

Somers Board of Education Regular Meeting

Tuesday, October 14, 2025 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 September 22, 2025 BOE Meeting Minutes 3
The Board to review and approve the minutes from the September 22, 2025 Board meeting.
4. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. Monthly Budget Report 8
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.
 3. Standardized Assessment Data Summary
Dr. Galloway and Dina Senecal, Senior Director of Curriculum and Instructional Operations, will update the Board on the Standardized Assessment Data Summary.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of October 14, 2025 9
The Board to review and consent to the warrant of October 14, 2025.
 2. 2nd Posting 2026 BOE Meeting Schedule 15
 3. Resignation
Dawn DeVall, SES Paraeducator, will be resigning effective November 7, 2025 after six years of service with SPS.
 4. Leave of Absences
 - Ashleigh Duval, SHS Math Teacher, is requesting a leave of absence approximately March 23, 2026 through the end of the 2025-2026 school year.
 - Danielle Bernard, SES Math Tutor, is requesting a leave of absence approximately March 20, 2026 through the end of the 2025-2026 school year.
7. **OLD BUSINESS**
8. **NEW BUSINESS**
 1. Board to Approve Freshman Basketball Coach
The Board to review and approve the hiring of Brady Palazzesi as Freshman Basketball Coach per DBS Policy 4112.8 - Nepotism. Brady's father, Tony Palazzesi, is the Varsity Boys Basketball Coach.
 2. 2025-2026 Organizational Chart 16
Dr. Galloway will update the Board on the 2025-2026 SPS Organizational Chart per Admin. Reg. 2100.
 3. 1st Posting DBS Code 5144.12 - Challenging Behavior Prevention: Restorative Practices Response 17
 4. 1st Posting DBS Code 5141.25 - Accommodating Students with Special Dietary Needs 26
9. **COMMITTEE REPORTS**
 1. Curriculum (next meeting 11/10/25, 6 p.m.)
 2. Policy (next meeting 10/27/25, 6:15 p.m.)
 3. Planning/Finance (next meeting 10/17/25, 5:00 p.m.)
 4. Salary & Negotiations
 5. Building
10. **CIP/CREC/SEF**
11. **ADVANCE CALENDAR**

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

13. ADJOURNMENT

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, September 22, 2025
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, JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz

Absent BOE Members: Carl Stebbins, Derek Zelek

Others: Dr. Sam Galloway, Caroline Hargraves, Stephanie Levin, Gina Olearczyk, Lisa Horan, Julie Hinkley, Kevin Nichols, Sharon MacFeat

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 September 8, 2025 BOE Meeting Minutes

Rationale: The Board to review and approve the minutes from the September 8, 2025 Board meeting.

Motion to approve minutes of September 8th Board of Education Meeting. This motion, made by Kim Radziewicz and seconded by Shane Manning, Carried.

Yea: 6, Nay: 0, Absent: 2 (Carl Stebbins, Derek Zelek), Abstain: 1 (Ed DePeau)

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

Superintendent Galloway provided a briefing on the district's specialized education programs. Ms. Caroline Hargraves and her team were commended for their outstanding work in providing programming that allows the majority of students to remain in the district to receive the support they need. An overview of the specialized programs was provided, including the RISE (Reaching Independence through Specialized Education) program. RISE offers a multidisciplinary approach that embeds life skills and fosters independence across all stages of development. The program supports students with social, emotional, academic, and behavioral needs requiring complex interventions. At SHS, two levels of the SOAR (Social-Emotional, Occupational, Academic Readiness) program are available: the regular SOAR program and SOAR Intensive, which provides higher levels of support from teachers and paraeducators. SOAR Intensive offers a self-contained option. Both RISE and

SOAR help keep students in-district. Approximately 35 students are currently enrolled in these programs. Overall, 14.8% of Somers students receive special education services, compared to 17.8% statewide. Ms. Caroline Hargraves explained that through the PPT process, students are placed in these programs, as needed, based on student data and individual profiles.

Superintendent Galloway recognized the success of the ribbon-cutting event held on 9/21/25 at 41 School Street for the new community playground. The event highlighted the strength of the community, with many families already using the space. The playground was built by Where Angels Play, an organization supported by volunteer firefighters. The Somers project represents their 71st playground project. Volunteers remarked that the level of support in Somers was extraordinary. Appreciation was extended to the Board of Selectmen and the Board of Finance for their support of the project.

