

## Somers Board of Education Regular Meeting

Monday, June 10, 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 May 28, 2024 BOE Minutes 2  
The Board to review and approve the minutes from the May 28, 2024 Board meeting.
4. **ADMINISTRATIVE REPORTS**
  1. Superintendent Update
  2. Justin Felch, SHS Sophomore, Certified Solidworks Expert  
Mr. Nicholas Kosloski, SHS Technology Teacher, will introduce Justin Felch, a SHS sophomore and Certified Solidworks Expert. Justin obtained his Solidworks Associate Certificate as a freshman and then continued in independent study to obtain his Certified Solidworks Professional accreditation in mechanical design. Justin continued to pass four other professional exams in the areas of sheet metal, surfaces, weldments, and drawings to obtain the status of Certified Solidworks Expert.
  3. Monthly Budget Report 7  
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.
  4. Wellness Committee Report  
Mrs. Cheryl Fry, Head Nurse, will update the Board on the Wellness Committee.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
  1. Warrant of June 10, 2024 8  
The Board to review and consent to the warrant of June 10, 2024.
7. **AWARDS AND RECOGNITIONS**
  1. Retirement of Officer Craig Jones  
Officer Craig Jones, SRO, will be retiring effective June 11, 2024. He has been an SRO at SPS for six years. Dr. Galloway will present an award.
8. **OLD BUSINESS**
  1. 2nd Posting - Teacher Evaluation Plan 11
9. **NEW BUSINESS**
  1. 1st Posting DBS Code 5125 - Student Records; Confidentiality 33
10. **COMMITTEE REPORTS**
  1. Curriculum
  2. Policy
  3. Planning/Finance
  4. Salary & Negotiations
11. **CABE/CREC/State Dept. of Ed./SEF**
12. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
13. **EXECUTIVE SESSION**

The Board to enter into Executive Session and invite the Superintendent into Executive Session to discuss his evaluation.
14. **ADJOURNMENT**

**Somers Board of Education Regular Meeting**  
**Somers Board of Education Chambers**  
**Tuesday, May 28, 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, Dr. Ed DePeau (7:11 p.m.), JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Others: Dr. Sam Galloway, Kristen Angelica, Peg Cole, Susan Cormier, Dr. Hannah Dill, Lynn Erickson, Colleen Fenlason, Jay Fenlason, Valarie Kalinowski, Michelle Kelleher, Judy MacLeod, Margot Martello, Mike McDonnell, Sue Moak, Liz O'Toole, Tim Percoski, Maria Peterson, Tammany Reynolds, Dina Senecal, Tenley Stoltz, Betsy Walsh, Jessica Wood, Sheri Yarrows

**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. AWARDS AND RECOGNITIONS**

**3.1. Retirement Recognitions**

**Rationale:** The Board to recognize the following retirements:

- Mary Jane Russell - 38 years of service
- Gail Bodine-Donahue - 27 years of service
- Michelle Kelleher - 20 years of service
- Susan Moak - 22 years of service
- Elizabeth Walsh - 23 years of service

**Discussion:** Superintendent Galloway, Principal Brown, Principal Martello and the Board recognized the retirements of several staff members. Each staff member's positions and leadership responsibilities over the years were shared. Superintendent Galloway thanked everyone for their years of service and commitment to the Somers community.

**3.2. Presentation of Sportsmanship Award**

**Rationale:** The Somers Girls Basketball Program was selected by the Central CT Board 6 Basketball Officials to receive the Sportsmanship Award. This award will be presented by President Valerie Light to Scott Czerwinski, Athletic Director, and Jason Fenlason, Somers Girls Varsity Basketball Coach.

**Discussion:** Ms. Valerie Light, President of the Central CT Board 6 Basketball Officials, presented the Sportsmanship Award to the Somers Girls Basketball Program. The award was received by Coach Jason Fenlason. Ms. Light noted that the excellence of the program is not only a direct reflection of the caliber of players, but also quality coaching, strong support from administration, guidance from the Athletic Director, and support from the entire school community. Superintendent Galloway noted that at the recent championship game, the girls performed in a focused manner and encouraged each other throughout the game, while being positively supported by Coach Fenlason.

#### 4. APPROVAL OF MINUTES

##### 4.1. Approval of the May 13, 2024 BOE Minutes

**Rationale:** The Board to review and approve the minutes from the May 13, 2024 Board meeting.

**Motion** to approve the minutes of 5/13/24 Board of Education Meeting. This motion, made by Jan Martin and seconded by Derek Zelek, Carried. **Yea: 8, Nay: 0, Abstain: 1 (Carl Stebbins)**

#### 5. ADMINISTRATIVE REPORTS

##### 5.1. Superintendent Update

Superintendent Galloway thanked the Somers community for supporting the proposed budget on 5/21/24 to maintain staffing and programs.

The grant for the SES HVAC system has been approved for \$5.8 million. The Building Committee is in the process of interviewing construction managers for the project. Board members thanked Dr. Galloway and Stephanie Levin for their work on the grant.

SES and MBA staff and students participated in the Annual Miracle League of Northern Connecticut Walk-a-Thon. Students participated in activities, including making key chains, playing corn hole, and painting signs for Miracle League athletes. Miracle League athletes are students who are overcoming physical and cognitive challenges. Students also played soccer, volleyball and parachute games.

Several grade 4 students will be recognized at an upcoming event on June 4th for their Lost Pet coding project under the guidance of Ms. Lynn Erickson, K-5 STEM Coach.

Superintendent Galloway thanked the Somers Fire Department, EMS, State Police, and Life Star for their involvement in the mock car crash at SHS on May 28th. The program is intended to emphasize the importance of safe driving and help students make smart choices.

On May 17th, students in the Research and Development class participated in the Electrathon America Challenge. Students have been working on a car build all year. Their vehicle performed well and had no mechanical issues. The team finished 15th out of 31 teams.

Boys Lacrosse, Girls Lacrosse, Girls Track, Baseball, Softball, and Golf teams are involved in tournament play.

## 6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

## 7. CONSENT AGENDA

**Motion** to approve the Consent Agenda. This motion, made by Ed DePeau and seconded by Shane Manning, Carried. **Yea: 9, Nay: 0**

### 7.1. Warrant of May 28, 2024

**Rationale:** The Board to review and consent to the warrant of May 28, 2024.

### 7.2. Resignation

**Rationale:** Heather Sykes, Grade 4 Teacher, will resign effective June 30, 2024.

### 7.3. Retirement

**Rationale:** Elizabeth Walsh, MBA Administrative Assistant, will be retiring effective July 1, 2024 after 23 years of service at Somers Public Schools.

### 7.4. 2nd Posting of Astronomy Textbook, "The Cosmic Perspective"

### 7.5. 2nd Posting of New AP Physics and Honors Physics Textbook, "Physics 12th Edition" (digital text)

## 8. OLD BUSINESS

## 9. NEW BUSINESS

### 9.1. 1st Posting - Teacher Evaluation Plan

**Rationale:** The Teacher Evaluation Plan is based on CSDE guidelines. Mrs. Dina Senecal, Senior Director of Curriculum & Instructional Operations, will update the Board on the Teacher Evaluation Plan along with the following educators:

- Lynn Erickson, SES K-5 STEM Instructional Leader
- Dr. Hannah Dill - MBA Assistant Principal
- Elizabeth O'Toole - Grade 2 Teacher
- Maria Peterson - Grade 5 Teacher
- Tenley Stoltz - SHS Library Media Specialist
- Kristen Angelica - SHS Social Studies Teacher
- Tim Percoski - MBA/SHS 6-12 STEM Instructional Leader

**Discussion:** Ms. Dina Senecal, Senior Director of Curriculum & Instructional Operations, was joined by members of the PDEC team to update the Board on the Somers Teacher Evaluation Plan. The State of Connecticut provided guidelines to districts to aid in the creation of a district plan. A 14-member committee worked during 8 professional development sessions to develop a plan referenced and backed by research. The team consulted with Tepper & Flynn and collaborated with Bolton and East Windsor school districts.

