70 minutes
(35 mins per module)

- 44 questions
 - multiple choice
 - student produced responses
 - Calculator allowed
 - Desmos is available in the platform
 - Personal calculators allowed
 - Formula Reference Sheet
 - Average length of word problems have been reduced
-

Math Specifications

44 questions

- Algebra
 - ~35 % (13-15 ques)
- Adv Math
 - ~35% (13-15 ques)
- Problem Solving & Data
 - ~15% (5-7 questions)
- Geometry & Trigonometry
 - ~15% (5-7 questions)

**a few indistinguishable, unscored questions are included in each section to aid in the test development process
(www.CollegeBoard.com)

Sample Question # 1

Domain: Algebra

Skill: Make connections between an algebraic representation and a graph

Format: Student Produced Response

The y-intercept of the graph of $y = -6x - 32$ in the xy -plane is $(0, y)$.

What is the value of y ?

The correct answer is -32. It's given that the y-intercept of the graph of $y = -6x - 32$ is $(0, y)$. Substituting 0 for x in this equation yields $y = -6(0) - 32$ or $y = -32$. Therefore, the value of y that corresponds to the y-intercept of the graph of $y = -6x - 32$ in the xy -plane is -32 .

Sample Question #2

Domain: Geometry and Trigonometry

Skill: Use concepts of congruence and similarity of triangles to solve problems

Format: Multiple Choice

Two nearby trees are perpendicular to the ground, which is flat. One of these trees is 10 feet tall and has a shadow that is 5 feet long. At the same time, the shadow of the other tree is 2 feet long.

How tall, in feet, is the other tree?

- A. 3
 - B. 4
 - C. 8
 - D. 27
-

The Digital Platform: Bluebook Exams

Welcome, Cadence! Take a practice test and get ready for test day.

Your Tests

Active Past[Don't see your test here?](#)

Digital SAT Weekend Fall 2022

Date: Thu, Aug 11, 2022
Arrival Time: 10:15 a.m. ET
Doors Close: 11:00 a.m. ET

T.J. SMITH HS
1500 57th St
New York, NY 10011

It's time to set up your account.

[Start Exam Setup](#)

Practice and Prepare

Active Past[Scoring your practice tests](#)[Test Preview](#)[Full-Length Practice](#)

Explore BigFuture



Plan for Life After High School

Finding colleges, scholarships and careers that are right for you doesn't have to be stressful. We can help! Start planning for college, learn how to pay for college, and explore careers.

[Go to BigFuture](#)

Bluebook Exams

Digital SAT Practice and
Presentation

- Test Preview
 - ◆ Testing app
 - ◆ Testing tools
 - ◆ Formula Sheets
 - ◆ Calculator
 - Full-Length Practice
 - ◆ 4 tests are available
 - ◆ Identical interface as the day of the exam
 - ◆ Students can exit and resume practice tests at another time
 - ◆ Students can review questions and scores in My SAT with their CollegeBoard account
-

The Testing Interface

Student-produced response directions

- If you find **more than one correct answer**, enter only one answer.
- You can enter up to 5 characters for a **positive** answer and up to 6 characters (including the negative sign) for a **negative** answer.
- If your answer is a **fraction** that doesn't fit in the provided space, enter the decimal equivalent.
- If your answer is a **decimal** that doesn't fit in the provided space, enter it by truncating or rounding at the fourth digit.
- If your answer is a **mixed number** (such as $3\frac{1}{2}$), enter it as an improper fraction ($7/2$) or its decimal equivalent (3.5).
- Don't enter **symbols** such as a percent sign, comma, or dollar sign.