Open House at SES will take place on 9/24/25. Open house at MBA will take place on 9/25/25.

4.2. Morgan Stanley Update

Rationale: Kevin Nichols from Morgan Stanley will update the Board on the BOE Pension and OPEB, as well as the Market Perspectives for the month of August.

Discussion: Kevin Nichols provided the Board with an update on the BOE Pension, OPEB, and market perspectives. The pension was up 7.7% for the fiscal year, exceeding the assumed rate of return. Since the 2024 valuation, the pension is over 92% funded. The 2025 valuation is projected to reach 94-95% funded. The pension has performed well over the last 5 years with returns consistently exceeding expectations. The pension principle remains over \$7 million. The Fixed Income Portfolio is expected to generate about 1.6% in returns. The portfolio is approximately 40% bonds. The strong bond performance reduces the reliance on stock returns. A small cap manager was recently added to the portfolio. The portfolio remains diversified. The OPEB (Other Post-Employment Benefits), used to fund health care needs, is currently about 45% funded. This portfolio is newer and has had less time to grow in comparison to the pension. The district's actuary from USI has advised that it is unnecessary for the Board to add funding to the OPEB account.

Board Member Mike Briggs asked about the impact of rate cuts on the portfolio. Chair Kirkpatrick asked Mr. Nichols to clarify his role for the Board. Mr. Nichols meets with the Board twice a year to review the pension. The Board agreed to host Mr. Nichols during regular Board meetings in January and June moving forward.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**6. CONSENT AGENDA**

Motion to approve Consent Agenda. This motion, made by JT Galloway and seconded by Mike Briggs, Carried. **Yea: 7, Nay: 0, Absent: 2 (Carl Stebbins, Derek Zelek)**

6.1. Warrant of September 22, 2025

Rationale: The Board to review and consent to the warrant of September 22, 2025.

6.2. Resignation

Rationale: Cathie Lodge-Guyette, SES Paraeducator, resigned effective 9/19/25 after seven years of service with SPS.

6.3. 2nd Posting DBS Code 5118.21 - Educational Opportunities for Military Children/Children of Deployed Parents/Guardians**6.4. 2nd Posting DBS Code 5142 - Students - School Safety: Preparation, Response, and After Action****6.5. 2nd Posting DBS Code 6140 - Curriculum****7. OLD BUSINESS****8. NEW BUSINESS****8.1. 1st Posting 2026 BOE Meeting Schedule**

Rationale: Dr. Galloway will present the 2026 BOE Meeting Schedule. This will be approved at the next BOE meeting on 10/14/25.

Discussion: The 2026 BOE Meeting schedule was shared. The July meeting will be held if necessary.

9. COMMITTEE REPORTS**9.1. Curriculum (next meeting October 14, 2025, 6:00 p.m.)**

The next meeting will be held on 10/14/25 at 6 p.m.

9.2. Policy

The Policy Committee met on 9/22/25. Three policies will be posted at the next BOE meeting. The next committee meeting will be held on 10/27/25 at 6:15 p.m.

9.3. Planning/Finance

There are no meetings scheduled at this time.

9.4. Salary & Negotiations**9.5. Building**

The Building Committee met last week and will continue to meet on the first and third Tuesday of each month. The Committee previously agreed that the SES HVAC project will not be completed by December 31, 2026. The plan is to move forward with split units, and the district will apply for new funding. Funding decisions are expected within 30 days of application, with no set deadline for when funds must be used.

Key questions remain regarding when the project can go out to bid, pending clarification on whether funding must be secured prior to bids. There is a possibility that the project will be completed over the course of two consecutive summers, though concerns were raised about companies being asked to bid 12-24 months in advance of the work. CES is completing the new design. The committee hopes to have the necessary information from CES by the next meeting. The best-case scenario for completion is 2027. Several months have already been lost, as the previous Building Committee stopped meeting in February. A new committee was not appointed until June, with the first meeting held in July.

There is ongoing frustration with delays in getting answers to project questions from the state committee in Hartford, which is significantly backed up due to similar requests from other districts. Superintendent Galloway reported that he was able to have a phone conversation with a state contact, whereas previously only limited responses were provided by email. A webinar is scheduled for early October, during which state officials will communicate directly with superintendents or their designees.