Ms. Dina Senecal, Ms. Lynn Erickson, Dr. Hannah Dill, Ms. Elizabeth O'Toole, Ms. Maria Peterson, Ms. Tenley Stoltz, Ms. Kristen Angelica and Mr. Tim Percoski shared details of various parts of the Teacher Evaluation Plan. Themes of meaningful and frequent feedback, continuous improvement, district coherence, and meaningful conversations between educators and administrators were highlighted throughout the presentation. The plan was designed to be implemented for all certified staff members, not just classroom teachers. The plan is also intended to support teachers to take risks in their teaching and stretch to improve their craft. Details regarding the minimum number of observations for each staff member were reviewed. District administrators will meet to calibrate how staff are evaluated to further improve district coherence. Discussion ensued about the corrective action plan and dispute resolution process. Staff will continue to use a digital database called Vector for all paperwork.

The Somers plan must be submitted to the state by August 1, 2024 to be sure all criteria are met. The Somers Teachers' Union unanimously supported the plan. Board members commended the work of the PDEC team and Ms. Senecal's leadership.

## **10. COMMITTEE REPORTS**

### **10.1. Curriculum**

The next meeting will take place on June 10th at 5:30 p.m.

### **10.2. Policy**

The committee met on May 28th. The next meeting will take place on June 24th at 6 p.m. Several new postings will be shared at the next meeting.

### **10.3. Planning/Finance**

This committee is on hold.

### **10.4. Salary & Negotiations**

This committee met last week. The next meeting will take place on June 13th at 4 p.m.

## **11. CABE/CREC/State Dept. of Ed./SEF**

There is no CREC meeting scheduled in June and no updates to report.

SEF Grant Presentations took place. All grants were approved.

A note was received from Pat Bachetti thanking the Board for honoring SEF and stating how proud her husband, Lou Bachetti, would be for how far SEF has come. Lou Bachetti was the founder of the Somers Education Foundation.

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

**13. EXECUTIVE SESSION**

**Rationale:** The Board to enter into Executive Session to discuss the Non-Union staff wage adjustments for the 2024-2025 school year. The Board will invite the Superintendent into Executive Session.

**Motion** for the Board to go into Executive Session at 8:34 p.m. to discuss the non- union staff wages for the 2024-2025 school year. The Board will invite the Superintendent into the executive session. This motion, made by Kim Radziewicz and seconded by Shane Manning, Carried. **Yea: 9, Nay: 0**

The Board exited Executive Session at 8:49 p.m.

**Motion** to accept the recommendations of the Superintendent on the proposed salary increases for non-union staff for the 2024-2025 school year. This motion, made by Kim Radziewicz and seconded by Ed DePeau, Carried. **Yea: 9, Nay: 0**

**14. ADJOURNMENT**

**Motion** to adjourn the meeting at 8:52 p.m. This motion, made by Jan Martin and seconded by Shane Manning, Carried. **Yea: 9, Nay: 0**

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

2023-2024

Monthly Report

(Through 5/31/2024)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	11,890,609	(103,961)	11,786,648	9,455,478	2,295,133	11,750,611	36,037	0.30%
	Secretaries/Paraprofessionals	2,284,949	47,350	2,332,299	2,115,114	200,005	2,315,119	17,180	0.75%
	Administrators	1,743,659	39,435	1,783,094	1,646,989	147,952	1,794,941	(11,847)	-0.68%
	Custodians/Maintainers	957,390	(14,695)	942,695	864,812	86,814	951,625	(8,930)	-0.93%
	Other Instructional	521,983	8,284	530,267	504,002	50,223	554,226	(23,959)	-4.59%
	Nurses	289,869	3,272	293,141	228,010	58,680	286,690	6,451	2.23%
	Medical Advisor	1,500	0	1,500	1,500	0	1,500	0	0.00%
	<b>SUBTOTAL</b>	<b>17,689,959</b>	<b>(20,315)</b>	<b>17,669,644</b>	<b>14,815,905</b>	<b>2,838,808</b>	<b>17,654,712</b>	<b>14,932</b>	<b>0.08%</b>
Insurance & Benefits	Health Insurance	3,608,118	(94,337)	3,513,781	3,167,088	310,549	3,477,636	36,145	1.00%
	Social Security	549,550	20,000	569,550	513,396	61,742	575,138	(5,588)	-1.02%
	Pension	227,832	0	227,832	228,409	3,250	231,659	(3,827)	-1.68%
	Worker's Comp	100,000	(9,493)	90,507	90,743	0	90,743	(236)	-0.24%
	Property / Liability	98,525	346	98,871	99,240	0	99,240	(369)	-0.37%
	Long Term Disability	47,000	(5,000)	42,000	35,647	5,333	40,980	1,020	2.17%
	Life Insurance	32,000	(5,000)	27,000	18,357	2,134	20,492	6,508	20.34%
	School Board Legal	10,000	0	10,000	10,000	0	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	28,089	0	28,089	0	0.00%
<b>SUBTOTAL</b>	<b>4,711,114</b>	<b>(82,119)</b>	<b>4,628,995</b>	<b>4,212,334</b>	<b>383,008</b>	<b>4,595,341</b>	<b>33,654</b>	<b>0.71%</b>	
Tuition	Special Education	1,040,421	(158,922)	881,499	769,823	148,140	917,963	(36,464)	-3.50%
	Non-Special Education	134,000	19,927	153,927	151,778	4,350	156,128	(2,201)	-1.64%
	<b>SUBTOTAL</b>	<b>1,174,421</b>	<b>(138,995)</b>	<b>1,035,426</b>	<b>921,601</b>	<b>152,490</b>	<b>1,074,091</b>	<b>(38,665)</b>	<b>-3.29%</b>
Transportation	Regular Transportation	933,796	145,000	1,078,796	883,281	186,680	1,069,961	8,835	0.95%
	Special Education Transportation	350,000	58,278	408,278	358,299	4,513	362,812	45,466	12.99%
	Athletics/Field Trips	39,850	0	39,850	34,714	6,181	40,895	(1,045)	-2.62%
	<b>SUBTOTAL</b>	<b>1,323,646</b>	<b>203,278</b>	<b>1,526,924</b>	<b>1,276,293</b>	<b>197,374</b>	<b>1,473,668</b>	<b>53,256</b>	<b>4.02%</b>
Utilities	Electricity	473,000	(65,000)	408,000	356,424	38,228	394,652	13,348	2.82%
	Fuel	163,950	(186)	163,764	195,786	15,320	211,106	(47,342)	-28.88%
	Telephones	36,300	0	36,300	34,689	8,485	43,174	(6,874)	-18.94%
	<b>SUBTOTAL</b>	<b>673,250</b>	<b>(65,186)</b>	<b>608,064</b>	<b>586,899</b>	<b>62,034</b>	<b>648,932</b>	<b>(40,868)</b>	<b>-6.07%</b>
Maintenance	General/Dept Maint	633,840	27,200	661,040	585,357	49,405	634,762	26,278	4.15%
	Custodial Supplies	48,000	0	48,000	53,459	850	54,308	(6,308)	-13.14%
	<b>SUBTOTAL</b>	<b>681,840</b>	<b>27,200</b>	<b>709,040</b>	<b>638,816</b>	<b>50,254</b>	<b>689,070</b>	<b>19,970</b>	<b>2.93%</b>
Instructional Resources	Books, Textbooks, Workbooks	149,953	(20,475)	129,478	196,337	105	196,442	(66,964)	-44.66%
	Technology AV Materials	101,230	7,000	108,230	106,266	0	106,266	1,964	1.94%
	General & Dept Supplies	176,810	0	176,810	148,762	10,444	159,206	17,604	9.96%
	<b>SUBTOTAL</b>	<b>427,993</b>	<b>(13,475)</b>	<b>414,518</b>	<b>451,365</b>	<b>10,549</b>	<b>461,915</b>	<b>(47,397)</b>	<b>-11.07%</b>
Extracurricular	Coaches	193,225	16,125	209,350	178,308	26,596	204,904	4,446	2.30%
	Activity Advisors	60,349	487	60,836	165	59,235	59,400	1,436	2.38%
	Athletic/Academic Act	95,450	0	95,450	82,357	13,745	96,102	(652)	-0.68%
	<b>SUBTOTAL</b>	<b>349,024</b>	<b>16,612</b>	<b>365,636</b>	<b>260,830</b>	<b>99,577</b>	<b>360,406</b>	<b>5,230</b>	<b>1.50%</b>
Equipment	New and Replacement	249,000	(2,500)	246,500	242,329	6,163	248,492	(1,992)	-0.80%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	181,185	25,500	206,685	168,004	33,965	201,968	4,717	2.60%
ARP Municipal	Offset	(50,000)	50,000	0	0	0	0	0	
<b>GRAND TOTAL</b>		<b>27,411,432</b>	<b>0</b>	<b>27,411,432</b>	<b>23,574,375</b>	<b>3,834,221</b>	<b>27,408,596</b>	<b>2,836</b>	<b>0.01%</b>