Examples

Answer	Acceptable ways to enter answer	Unacceptable: will NOT receive credit
3.5	3.5 3.50 7/2	$31/2$ 3 1/2
$\frac{2}{3}$	2/3 .6666 .6667 0.666 0.667	0.66 .66 0.67 .67

6

Mark for Review

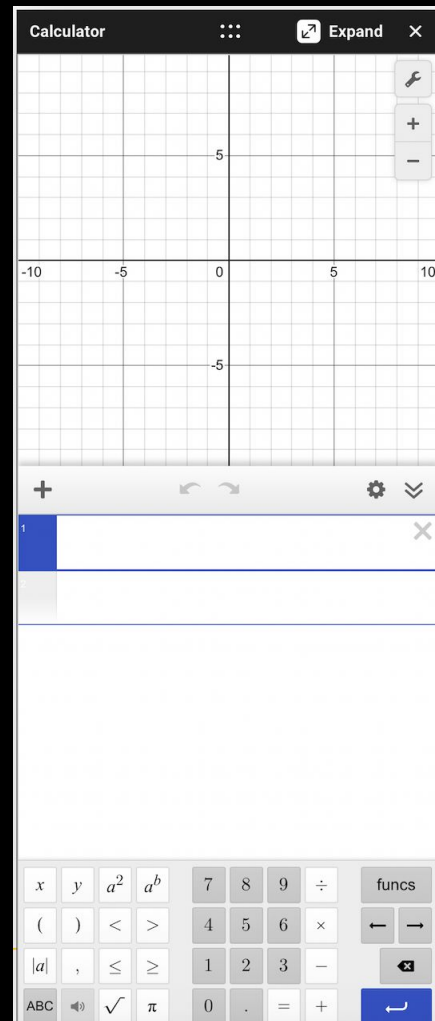
The table summarizes the distribution of color and shape for 100 tiles of equal area.

	Red	Blue	Yellow	Total
Square	10	20	25	55
Pentagon	20	10	15	45
Total	30	30	40	100

If one of these tiles is selected at random, what is the probability of selecting a red tile? (Express your answer as a decimal or fraction, not as a percent.)

Answer Preview:

The Calculator














Reference Sheet

9:52 AM Wed Oct 4 47%

Section 2: Math **0:00**

Directions ▾ Hide Calculator Reference More

Reference Sheet Collapse X

 $A = \pi r^2$ $C = 2\pi r$	 $A = \ell w$	 $A = \frac{1}{2}bh$	 $c^2 = a^2 + b^2$
 30° 60° x $x\sqrt{3}$ $2x$	 45° 45° s s $s\sqrt{2}$	 $V = \ell wh$	 $V = \pi r^2 h$
Special Right Triangles			
 $V = \frac{4}{3}\pi r^3$	 $V = \frac{1}{3}\pi r^2 h$	 $V = \frac{1}{3}\ell wh$	

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.

CHALLENGE:

- How can we use this information in our classrooms?

For your reference....



Math Specifications

The Math questions are divided into four content domains.

Content Domain	Skills and Knowledge	Percentage/Number of Questions		
		SAT	PN/10	PSAT 8/9
Algebra	<ul style="list-style-type: none">• Linear equations in one variable• Linear equations in two variable• Linear functions• System of two linear equations in two variables• Linear inequalities in one or two variables	≈35% 13-15	≈35% 13-15	≈42.5% 16-18
Advanced Math	<ul style="list-style-type: none">• Equivalent expressions• Nonlinear equations in one variable and systems of equations in two variables• Nonlinear functions	≈35% 13-15	≈32.5% 12-14	≈20% 7-9

Math Specifications

The Math questions are divided into four content domains.