10. CIP/CREC/SEF

The next SEF meeting will be held on 10/1/25.

11. ADVANCE CALENDAR

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community member Lisa Horan asked what metrics are used to evaluate the success of special education programs and whether they are highly individualized. Ms. Hargraves explained that each student has an IEP with individualized goals and objectives developed during the PPT process. Progress is monitored through data collection to measure effectiveness and growth. Specialized programs have very specific goals and objectives aligned to student needs.

Community member Gina Olearczyk raised questions regarding outcomes for students in specialized programs, including graduation timelines and post-graduation connections. She noted the importance of ensuring students are prepared in a timely manner. Ms. Hargraves shared that many RISE students transition to an 18-22 program and many SOAR students graduate within 4-5 years. Post graduation progress monitoring and stronger transition planning are topics being explored to strengthen the program.

A question was raised whether Kevin Nichols from Morgan Stanley operates on a fee-only or commission basis. It was confirmed that it is fee-only.

A question was asked about the likelihood of receiving new funding from the Office of School Construction for the SES HVAC Project. Chair Kirkpatrick stated that the process from the state remains uncertain at this time.

Community member Gina Olearczyk inquired about when the assessment data presentation by Superintendent Galloway will take place. Ms. Olearczyk encouraged Superintendent Galloway to identify clear next steps to guide improvement to help the community understand the many strategies being implemented to improve scores. Superintendent Galloway shared a list of ways the district has targeted specific areas to improve instruction over the course of the last two years.

Community member Julie Hinkley raised concerns about access to summer programming, noting that Extended Year Services (EYS) are cost-prohibitive for some families and unavailable to students who do not qualify. She suggested that more accessible options could increase participation and support student growth. Superintendent Galloway acknowledged this concern and noted that identifying areas of concern, such as this, is the first step toward addressing them.

13. ADJOURNMENT

Motion to adjourn the meeting at 7:54pm. This motion, made by Shane Manning and seconded by Jan Martin, Carried. **Yea: 7, Nay: 0, Absent: 2 (Carl Stebbins, Derek Zelek)**

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

2025-2026

Monthly Report

(Through 9/30/2025)