As of 6/1/2024

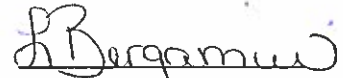
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# SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1262

Voucher Date: 06/10/2024

Prepared By:



Printed: 06/05/2024 11:51:29 AM

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SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$373,101.96 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.

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Stephanie Levin Director of Business Services

SOMERS BOARD OF EDUCATION

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Fund		Amount
10	GENERAL FUND	\$373,101.96
		<hr/> <b>\$373,101.96</b>

## Somers Board of Education

### Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:** BOE AP CASH 1918032563

**From Date:** 6/10/2024  
**From Check:** 24860  
**From Voucher:** 1262

**To Date:** 6/10/2024  
**To Check:** 24901  
**To Voucher:** 1262

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24860	06/10/2024	Alternative Access Assistive Technology	\$3,546.00	1262	Printed	Expense	<input type="checkbox"/>		
24861	06/10/2024	Altus Receivables Management	\$3,741.46	1262	Printed	Expense	<input type="checkbox"/>		
24862	06/10/2024	Amazon Capital Services	\$120.82	1262	Printed	Expense	<input type="checkbox"/>		
24863	06/10/2024	Anthem Blue Cross and Blue Shield	\$274,219.54	1262	Printed	Expense	<input type="checkbox"/>		
24864	06/10/2024	Avery Septic Service	\$100.00	1262	Printed	Expense	<input type="checkbox"/>		
24865	06/10/2024	Awards & More	\$972.50	1262	Printed	Expense	<input type="checkbox"/>		
24866	06/10/2024	Barnes Pools,Stones & Stuff	\$462.00	1262	Printed	Expense	<input type="checkbox"/>		
24867	06/10/2024	CAS Inc.	\$6,075.00	1262	Printed	Expense	<input type="checkbox"/>		
24868	06/10/2024	CHLIC	\$11,141.19	1262	Printed	Expense	<input type="checkbox"/>		
24869	06/10/2024	Clear Water Industries	\$233.33	1262	Printed	Expense	<input type="checkbox"/>		
24870	06/10/2024	COX Business	\$922.23	1262	Printed	Expense	<input type="checkbox"/>		
24871	06/10/2024	DBS Financial Services LLC	\$2,959.87	1262	Printed	Expense	<input type="checkbox"/>		
24872	06/10/2024	DG Graphics	\$238.50	1262	Printed	Expense	<input type="checkbox"/>		
24873	06/10/2024	Dime Oil Company LLC	\$11,160.45	1262	Printed	Expense	<input type="checkbox"/>		
24874	06/10/2024	Elan Financial Services	\$961.08	1262	Printed	Expense	<input type="checkbox"/>		
24875	06/10/2024	Ellington Board of Education	\$20,850.00	1262	Printed	Expense	<input type="checkbox"/>		
24876	06/10/2024	Erik Serrell-Dube	\$31.29	1262	Printed	Expense	<input type="checkbox"/>		
24877	06/10/2024	First Student, Inc	\$14,856.13	1262	Printed	Expense	<input type="checkbox"/>		
24878	06/10/2024	Gateway Enterprise Corporation	\$162.00	1262	Printed	Expense	<input type="checkbox"/>		
24879	06/10/2024	Geissler's Supermarket, Inc	\$15.97	1262	Printed	Expense	<input type="checkbox"/>		
24880	06/10/2024	Graduate Pest Solutions, Inc.	\$340.00	1262	Printed	Expense	<input type="checkbox"/>		
24881	06/10/2024	Group Dynamic	\$66.60	1262	Printed	Expense	<input type="checkbox"/>		
24882	06/10/2024	J.W. Pepper & Son, Inc.	\$70.94	1262	Printed	Expense	<input type="checkbox"/>		