Content Domain	Skills and Knowledge	Percentage/Number of Questions		
		SAT	PN/10	PSAT 8/9
Problem-Solving and Data Analysis	<ul style="list-style-type: none">• Ratios, rates, proportional relationships, and units• Percentages• One-variable data: distributions and measures of center and spread• Two-variable data: models and scatterplots• Probability and conditional probability• Inference from sample statistics and margin of error (SAT only) / inference from sample statistics (PN/10 only)• Evaluating statistical claims: observational studies and experiments (SAT only)	≈15% 5-7	≈20% 7-9	≈25% 9-11
Geometry and Trigonometry (SAT, PN/10) / (Geometry PSAT 8/9)	<ul style="list-style-type: none">• Area and volume• Lines, angles, and triangles (SAT, PN /10) / Lines, angles, and triangles, including right triangles (PSAT 8/9)• Right triangles and trigonometry (SAT only) / right triangles and right triangles trigonometry (PN/10 only)• Circles (SAT only)	≈15% 5-7	12.5% 4-6	=12.5% 4-6

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1190

Voucher Date: 03/25/2024

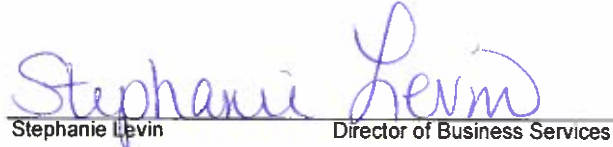
Prepared By:



Printed: 03/20/2024 11:00:08 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$365,644.84 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	\$365,644.84
		<hr/> \$365,644.84

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 3/25/2024
 From Check: 24636
 From Voucher: 1190

To Date: 3/25/2024
 To Check: 24684
 To Voucher: 1190

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24636	03/25/2024	A&D Portable Rentals	\$475.00	1190	Printed	Expense	<input type="checkbox"/>		
24637	03/25/2024	Alarm New England-Sonitrol	\$21,732.99	1190	Printed	Expense	<input type="checkbox"/>		
24638	03/25/2024	Alternative Access Assistive Technology	\$7,083.50	1190	Printed	Expense	<input type="checkbox"/>		
24639	03/25/2024	Amazon Capital Services	\$6,219.76	1190	Printed	Expense	<input type="checkbox"/>		
24640	03/25/2024	Auto Tek LLC	\$60.00	1190	Printed	Expense	<input type="checkbox"/>		
24641	03/25/2024	BSN Sports LLC	\$279.40	1190	Printed	Expense	<input type="checkbox"/>		
24642	03/25/2024	Caroline Hargraves	\$157.95	1190	Printed	Expense	<input type="checkbox"/>		
24643	03/25/2024	Cheryl Fry	\$141.00	1190	Printed	Expense	<input type="checkbox"/>		
24644	03/25/2024	CIRMA	\$47,896.41	1190	Printed	Expense	<input type="checkbox"/>		
24645	03/25/2024	College Access Strategies	\$41.50	1190	Printed	Expense	<input type="checkbox"/>		
24646	03/25/2024	Dawn-Marie Ducharme	\$179.08	1190	Printed	Expense	<input type="checkbox"/>		
24647	03/25/2024	DG Graphics	\$83.50	1190	Printed	Expense	<input type="checkbox"/>		
24648	03/25/2024	Dime Oil Company LLC	\$37,080.84	1190	Printed	Expense	<input type="checkbox"/>		
24649	03/25/2024	Don Gleason Roofing, LLC	\$250.00	1190	Printed	Expense	<input type="checkbox"/>		
24650	03/25/2024	Eversource Energy	\$34,851.50	1190	Printed	Expense	<input type="checkbox"/>		
24651	03/25/2024	First Student, Inc	\$110,450.26	1190	Printed	Expense	<input type="checkbox"/>		
24652	03/25/2024	Frontier Communications	\$969.15	1190	Printed	Expense	<input type="checkbox"/>		
24653	03/25/2024	Gateway Enterprise Corporation	\$208.00	1190	Printed	Expense	<input type="checkbox"/>		
24654	03/25/2024	Geissler's Supermarket, Inc	\$138.19	1190	Printed	Expense	<input type="checkbox"/>		
24655	03/25/2024	Gerry's Music Shop, Inc.	\$2,744.85	1190	Printed	Expense	<input type="checkbox"/>		
24656	03/25/2024	Graduate Pest Solutions, Inc.	\$360.32	1190	Printed	Expense	<input type="checkbox"/>		
24657	03/25/2024	Grainger	\$37.26	1190	Printed	Expense	<input type="checkbox"/>		
24658	03/25/2024	High Grade Gas Service, Inc	\$1,514.81	1190	Printed	Expense	<input type="checkbox"/>		