| CATEGORY | ITEM | Approved Budget | Budget Adjustment | Revised Budget | Actual Expenditures | Encumbered | Total Projection | Variance | % +/- |
|---------------------------------|---------------------------------------|----------------------|-------------------|----------------------|---------------------|----------------------|----------------------|-------------------|---------------|
| Salaries | Teachers | 12,631,596 | 0 | 12,631,596 | 1,506,737 | 10,955,887 | 12,462,624 | 168,972 | 1.34% |
| | Secretaries/Paraprofessionals | 2,523,727 | 0 | 2,523,727 | 465,168 | 2,055,542 | 2,520,710 | 3,017 | 0.12% |
| | Administrators | 1,879,736 | 0 | 1,879,736 | 461,469 | 1,416,705 | 1,878,174 | 1,562 | 0.08% |
| | Custodians/Maintainers | 1,018,514 | 0 | 1,018,514 | 258,872 | 735,992 | 994,864 | 23,650 | 2.32% |
| | Other Instructional | 696,722 | 0 | 696,722 | 128,392 | 823,292 | 951,684 | (254,962) | -36.59% |
| | Nurses | 307,079 | 0 | 307,079 | 37,677 | 265,178 | 302,855 | 4,224 | 1.38% |
| | Medical Advisor | 1,500 | 0 | 1,500 | 1,500 | 0 | 1,500 | - | 0.00% |
| | SUBTOTAL | 19,058,874 | 0 | 19,058,874 | 2,859,816 | 16,252,597 | 19,112,413 | (53,539) | -0.28% |
| Insurance & Benefits | Health Insurance | 4,011,556 | 0 | 4,011,556 | 1,190,217 | 2,898,550 | 4,088,767 | (77,211) | -1.92% |
| | Social Security | 630,000 | 0 | 630,000 | 111,399 | 518,601 | 630,000 | - | 0.00% |
| | Pension | 194,500 | 0 | 194,500 | 40,387 | 151,535 | 191,922 | 2,578 | 1.33% |
| | Worker's Comp | 99,782 | 0 | 99,782 | 45,367 | 45,369 | 90,736 | 9,046 | 9.07% |
| | Property / Liability | 105,849 | 0 | 105,849 | 48,728 | 56,754 | 105,482 | 367 | 0.35% |
| | Long Term Disability | 45,000 | 0 | 45,000 | 9,488 | 30,512 | 40,000 | 5,000 | 11.11% |
| | Life Insurance | 25,000 | 0 | 25,000 | 4,757 | 15,243 | 20,000 | 5,000 | 20.00% |
| | School Board Legal | 10,000 | 0 | 10,000 | 5,000 | 5,000 | 10,000 | - | 0.00% |
| | Unemployment | 15,000 | 0 | 15,000 | 0 | 0 | 0 | 15,000 | 100.00% |
| | OPEB | 32,000 | 0 | 32,000 | 0 | 0 | 0 | 32,000 | 100.00% |
| | Tuition Reimbursement | 9,500 | 0 | 9,500 | 0 | 0 | 0 | 9,500 | 100.00% |
| | SUBTOTAL | 5,178,187 | 0 | 5,178,187 | 1,455,342 | 3,721,564 | 5,176,906 | 1,281 | 0.02% |
| Tuition | Special Education | 1,139,936 | 0 | 1,139,936 | 85,503 | 1,167,408 | 1,252,911 | (112,975) | -9.91% |
| | Non-Special Education | 76,694 | 0 | 76,694 | 0 | 18,031 | 18,031 | 58,663 | 76.49% |
| | SUBTOTAL | 1,216,630 | 0 | 1,216,630 | 85,503 | 1,185,439 | 1,270,942 | (54,312) | -4.46% |
| Transportation | Regular Transportation | 1,075,000 | 0 | 1,075,000 | 1,334 | 1,073,666 | 1,075,000 | - | 0.00% |
| | Special Education Transportation | 630,000 | 0 | 630,000 | 6,700 | 526,710 | 533,410 | 96,590 | 15.33% |
| | Athletics/Field Trips | 49,500 | 0 | 49,500 | 120 | 40,000 | 40,120 | 9,380 | 18.95% |
| | SUBTOTAL | 1,754,500 | 0 | 1,754,500 | 8,154 | 1,640,376 | 1,648,530 | 105,970 | 6.04% |
| Utilities | Electricity | 594,800 | 0 | 594,800 | 52,982 | 462,868 | 515,850 | 78,950 | 13.27% |
| | Fuel | 142,700 | 0 | 142,700 | 309 | 142,391 | 142,700 | - | 0.00% |
| | Telephones | 37,800 | 0 | 37,800 | 6,648 | 25,699 | 32,347 | 5,453 | 14.43% |
| | SUBTOTAL | 775,300 | 0 | 775,300 | 59,939 | 630,958 | 690,897 | 84,403 | 10.89% |
| Maintenance | General/Dept Maint | 781,235 | 0 | 781,235 | 280,351 | 500,884 | 781,235 | - | 0.00% |
| | Custodial Supplies | 61,000 | 0 | 61,000 | 19,677 | 41,323 | 61,000 | 0.00 | 0.00% |
| | SUBTOTAL | 842,235 | 0 | 842,235 | 300,027 | 542,208 | 842,235 | - | 0.00% |
| Instructional Resources | Books, Textbooks, Workbooks | 287,933 | 0 | 287,933 | 255,671 | 29,911 | 285,582 | 2,351 | 0.82% |
| | Technology AV Materials | 123,460 | 0 | 123,460 | 109,898 | 324 | 110,222 | 13,238 | 10.72% |
| | General & Dept Supplies | 200,874 | 0 | 200,874 | 53,908 | 28,550 | 82,458 | 118,416 | 58.95% |
| | SUBTOTAL | 612,267 | 0 | 612,267 | 419,477 | 58,785 | 478,263 | 134,004 | 21.89% |
| Extracurricular | Coaches | 236,420 | 0 | 236,420 | 49,296 | 187,124 | 236,420 | - | 0.00% |
| | Activity Advisors | 82,194 | 0 | 82,194 | 0 | 82,194 | 82,194 | - | 0.00% |
| | Athletic/Academic Act | 99,600 | 0 | 99,600 | 9,288 | 90,312 | 99,600 | - | 0.00% |
| | SUBTOTAL | 418,214 | 0 | 418,214 | 58,583 | 359,631 | 418,214 | - | 0.00% |
| Equipment | New and Replacement | 381,240 | 0 | 381,240 | 222,868 | 128,714 | 351,582 | 29,658 | 7.78% |
| Admin Overhead | Postage, Dues, Travel, BOB Exp., etc. | 238,875 | 0 | 238,875 | 61,703 | 131,656 | 193,359 | 45,516 | 19.05% |
| | GRAND TOTAL | 30,476,322.00 | 0.00 | 30,476,322.00 | 5,531,413.06 | 24,651,926.99 | 30,183,340.05 | 292,981.95 | 0.96% |
| As of 10/1/2025 | | | | | | | | | |