**Somers Board of Education**

**Check Listing**

Fiscal Year: 2023-2024

**Criteria:**

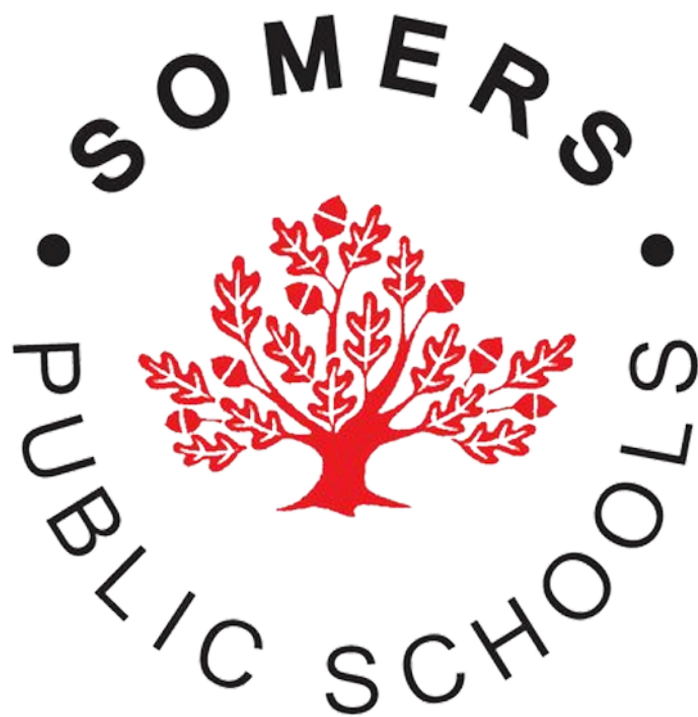
Bank Account: BOE AP CASH 1918032563

From Date: 6/10/2024  
 From Check: 24860  
 From Voucher: 1262

To Date: 6/10/2024  
 To Check: 24901  
 To Voucher: 1262

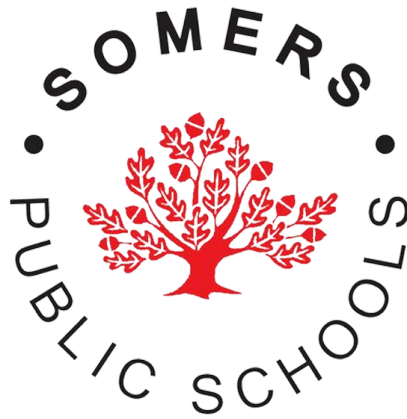
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24883	06/10/2024	Jostens, Inc.	\$47.10	1262	Printed	Expense	<input type="checkbox"/>		
24884	06/10/2024	Karen Hocking	\$69.68	1262	Printed	Expense	<input type="checkbox"/>		
24885	06/10/2024	Kelly Refrigeration & Freezer	\$100.00	1262	Printed	Expense	<input type="checkbox"/>		
24886	06/10/2024	MagnaKleen Services	\$108.61	1262	Printed	Expense	<input type="checkbox"/>		
24887	06/10/2024	Mathematics and Problem Solving, LLC	\$58.00	1262	Printed	Expense	<input type="checkbox"/>		
24888	06/10/2024	MB Tractor & Equipment	\$680.44	1262	Printed	Expense	<input type="checkbox"/>		
24889	06/10/2024	Nuso, LLC	\$114.12	1262	Printed	Expense	<input type="checkbox"/>		
24890	06/10/2024	Pitney Bowes, Inc.	\$114.56	1262	Printed	Expense	<input type="checkbox"/>		
24891	06/10/2024	Shipman & Goodwin, LLP	\$391.00	1262	Printed	Expense	<input type="checkbox"/>		
24892	06/10/2024	Somers Lunch Program	\$234.00	1262	Printed	Expense	<input type="checkbox"/>		
24893	06/10/2024	State of Connecticut	\$240.00	1262	Printed	Expense	<input type="checkbox"/>		
24894	06/10/2024	State of Connecticut-Treasurer	\$1,158.71	1262	Printed	Expense	<input type="checkbox"/>		
24895	06/10/2024	The Hartford	\$4,952.17	1262	Printed	Expense	<input type="checkbox"/>		
24896	06/10/2024	The Home Depot Pro	\$738.12	1262	Printed	Expense	<input type="checkbox"/>		
24897	06/10/2024	The Stepping Stones Group LLC	\$154.56	1262	Printed	Expense	<input type="checkbox"/>		
24898	06/10/2024	Town of Somers	\$9,840.93	1262	Printed	Expense	<input type="checkbox"/>		
24899	06/10/2024	United Ag & Turf NE	\$7.40	1262	Printed	Expense	<input type="checkbox"/>		
24900	06/10/2024	Verizon Wireless	\$398.54	1262	Printed	Expense	<input type="checkbox"/>		
24901	06/10/2024	Wilson Language Training Corp.	\$447.12	1262	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$373,101.96						

End of Report



**Somers Public Schools Educator & Administrator  
Professional Growth and Development Plan**

Updated April 2024



Vision:

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

Mission:

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

In pursuit of this Vision and Mission, we believe in:

- The pursuit of excellence
- Life-long learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child

The learning stances outlined below are embedded in everything that we do as they give clarity to the professional growth mindset expected of educators. They are connected to our district's vision to be an exceptional and innovative educational community. By embracing our learning stances, we agree to engage in critical habits, such as deep reflection, which support student learning and help educators develop professionally. Further, engaging in cycles of honest feedback, having a growth mindset, and taking risks are important to model for our students and will lead to improved student outcomes.

It is essential that our mindset is flexible, open to embracing new approaches and exploring innovative solutions, so that transformative growth can occur. Ultimately, enhanced student performance will be dictated by the ability of our educators and administrators to maintain a mindset of continual improvement. Through honest reflection about our personal and professional competencies, we can set and meet rigorous goals in the pursuit of excellence as lifelong learners to foster an environment that is conducive to the success of all stakeholders in the community.

## SPS Learning Stances

1. Be willing to reflect deeply on your practice and willing to learn/unlearn/relearn.
2. Notice when you are blocking your own learning by either judging others; thinking "I already know/do this"; trying to prove you are capable; attempting to hold on to an opinion or belief rather than reconsider it.
3. Be honest about your personal and professional competencies and committed to your own growth and that of others.
4. Study the obvious to create space for something new and more complex to emerge.
5. Challenge yourself as well as each other in a non-defensive manner to dig deeper and think more substantially.
6. Practice giving honest, frank, courageous comments; asking genuine, provocative questions; as well as encouragement and advice. We are learning to truly collaborate for the benefit of all. It is not personal; it is about the work.
7. Be willing to stay open to new ideas, possibilities, and ways of doing things.
8. Be open and non-defensive when receiving feedback. It is not personal...it's about the work. We are about learning...not competing and "showing what we know."
9. Be agile and willing to adapt.
10. Maintain an improvement mindset that permeates all behaviors, decisions, discourse, and actions.

Adapted from Lucy West's Learning Stance Norms, informed by Alvin Toffler 2016 Massachusetts Turnaround Practices Field

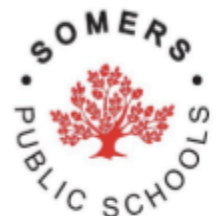




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## The Process

During the 2023-2024 academic year, the Somers Professional Development and Evaluation Committee (PDEC) engaged in a process to reimagine the evaluation of Somers Educators and Administrators. Collaborating with consultants Tepper & Flynn, a specialized PDEC subcommittee was established to reflect on best practices and measures of effective teaching and student learning. Those reflections shaped the vision presented within this document.

This fourteen member committee participated in five professional development sessions led by consultant Patrick Flynn along with three work days to create an evaluation process. This document aims to foster the growth and development of educators and administrators within Somers Public Schools based on guidelines provided by the Connecticut State Department of Education.

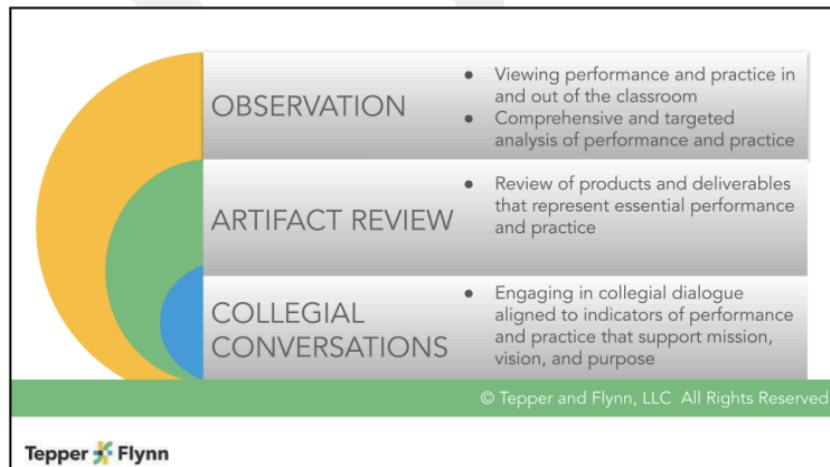
2024 Somers Public Schools Educator Professional Growth and Development Plan Committee Members	
Dina Senecal	Senior Director of Curriculum and Instructional Operations
Dawn Ducharme	Pupil Services Coordinator
Lynn Erickson	K-5 STEM Instructional Leader
Timothy Percoski	6-12 STEM Instructional Leader
Michael Szafir	SHS Assistant Principal
Dr. Hannah Dill	MBA Assistant Principal
Michael McDonnell	SES Assistant Principal
Kristen Angelica	SHS Social Studies Teacher
Tenley Stoltz	SHS Library Media Specialist
Peg Cole	MBA Special Education Teacher
Tammany Reynolds	MBA Social Studies Teacher & SEA Building Representative
Dr. Colleen Meier	SES School Psychologist
Elizabeth O'Toole	SES Grade 2 Teacher
Maria Peterson	SES Grade 5 Teacher & SEA Vice-President

## Educator Guiding Principles

The Somers Public Schools Educator Professional Growth and Development plan is rooted in the following core principles:

- setting attainable goals,
- reviewing artifacts demonstrating educator and student growth,
- regular cycles of informal observations with feedback, and
- consistent communication between administration and educators.