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To Date: 3/25/2024
 To Check: 24684
 To Voucher: 1190

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24659	03/25/2024	Integrated Systems Services, LLC	\$577.90	1190	Printed	Expense	<input type="checkbox"/>		
24660	03/25/2024	Intensive Education Academy, Inc.	\$12,762.66	1190	Printed	Expense	<input type="checkbox"/>		
24661	03/25/2024	J.W. Pepper & Son, Inc.	\$14.75	1190	Printed	Expense	<input type="checkbox"/>		
24662	03/25/2024	JP Climate Control LLC	\$2,821.00	1190	Printed	Expense	<input type="checkbox"/>		
24663	03/25/2024	K&S Distributors	\$353.60	1190	Printed	Expense	<input type="checkbox"/>		
24664	03/25/2024	Kelly Refrigeration & Freezer	\$100.00	1190	Printed	Expense	<input type="checkbox"/>		
24665	03/25/2024	Lisa Grenier	\$17.42	1190	Printed	Expense	<input type="checkbox"/>		
24666	03/25/2024	MagnaKleen Services	\$108.61	1190	Printed	Expense	<input type="checkbox"/>		
24667	03/25/2024	Minuteman Press	\$349.84	1190	Printed	Expense	<input type="checkbox"/>		
24668	03/25/2024	NAPA Auto Parts	\$62.16	1190	Printed	Expense	<input type="checkbox"/>		
24669	03/25/2024	Plimpton & Hills	\$1,803.71	1190	Printed	Expense	<input type="checkbox"/>		
24670	03/25/2024	Rusty Klin LLC	\$352.50	1190	Printed	Expense	<input type="checkbox"/>		
24671	03/25/2024	Scholastic Inc	\$365.36	1190	Printed	Expense	<input type="checkbox"/>		
24672	03/25/2024	Shipman & Goodwin, LLP	\$1,203.50	1190	Printed	Expense	<input type="checkbox"/>		
24673	03/25/2024	SiteOne Landscaping Supply, LLC	\$598.21	1190	Printed	Expense	<input type="checkbox"/>		
24674	03/25/2024	Social Thinking Publisng	\$381.43	1190	Printed	Expense	<input type="checkbox"/>		
24675	03/25/2024	Somers Star Hardware	\$124.58	1190	Printed	Expense	<input type="checkbox"/>		
24676	03/25/2024	Stafford Mechanical Services	\$2,716.64	1190	Printed	Expense	<input type="checkbox"/>		
24677	03/25/2024	The Stepping Stones Group LLC	\$841.68	1190	Printed	Expense	<input type="checkbox"/>		
24678	03/25/2024	Tim Percoski	\$149.54	1190	Printed	Expense	<input type="checkbox"/>		
24679	03/25/2024	Town of Somers	\$4,500.00	1190	Printed	Expense	<input type="checkbox"/>		
24680	03/25/2024	USA Waste and Recycling	\$1,733.20	1190	Printed	Expense	<input type="checkbox"/>		
24681	03/25/2024	Valley Educational Services	\$6,686.48	1190	Printed	Expense	<input type="checkbox"/>		
24682	03/25/2024	Van Pool Transportation LLC	\$52,456.00	1190	Printed	Expense	<input type="checkbox"/>		

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From Date: 3/25/2024
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To Date: 3/25/2024
 To Check: 24684
 To Voucher: 1190

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24683	03/25/2024	Western Psychological Services	\$316.80	1190	Printed	Expense	<input type="checkbox"/>		
24684	03/25/2024	Willie Ross School of the Deaf	\$1,292.00	1190	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$365,644.84						
End of Report									

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.

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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