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1083

Voucher Date: 10/14/2025

Prepared By:

L. Bergamini

Printed: 10/09/2025 12:45:46 PM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$594,780.76 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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

Stephanie Levin

Director of Business Services

SOMERS BOARD OF EDUCATION

| Fund | Amount |
|-----------------|---------------------|
| 10 GENERAL FUND | \$594,780.76 |
| | \$594,780.76 |

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 10/14/2025
From Check: 26657
From Voucher: 1083

To Date: 10/14/2025
To Check: 26754
To Voucher: 1083

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|--------------|------------|---|--------------|---------|---------|---------|--------------------------|------------|-----------|
| 26657 | 10/14/2025 | A&D Portable Rentals | \$285.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26658 | 10/14/2025 | Alternative Access Assistive Technology | \$2,585.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26659 | 10/14/2025 | Amazon Capital Services | \$3,570.53 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26660 | 10/14/2025 | American Time | \$1,638.92 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26661 | 10/14/2025 | Amplify Education | \$328.32 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26662 | 10/14/2025 | Anthem Blue Cross and Blue Shield | \$299,661.23 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26663 | 10/14/2025 | Association for Middle Level Education | \$249.99 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26664 | 10/14/2025 | Auto Tek LLC | \$104.99 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26665 | 10/14/2025 | Avery Septic Service | \$100.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26666 | 10/14/2025 | BSN Sports LLC | \$486.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26667 | 10/14/2025 | CAPSS | \$500.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26668 | 10/14/2025 | Carolina Biological Supply Co. | \$57.54 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26669 | 10/14/2025 | Caroline Hargraves | \$191.66 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26670 | 10/14/2025 | CDW Government, Inc. | \$2,560.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26671 | 10/14/2025 | CHLIC | \$12,775.67 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26672 | 10/14/2025 | Clear Water Industries | \$245.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26673 | 10/14/2025 | CMEA | \$165.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26674 | 10/14/2025 | College Steps | \$5,024.60 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26675 | 10/14/2025 | ConnCASE | \$250.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26676 | 10/14/2025 | Connecticut Radio, Inc | \$470.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26677 | 10/14/2025 | Connecticut Water Company | \$5,378.12 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26678 | 10/14/2025 | COX Business | \$1,014.81 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26679 | 10/14/2025 | Creative Language Class | \$200.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |

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From Date: 10/14/2025
From Check: 26657
From Voucher: 1083

To Date: 10/14/2025
To Check: 26754
To Voucher: 1083

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|--------------|------------|-------------------------------------|-------------|---------|---------|---------|--------------------------|------------|-----------|
| 26680 | 10/14/2025 | CREC | \$269.40 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26681 | 10/14/2025 | DBS Financial Services LLC | \$2,515.01 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26682 | 10/14/2025 | DG Graphics | \$465.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26683 | 10/14/2025 | ECA Science Kit Services | \$1,749.44 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26684 | 10/14/2025 | Elan Financial Services | \$1,693.73 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26685 | 10/14/2025 | Ellington Board of Education | \$33,300.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26686 | 10/14/2025 | Encore Fire Protection | \$4,122.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26687 | 10/14/2025 | Eric Barakat | \$300.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26688 | 10/14/2025 | Eversource Energy | \$22,119.96 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26689 | 10/14/2025 | First Student, Inc | \$1,601.45 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26690 | 10/14/2025 | Flinn Scientific, Inc. | \$1,925.88 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26691 | 10/14/2025 | Flores & Associates | \$99.90 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26692 | 10/14/2025 | Gale/CENGAGE Learning | \$3,264.79 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26693 | 10/14/2025 | Gateway Enterprise Corporation | \$486.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26694 | 10/14/2025 | Gengras Center | \$27,692.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26695 | 10/14/2025 | Gopher Sport | \$1,130.82 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26696 | 10/14/2025 | Graduate Pest Solutions, Inc. | \$231.86 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26697 | 10/14/2025 | Grainger | \$257.09 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26698 | 10/14/2025 | Great Minds PBC | \$2,716.70 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26699 | 10/14/2025 | Hartford HealthCare Corporation SBO | \$956.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26700 | 10/14/2025 | Hugh's Mechanical Equipment, LLC | \$2,870.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26701 | 10/14/2025 | Intensive Education Academy, Inc. | \$17,838.71 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26702 | 10/14/2025 | IVEY Industries | \$322.35 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26703 | 10/14/2025 | J.W. Pepper & Son, Inc. | \$371.99 | 1083 | Printed | Expense | <input type="checkbox"/> | | |