Through the plan, we have embedded three researched-based approaches to reviewing educator performance and practice: observation, artifact review, and collegial conversations



(Tepper & Flynn, 2023)

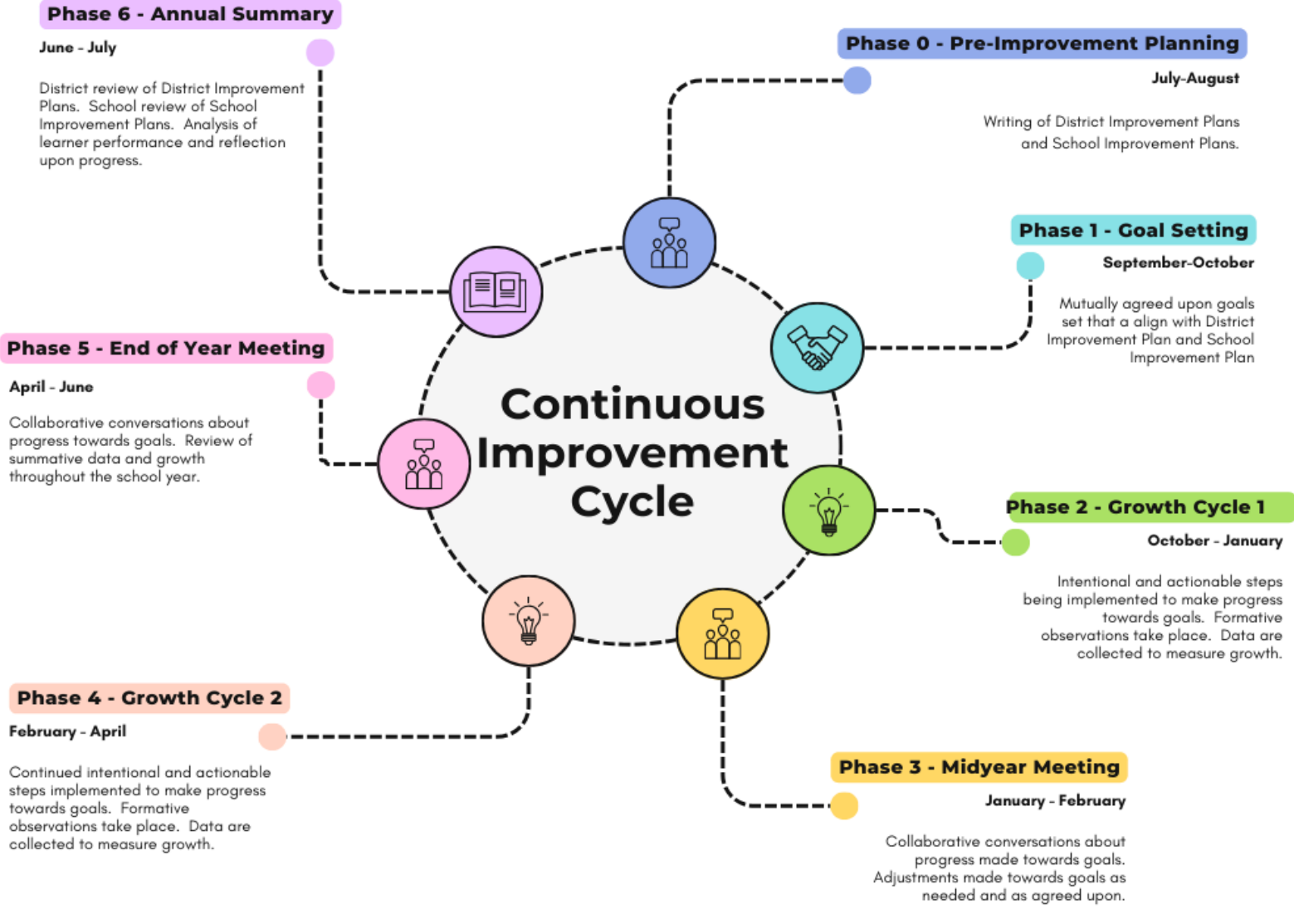
## Educator Professional Growth and Development Cycle

The Somers Professional Growth and Development Plan is inclusive of all certified staff members and rooted in the concept of continuous growth cycles. Through constant reflection, evaluation of data, professional development, and educating through best practices, all members of the Somers Public Schools are actively encouraged to seize the opportunity to grow in their craft.

The process of continuous growth begins when district leaders analyze data, trends, and feedback that shape the District Improvement Plan and School Improvement Plans. At the beginning of the school year, goals are established based on these plans, and actions are taken to demonstrate progress towards these goals. The creation of goals that are authentic, aligned with best practices, and rooted in learner improvement is a shared endeavor that enables all stakeholders to demonstrate professional growth and progress.

Throughout the growth cycle, ongoing formative observations and reviews of practice are conducted allowing for reflection on progress towards the goals. At the mid-year meeting, goals and artifacts are reviewed and adjusted if necessary with agreement from all parties involved. After the mid-year, a second growth cycle is initiated, focusing on actionable steps for growth as well as ongoing formative observations and reviews of practice. At the end of the year meeting, discussions are held to examine progress made towards the established goals.

District administrators will compile an annual summary encompassing all aspects of professional growth and development within the district. This summary will help inform and shape the district and school improvement plans, initiating a new cycle of ongoing growth and development.



**Educator Standards and Criteria**

Our Growth and Development Plan is built on research from [Tepper & Flynn](#), the [CCT](#), [Marshall](#), and [Danielson](#) models. The Standards and Criteria outlined below identify best practices implemented to maximize learner experiences, achievement, and other mutually agreed upon observed indicators. Research shows that a balance of observation, artifact review, and collegial conversations best support overall performance and allow the educator to identify points for feedback about practice that may otherwise go unassessed (Tepper & Flynn, 2023). The Standards and Criteria were purposefully designed to encompass all certified staff members.

Domain 1: Learning Environment	Domain 2: Planning and Preparation
<ul style="list-style-type: none"> <li>● Positive and respectful interactions are evident and consistent within the learning environment.</li> <li>● Recognizes and incorporates learners' cultural, social, and developmental diversity to enrich learning opportunities and promote belonging.</li> <li>● Appropriate standards of behavior are well established and consistently maintained.</li> <li>● Communicates appropriate standards of behavior that support a productive learning environment and allow for effective flow of routines and transitions.</li> <li>● Learners are encouraged to take responsibility for their actions.</li> <li>● Creates an environment in which learners are encouraged to take risks, feel safe to make and grow from mistakes, and take on new challenges.</li> <li>● The learning space is intentionally organized to meet the needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>● Planning is clear, aligned to content standards, is logically sequenced, and provides an appropriate level of challenge for learners.</li> <li>● Planning of instruction includes measurable goals which define what will be learned, the importance of the content, and how mastery is demonstrated.</li> <li>● Multiple strategies and approaches are tailored to individual learner needs.</li> <li>● Utilizes a variety of high-quality instructional materials to ensure access to rigorous content, furthering engagement and mastery.</li> <li>● Applies knowledge of content, concepts, and skills related to their discipline that leads to the learners' understanding.</li> <li>● Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.</li> <li>● Selects or designs instructional strategies, tasks, and questions that cognitively engage learners to make learning accessible and equitable for all.</li> </ul>
Domain 3: Instruction, Delivery of Service and Facilitation of Learning	Domain 4: Professional Responsibilities
<ul style="list-style-type: none"> <li>● Communicates the goals and objectives of lesson activities for learners to meet the established criteria for success.</li> <li>● Presents material clearly and explicitly through use of scaffolding, questioning techniques that promote inquiry, and/or integrated checks for learner understanding.</li> <li>● Monitors learning by eliciting evidence of understanding of the intended instructional outcomes at critical points in the lesson.</li> <li>● Applies knowledge of content, concepts, and skills related to their discipline that leads to the learners' understanding.</li> <li>● Capitalizes upon unexpected learner actions, questions, and internal and external events; encourages and supports learners to pursue new learning and opportunities on their own.</li> <li>● Utilizes differentiated strategies, tasks, and questions that cognitively engage learners to make learning accessible and equitable for all.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuously engages in relevant professional development and applies new learning to practice.</li> <li>● Professionally communicates in all settings.</li> <li>● Maintains appropriate boundaries in all interactions.</li> <li>● Respectfully communicates with families/community members that reflects cultural sensitivity and fosters positive relationships.</li> <li>● Attends to responsibilities conscientiously and consistently completes tasks diligently and on time; maintains detailed records and demonstrates punctuality.</li> <li>● Contributes valuable ideas and expertise and instills in others a desire to improve learner results.</li> <li>● Collaborates to cultivate and maintain a professional learning environment that fosters student growth and achievement.</li> <li>● Collaborates with community members/learners to foster a positive school environment.</li> <li>● Self-evaluates and reflects on individual practice and its impact on learning, identifies areas for improvement, and takes action to improve professional practice.</li> <li>● Other mutually agreed upon observed indicators.</li> </ul>

## Educator Goal Setting, Mid-Year and End-of-Year Meetings

Open, honest, and collaborative discussions about student performance in relation to our district's goals is essential. It is important that educators see themselves in the goals they are creating for learners, themselves, and those identified by the district. When educators work towards goals that align with the needs of the school and district, as well as goals teachers believe are valuable professionally, community building and responsibility is encouraged and collective teacher efficacy is cultivated (Hattie, 2012). Ultimately, this process is designed to foster an environment that supports a collaborative culture of learning (Tepper & Flynn, 2020).