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|--------------|------------|--|------------|---------|---------|---------|--------------------------|------------|-----------|
| 26704 | 10/14/2025 | JP Climate Control LLC | \$1,442.50 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26705 | 10/14/2025 | Lakeshore Learning | \$110.38 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26706 | 10/14/2025 | Lynn Erickson | \$55.72 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26707 | 10/14/2025 | MagnaKleen Services | \$108.61 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26708 | 10/14/2025 | Margot Martello | \$35.47 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26709 | 10/14/2025 | Mary Kay Trail | \$217.42 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26710 | 10/14/2025 | MEDCO / Performance Health Supply, LLC | \$518.99 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26711 | 10/14/2025 | Michael Savage | \$112.50 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26712 | 10/14/2025 | Microbac Laboratories, Inc | \$92.62 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26713 | 10/14/2025 | Minuteman Press | \$589.66 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26714 | 10/14/2025 | Monarch Watch Shop | \$30.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26715 | 10/14/2025 | NCS Pearson, Inc. | \$2,757.16 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26716 | 10/14/2025 | New England Turf Management | \$2,120.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26717 | 10/14/2025 | Nuso, LLC | \$117.28 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26718 | 10/14/2025 | OMNI Group | \$20.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26719 | 10/14/2025 | PowerSchool Group LLC | \$400.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26720 | 10/14/2025 | Prestwick House, Inc | \$91.39 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26721 | 10/14/2025 | Quizlet Inc | \$323.91 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26722 | 10/14/2025 | Raimondo Electric | \$300.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26723 | 10/14/2025 | Rochester 100 Inc. | \$172.89 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26724 | 10/14/2025 | Rusty Klin LLC | \$500.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26725 | 10/14/2025 | Scholastic Inc | \$4,838.42 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26726 | 10/14/2025 | School Specialty, Llc | \$2,072.01 | 1083 | Printed | Expense | <input type="checkbox"/> | | |

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 10/14/2025
From Check: 26657
From Voucher: 1083

To Date: 10/14/2025
To Check: 26754
To Voucher: 1083

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|--------------|------------|---------------------------------|-------------|---------|---------|---------|--------------------------|------------|-----------|
| 26727 | 10/14/2025 | SchoolStatus, LLC | \$1,360.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26728 | 10/14/2025 | Shannin Burns | \$37.01 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26729 | 10/14/2025 | Shipman & Goodwin, LLP | \$8,514.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26730 | 10/14/2025 | SiteOne Landscaping Supply, LLC | \$269.97 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26731 | 10/14/2025 | Somers Star Hardware | \$200.32 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26732 | 10/14/2025 | Sonitrol New England | \$26,151.27 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26733 | 10/14/2025 | Stafford Mechanical Services | \$5,040.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26734 | 10/14/2025 | Teacher's Discovery | \$114.94 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26735 | 10/14/2025 | The Hartford | \$5,023.06 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26736 | 10/14/2025 | The Home Depot Pro | \$757.21 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26737 | 10/14/2025 | Tone Klear Communications LLC | \$295.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26738 | 10/14/2025 | Town of Somers | \$6,228.90 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26739 | 10/14/2025 | TPC Systems | \$2,453.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26740 | 10/14/2025 | Tull Brothers, Inc. | \$893.58 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26741 | 10/14/2025 | UltimateSLP | \$279.84 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26742 | 10/14/2025 | USA Waste and Recycling | \$2,426.09 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26743 | 10/14/2025 | USI | \$103.55 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26744 | 10/14/2025 | Van Pool Transportation LLC | \$33,341.43 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26745 | 10/14/2025 | Verizon Wireless | \$536.47 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26746 | 10/14/2025 | Vernier Software & Technology | \$4,920.31 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26747 | 10/14/2025 | VEX Robotics Inc | \$87.04 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26748 | 10/14/2025 | W.B. Mason Co., Inc. | \$1,906.28 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26749 | 10/14/2025 | Western Psychological Services | \$151.80 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26750 | 10/14/2025 | William H Sadlier, Inc. | \$5,567.32 | 1083 | Printed | Expense | <input type="checkbox"/> | | |