Goals should be supported by action plans that articulate measurable outcomes of multi-dimensional approaches to foster student achievement and professional growth. Goal setting, mid-year, and end-of-year meetings should reflect the goal of continuous cycles of collaborative improvement.

Meeting	Timeline	Focus
Goal Setting Meeting	All staff: Complete by November 1	<ul style="list-style-type: none"> <li>Review district learning stances</li> <li>Review standards and criteria and choose goal area</li> <li>Discuss goal setting questions/document</li> </ul>
Mid-Year Meeting	Non Tenured: Completed by February 1  Tenured: Completed by March 1	<ul style="list-style-type: none"> <li>Review topics from Goal Setting Meeting</li> <li>Consider additions or adjustments needed to goals</li> <li>Review artifacts, data, student work, etc.</li> <li>Review next steps</li> </ul>
End-of-Year Meeting	Non-Tenured: Completed by April 1  Tenured: Complete by June 1	<ul style="list-style-type: none"> <li>Review final data points and learner outcomes</li> <li>Discuss new professional learning</li> <li>Discuss what professional development is needed for the next year</li> <li>Discuss whether goal(s) will continue for following year</li> </ul>

(Tepper & Flynn, 2023)

\*Educators will post their data, artifacts, and reflections at least 3 work days in advance of their Goal Setting, Mid-Year, and End-of-Year meetings. Variances of this timeline are allowable with mutual agreement.

### Goal Setting

*Orientation on Process* – To begin the process, administrators meet with educators, in a group or individually, to discuss the growth-cycle and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities, and they will commit to set time aside for the types of collaboration required by the evaluation process. This orientation may happen during, but is not limited to, faculty meetings and/or in vertical or horizontal teaming meetings.

*Educator Reflection and Goal-Setting* – Through consideration of their own self-reflection, assessment of practice, and the district/school improvement plans, educators will examine current levels of performance across multiple indicators of learner success. Educators will incorporate the District Goal into a main goal and create two additional goals in the areas of

Learner and Professional Growth. Educators may collaborate in grade-level or subject-area teams to support the goal-setting process.

*Goal-Setting Conference* – The educator comes to the meeting with proposed goals based on self-reflection and assessment of practice as well as the district/school improvement plan. The administrator and educator meet to discuss the educator’s proposed goals in order to arrive at a mutual agreement.

Mid-Year Reflection

*Reflection and Preparation* – The educator and administrator collect and reflect on evidence to date about the educator’s practice and learner growth in preparation for the meeting.

*Mid-Year Meeting* – The administrator and educator will have one mid-year meeting annually during which they review progress on each of their goals (learner growth, professional learning, district) to date. The mid-year meeting is an important point in the year for addressing concerns and reviewing results for the first half of the year. Administrators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and administrators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes (e.g., learner populations, assignment). They can also discuss actions that the educator may take and support the administrator can provide to promote educator growth in their development areas.

End-of-Year Reflection

*Educator Self-Assessment* – The educator reviews all information they collected throughout the school year and completes the self-assessment document to be reviewed by an administrator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

The administrator reviews submitted evidence, self-assessments and observation data to generate feedback for continuous growth. The administrator summarizes the meeting, offers commendations, recommendations, and next steps related to the specific goals the educator has identified. The administrator provides targeted feedback on each goal area and collectively determines the educator level of growth.

The administrator will provide the educator with a level of growth; none/partial shift in practice, shift in practice, growth beyond expected feedback. A summary report of the end-of-year will be completed no later than five school days after the meeting.



**Goal Setting Meeting**

Non tenured and tenured:  
Must be completed by Nov 1

**Mid Year Meeting**

Non tenured: Must be  
completed by February 1

Tenured: Must be  
completed by March 1

**End of Year Meeting**

Non tenured: Must be  
completed by April 1

Tenured: Must be  
completed by June 1

## **Educator Observations and Feedback**

“Quality observation of classroom practice with resultant feedback is a key driver in the shift toward a culture of learning if the focus of the evidence collected is on student learning and teacher impact and it occurs frequently.” (Tepper & Flynn, 2020)

All educators will have formative observations and reviews of practice. These will be conducted by a Somers administrator who holds a 092 certification.

All Somers educators will be divided into two cohorts for observations as indicated below:

### Cohort A: Non-Tenured Somers Educators

- 5 formative observations and 1 Review of Practice.
- All have written feedback; at least 3 have a scheduled post-obs meeting
- Written feedback and post-observation feedback meetings should occur before subsequent formative observations and must occur within a timely manner (see below).

### Cohort B: Tenured Somers Educators

- 3 formative observations and 1 Review of Practice.
- All have written feedback; at least 2 have scheduled post-obs meetings
- Written feedback and post-observation feedback meetings should occur before subsequent formative observations and must occur within a timely manner (see below).

### Formative Observations:

- Occur with learners present
- At least 10 and no more than 20 minutes long
- Discussions between the administrator and the educator to determine the timing, location and scheduling of formative observations during the goal-setting meetings

### Reviews of Practice:

- Occur when an educator is outside of direct instruction
- Discussions between the administrator and the educator to determine the timing, location and scheduling of reviews of practice will occur during goal-setting meetings
- Feedback will be given following the same procedure as a formative observation. A post-observation meeting may occur after the ROP.

### Reviews of Practice May Include:

- 504 or PPT planning and implementation
- Collaborative lesson planning to reflect interdisciplinary, 21st-century, and/or Common Core/SAT expectations
- Sharing implementation of best practices as a result of professional learning experiences at a faculty/team meeting
- Participation in teacher leadership opportunities across the district to include PDEC, Curriculum Advisory, district committees and school leadership teams
- Share the impact of leadership at school or district level
- Use of student work to modify and/or plan differentiated instruction
- Team or grade level collaborations
- Data Teams/PLC processes and outcomes
- Coaching/Mentoring

- In-District curriculum extension activities
- Presenting or co-presenting professional development in/out of district
- Presenting to BOE
- Planning and facilitation of school and district parent outreach events such as literacy, arts, numeracy nights

Post-Observation Feedback Meetings:

Post-observation meetings will allow for conversations that foster continuous learning. These meetings will be scheduled by the administrator and educator at a mutually agreed-upon time.

The educator’s cohort (see above) determines the post-observation meeting requirement. If either the administrator or educator requests additional post-observation meetings, it shall be granted.

These meetings:

- Must occur within 5 school days of the observation or review of practice.
- Administrators will provide written feedback within 2 school days after the post-observation meeting.
- At least 24 hours prior to the post-observation meeting, administrators will share observation notes with the educator.
- These meetings will be no more than 20 minutes long and reflective in nature.

\*Variances of this timeline are allowable with mutual agreement.

Observations and Meetings for Various Start Dates: Cohort A

These charts are a guide for new hires throughout the school year and are not inclusive of all circumstances.

Scenarios	Goal Setting Deadlines	# of Observations	Post-Observation Meetings
Hired before October 31	All three goals; due 6-8 weeks after hire	5 formative observations and 1 review of practice	All have written feedback in Vector; at least 3 have a scheduled post-obs meeting
Hired between November 1- December 31	All three goals; due 4-6 weeks after hire	3 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Hired between January 1 - March 1  Observations and End-of-Year meeting to be completed by April 30, unless mutually agreed upon.	District goal; due 2 weeks after hire	2 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Hired March 2 to end of year  Observations and End-of-Year meeting to be completed by April 30, unless mutually agreed upon.	None	1 formative observation and 1 review of practice	All have written feedback in Vector; at least 1 has a scheduled post-obs meeting

## Observations and Meetings for Various Return Dates: Cohort B

This chart is for tenured Somers teachers returning from a leave of absence but is not inclusive of all circumstances.