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

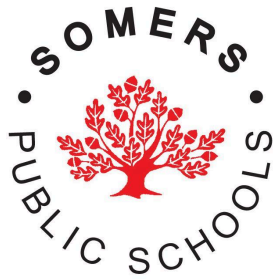
From Date: 10/14/2025
From Check: 26657
From Voucher: 1083

To Date: 10/14/2025
To Check: 26754
To Voucher: 1083

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|--------------|------------|------------------------|------------|---------|---------|---------|--------------------------|------------|-----------|
| 26751 | 10/14/2025 | Williams Scotsman, Inc | \$400.00 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26752 | 10/14/2025 | Wipebook Corporation | \$104.98 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26753 | 10/14/2025 | Xerox Corporation | \$4,118.44 | 1083 | Printed | Expense | <input type="checkbox"/> | | |
| 26754 | 10/14/2025 | Zoro Tools Inc | \$329.56 | 1083 | Printed | Expense | <input type="checkbox"/> | | |

Total Amount: \$594,780.76

End of Report



Somers Board of Education

One Vision Boulevard
Somers, Connecticut 06071
www.somers.k12.ct.us

2026 MEETING SCHEDULE

Monday, January 12, 2026

Monday, January 26, 2026

Monday, February 9, 2026

Monday, February 23, 2026

Monday, March 9, 2026

Monday, March 23, 2026

Monday, April 27, 2026

Monday, May 11, 2026

Tuesday, May 26, 2026

Monday, June 8, 2026

Monday, June 22, 2026

Monday, July 13, 2026 (if needed)