Scenarios	Goal Setting Deadlines	# of Observations	Post-Observation Meetings
Returns before October 31	All three goals; 6-8 weeks after return	3 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Returns between November 1- December 31	All three goals; 4-6 weeks after return	2 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Returns between January 1 - March 1	Professional and District goal; 2 weeks after return	1 formative observation and 1 review of practice	All have written feedback in Vector; at least 1 has a scheduled post-obs meeting
Returns March 2 to end of year	None	1 formative observation	All have written feedback in Vector; at least 1 has a scheduled post-obs meeting

### **Educator Corrective Support Process**

In any given year, an educator may require more support than can be provided through the Professional Growth and Development Plan, and, given evidence of additional needs, an educator may be placed on a Corrective Action Plan.

Prior to the start of a Corrective Action Plan and upon immediate recognition of the need for additional support, supervisors and educators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations. These efforts/strategies will be documented in writing and communicated with both parties. Table 1 below provides an overview of various strategies that can be used to ensure educators have access to professional growth opportunities in addition to those being universally applied within the school.

Criteria for placement on a Corrective Action Plan can include but are not limited to any educator with an ongoing pattern of performance concerns. Concerns should be clearly documented and examined through feedback provided by administrators during mid-year and/or end-of-year reports, diligent review of student performance, artifacts, as well as active learning and participation in professional development.

A Corrective Action Plan will allow for scaffolded support for the educator. Support plans are designed to address specific needs. The [30-60-90 Template](#) outlines clear benchmarks of development and support.

It is important to note that there may be circumstances that require movement to a Corrective Action Plan without implementation of all three tiers of support. Disregard for codes of conduct, significant issues with student performance or concerns related to student safety may warrant immediate processing of a Corrective Action Plan.

Table 1		
Scaffolds	Description	Strategies (including but not limited to):
Tier 1 Supports	<ul style="list-style-type: none"> <li>• Typical cycles of professional learning provided to all members of staff</li> <li>• Adequate time and support for student performance review</li> <li>• Formative and evaluative feedback in alignment with school, collective, and/or individual goals</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops, webinars, modeling</li> <li>• Dialogue/mentoring</li> <li>• Peer observation &amp; feedback</li> <li>• Coaching cycles</li> </ul>
Tier 2 Supports	Tier 1 supports plus... <ul style="list-style-type: none"> <li>• Additional, more frequent interactions that provide guidance and support to targeted needs</li> </ul>	Tier 1 supports plus... <ul style="list-style-type: none"> <li>• Templates for planning and implementation aligned to role</li> </ul>
Tier 3 Supports	Tier 1 & 2 support plus... <ul style="list-style-type: none"> <li>• Intensive support that prepares for Corrective Action Planning by determining core areas of need</li> </ul>	Tier 1 & 2 supports plus... <ul style="list-style-type: none"> <li>• Daily reports</li> <li>• Mandated professional learning</li> <li>• Collaborative scheduling</li> <li>• Fidelity logs</li> </ul>

(Tepper & Flynn, 2023)

## Educator Dispute Resolution

A panel, composed of the superintendent (or designee), the educator union president and a neutral third person, shall resolve disputes where the educator and administrator cannot agree on goals or feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.



## **Somers Public Schools Administrator Professional Growth and Development**

The alignment of the Administration Professional Growth and Development Plan and Educator Evaluation Growth and Development Plan is intentional, reflecting a commitment to coherence throughout the district.

This focus on common language, goals, and methodologies fosters a unified approach to achieving our objectives. By deliberately aligning the Administrator and Educator Professional Growth and Development Plan, we create opportunities for professional growth and continual improvement for all educators and administrators within the Somers Public Schools.

## **Administrator Guiding Principles**

The Somers Public Schools Administrator Professional Growth and Development Plan is rooted in the following core principles:

- setting attainable goals,
- reviewing artifacts demonstrating educator and student growth,
- regular cycles of formative observations with feedback, and
- consistent communication between administrators and supervisors.

We support three researched-based approaches to reviewing educator performance and practice: observation, artifact review, and collegial conversations.

## **Administrator Professional Growth and Development Cycle**

The Administrator Professional Growth and Development Plan is inclusive of all principals, assistant principals, coordinators, directors and senior directors. It is rooted in the concept of continuous growth cycles. Through constant reflection, evaluation of data, professional development, and educating through best practices, all members of the Somers Public Schools are actively encouraged to seize the opportunity to grow in their craft.

The process of continuous growth begins when administrators analyze data, trends, and feedback that shape the District Improvement Plan and School Improvement Plans. At the beginning of the school year, goals are established based on these plans, and actions are taken to demonstrate progress towards these goals. The creation of goals that are authentic, aligned with best practices, and rooted in learner improvement is a shared endeavor that enables all stakeholders to demonstrate professional growth and progress.

Throughout the growth cycle, ongoing formative observations and reviews of practice are conducted allowing for reflection on progress towards the goals. At the mid-year meeting, goals and artifacts are reviewed and adjusted if necessary with agreement from all parties involved. After the mid-year, a second growth cycle is initiated, focusing on actionable steps for growth as well as ongoing formative observations and reviews of practice. At the end of the year meeting, discussions are held to examine progress made towards the established goals.

District administrators will compile an annual summary encompassing all aspects of professional growth and development within the district. This summary will help inform and shape the district and school improvement plans, initiating a new cycle of ongoing growth and development.

## **Administrator Standards and Criteria**

The administrator standards and criteria were modeled on the CT Leader and Support Rubric, The NPBEA Professional Standards for Education Leaders, and the Maryland Professional Standards for Educational Leaders. The standards and criteria outlined below identify best practices and should be used as a resource to inform professional learning experiences for administrators to elevate their professional practice by identifying areas of promise and opportunities for growth within each domain. It should be noted that the standards and criteria outlined below do not encompass the totality of actions that may be observed within each of the domains.

Research shows that a balance of observation, artifact review, and collegial conversations best support overall performance and allow the educator to identify points for feedback about practice that may otherwise go unassessed (Tepper & Flynn, 2023). The standards and criteria were purposefully designed to incorporate all administrators.

Domain 1: Mission, Vision, and Core Values	Domain 2: Management of Personnel and Operations
<p>Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.</p> <p>Articulates and advocates a core set of values that defines culture, vision and mission and stresses the imperative for student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement.</p> <p>Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed.</p> <p>Model and pursue the district’s mission, vision, and core values in all aspects of leadership.</p> <p>Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.</p> <p>Employs a variety of communication strategies to effectively engage in two-way communication.</p> <p>Communicates school improvement as a priority to students, staff, and other stakeholders</p> <p>Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies.</p>	<p>Communicates feedback to administrators, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.</p> <p>Advances the professional growth of administration, faculty and staff. Provides opportunities and structures for staff to learn from each other.</p> <p>Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and social-emotional well-being.</p> <p>Analyzes data on staff perceptions of practices and procedures to identify areas of sustainability and growth.</p> <p>Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice.</p> <p>Leverages staff expertise to design and implement job-embedded professional learning opportunities. Assigns and schedules staff to roles and responsibilities that optimizes their capacity.</p> <p>Demonstrates ethical and responsible budgeting and accounting practices.</p> <p>Develops and manages productive relationships with central office staff and colleagues.</p>
Domain 3: Equity, Ethics and Professional Norms	Domain 4: Curriculum, Instruction, and Assessment
<p>Places students, and their well-being at the center of educational decision making.</p> <p>Fulfills all professional duties with honesty, transparency and integrity while promoting ethical and professional behavior among faculty and staff</p> <p>Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies.</p> <p>Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities and cultures.</p> <p>Leads professional learning experiences.</p> <p>Aligns and allocates resources to foster equitable student learning environments.</p> <p>Holds self and staff accountable for engaging in equitable and culturally responsive practices.</p>	<p>Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups.</p> <p>Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence-based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners.</p> <p>Provides time in the schedule for collaboration on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment.</p> <p>Leads and models effective practices that are evidence-based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction).</p> <p>Uses data to prioritize needs and identify evidence-based strategies to address identified needs. Demonstrates sustained high levels of student academic growth and achievement.</p>

## Administrator Goal Setting, Mid-Year and End-of-Year Meetings

Administrator goals should align with the needs of the school and district, as well as goals they believe are valuable professionally. Administrator goals should be supported by action plans that articulate measurable outcomes of multi-dimensional approaches to foster student achievement and professional growth. Goal Setting, Mid-Year, and End-of-Year meetings should reflect the goal of continuous cycles of collaborative improvement.



### Goal Setting Meeting

The administrator comes to the meeting with proposed goals and action plans based on self-reflection and assessment of practice as well as the district/school improvement plan. The administrator and supervisor meet to discuss the proposed goals and action plans in order to arrive at a mutual agreement.

### Mid-Year Meeting

The administrator collects and reflects on evidence to date about the administrator's practice in preparation for the meeting. The Mid-Year Meeting is an important point in the year for addressing concerns and reviewing results for the first half of the year. If needed, administrators and supervisors can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes to goals. They can also discuss actions that the administrator may take and support the supervisor can provide to promote administrator growth in their development areas.

### End-of-Year Meeting

The administrator reviews all information they collected throughout the school year and completes the self-assessment document to be reviewed by a supervisor.

The supervisor reviews submitted evidence, self-assessments, and observation data to generate feedback for continuous growth. The supervisor summarizes the meeting, offers commendations, recommendations, and next steps related to the specific goals the administrator has identified. The supervisor provides targeted feedback on each goal area and collectively determines the educator level of growth.

The supervisor will provide the administrator with a level of growth: none/partial shift in practice, shift in practice, growth beyond expected feedback. A summary report of the End-of-Year will be completed no later than five school days after the meeting.

## **Administrator Observations and Feedback**

All administrators will have formative observations and reviews of practice. These will be conducted by an administrative supervisor who holds a 092/093 certification. Annually, administrators will have the following:

- 8 formative observations. All have written feedback in our online platform..
- At least 4 have a scheduled post-observation feedback meeting.

Post-observation meetings allow for conversations that foster continuous learning. These meetings will be scheduled by the supervisor and administrator for a mutually agreed upon time. If either the supervisor or administrator requests additional post-observation meetings, it shall be granted. These meetings:

- Must occur within 5 school days of the observations.
- Supervisors will provide written feedback within 2 school days after the post-observation meeting.
- At least 24 hours prior to the post-observation meeting, supervisors will share observation notes with the administrators.
- Post-observation meeting conversations will be no more than 20 minutes long and reflective in nature.

## **Administrator Corrective Support Process**

In any given year, an administrator may require more support than can be provided through the Professional Growth and Development Plan, and, given evidence of additional needs, an educator may be placed on a Corrective Action Plan.

Prior to the start of a Corrective Action Plan and upon immediate recognition of the need for additional support, supervisors and administrators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations. These efforts/strategies will be documented in writing and communicated with both parties. Table 1 below provides an overview of various strategies that can be used to ensure administrators have access to professional growth opportunities in addition to those being universally applied within the environment they work.

Criteria for placement on a Corrective Action Plan can include but are not limited to any administrator with an ongoing pattern of performance concerns. Concerns should be clearly documented and examined through feedback provided by supervisors during Mid-Year and/or End-of-Year reports, diligent review of artifacts, as well as active learning and participation in professional development.

A Corrective Action Plan will allow for scaffolded support for the administrator. Support plans are designed to address specific needs. The [Administrator 30-60-90 Template](#) outlines clear benchmarks of development and support. It is important to note that there may be circumstances that require movement to a Corrective Action Plan without implementation of all three tiers of support. Disregard for codes of conduct, significant issues with student performance, or concerns related to student safety may warrant immediate processing of a Corrective Action Plan.

Table 1		
Scaffolds	Description	Strategies (including but not limited to):
Tier 1 Supports	<ul style="list-style-type: none"> <li>• Typical cycles of professional learning provided to all members of staff</li> <li>• Adequate time and support for student/faculty performance review.</li> <li>• Formative and evaluative feedback in alignment with the collective and/or individual goals</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops, webinars, modeling</li> <li>• Dialogue/mentoring</li> <li>• Peer observation &amp; feedback</li> <li>• Coaching cycles</li> </ul>
Tier 2 Supports	Tier 1 supports plus... <ul style="list-style-type: none"> <li>• Additional, more frequent interactions that provide guidance and support to targeted needs</li> </ul>	Tier 1 supports plus... <ul style="list-style-type: none"> <li>• Templates for planning and implementation aligned to role</li> </ul>
Tier 3 Supports	Tier 1 & 2 support plus... <ul style="list-style-type: none"> <li>• Intensive support that prepares for Corrective Action Planning by determining core areas of need</li> </ul>	Tier 1 & 2 supports plus... <ul style="list-style-type: none"> <li>• Daily reports</li> <li>• Mandated professional learning</li> <li>• Collaborative scheduling</li> <li>• Fidelity logs</li> </ul>

(Tepper & Flynn, 2023)

## Administrator Dispute Resolution

A panel, composed of the superintendent (or designee), the administrator union president and a neutral third person, shall resolve disputes where the administrator and supervisor cannot agree on goals or feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

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## STUDENTS

### Student Records; Confidentiality

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the legal requirements to maintain the confidentiality of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and its implementing regulations, and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. [Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.](#)

For the purposes of this policy:

**"Parent"** means a natural parent, an adopted parent, or legal guardian [or an individual acting as a parent in the absence of a parent or guardian.](#) If parents are divorced or legally separated, the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the pupil. [A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations \(1\) where such information is considered privileged as defined in C.G.S. 10-154a, \(2\) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or \(3\) such incarcerated parent is prohibited pursuant to a court order.](#)

**"Student"** means an individual who is or has been "in attendance" in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

**"Student Record"** means any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audiotapes, film, microfilm, microfiche or other means. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of a review by a second party is

considered a pupil record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system. A student record shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.

**"Law Enforcement Unit"** means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.

**"Substitute"** means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

**"School Official"** includes a teacher, school principal, president, chancellor, board member, trustee, registrar, counselor, admissions officer, attorney, accountant, human resources professional, information systems specialist, and support or clerical personnel. A contractor, consultant, volunteer, or other party to whom a school or institution has outsourced institutional services or functions may also be considered a "school official" provided that they are performing an institutional service or function for which the agency would otherwise use employees and is under the direct control of the agency or institution with respect to the use and maintenance of education records.

**"Authorized Representative"** means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

**"Education Program"** means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

**"Early Childhood Education Program"** means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

**"Directory Information"** means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the District:

1. Informing parents of their rights annually.
2. Permitting parents to inspect and review educational records, including at least, a statement of the procedure to be followed by a parent or an eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's educational records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest" and a specification of the personally identifiable information to be designated as directory information.
4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent with an opportunity to seek the correction of the student's education records through a request to amend the records. [If the District decides that an amendment of the records as requested is not warranted, to inform the parent/guardian or eligible student and advise him/her of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.](#)
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of pupil records.
8. Enumerating and describing the pupil records maintained by the District.

9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of the District's student records.
11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes

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

[7-109](#) Destruction of documents.

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

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

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

[10-221b](#) Boards of education to establish written uniform policy re: treatment of recruiters.

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

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

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

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

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

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

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

PL 107-110 "No Child Left Behind Act of 2001" Sections 5208 and 9528

**Adopted: May 27, 1980**

**Revised: April 12, 1982**

**Revised: July 13, 2009**

**Revised: June 25, 2012**

**Revised: August 28, 2017**