Monday, August 24, 2026

Monday, September 14, 2026

Monday, September 28, 2026

Tuesday, October 13, 2026

Monday, October 26, 2026

Monday, November 9, 2026

Monday, November 23, 2026

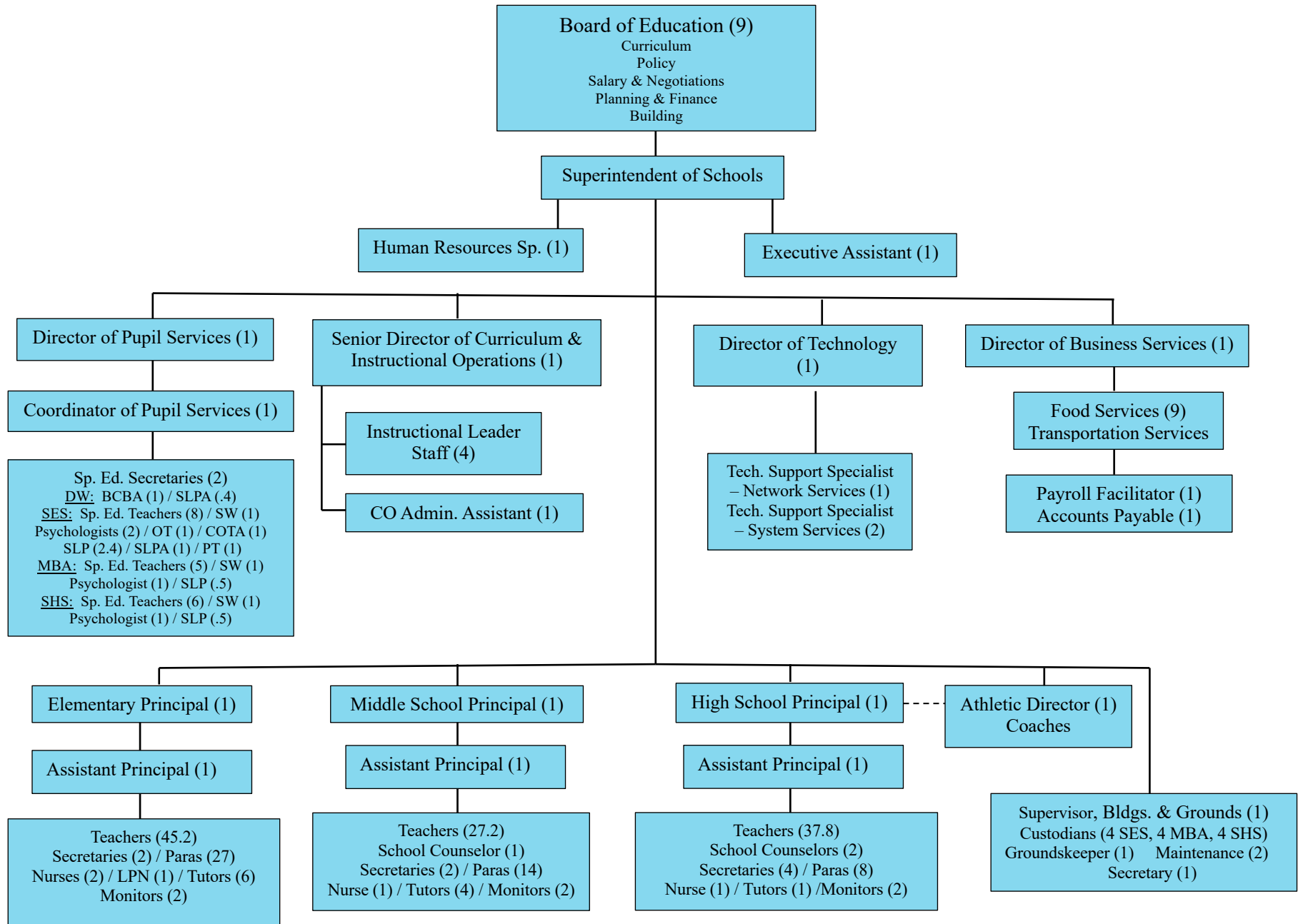
Monday, December 14, 2026

Meetings are held at 7:00 p.m. in the Somers Board of Education Chambers in the Central Office unless specified otherwise on the meeting agenda.

BOE Approved:

Somers Public Schools Organizational Chart – 2025-2026

(revised 8/28/25)



A model policy to consider: [Required policy July 2025](#)

Students

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the _____ Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the _____ Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children at times find it difficult to effectively manage their emotions and focus on their studies. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others. Social and emotional

learning (SEL) helps build a positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

P5144.12(b)

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Restorative approaches recognize the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education

environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;

4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a “Restorative Practices Response” approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean 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.

P5144.12(c)

Students

Challenging Behavior Prevention: Restorative Practices Response

Definitions (continued)

“**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.

“**Evidenced-Based Practices**” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“**School Climate**” means the quality and character of 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, and organizational structures within the school community.

“**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.

“**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.

“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.

“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.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

P5144.12(d)

Students

Challenging Behavior Prevention: Restorative Practices Response

Purpose (continued)

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;

P5144.12(e)

Students

Challenging Behavior Prevention: Restorative Practices Response

General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build

cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;

7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the 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 reengaging any disengaged students, educators, and families of students in the school community.
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.

P5144.12(f)

Students

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines (continued)

4. The school community creates a school environment 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.
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research based interventions

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent Involvement)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.6 – Drugs, Alcohol, Tobacco)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5144.3 – Discipline of Students with Disabilities)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)

(cf. 5145.52 – Harassment)

P5144.12(g)

Students

Challenging Behavior Prevention: Restorative Practices Response

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students,
as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun
Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of
2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)
Public Act 23-167, Section 74, An Act Concerning Transparency in
Education



STUDENTS

Health

Accommodating Students With Special Dietary Needs and Glycogen Storage Disease

The Board of Education believes all students, through accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented if necessary for all such identified students in which necessary accommodations are made to ensure full participation of identified students in school activities. Such a plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician, if so required.

Each school is also responsible for developing and implementing guidelines for the care of students with special dietary needs/food allergies. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

Guidelines for a building will be based upon the specific allergies identified within the student population. Guidelines should maintain the health and protect the safety of children who have severe food allergies in ways that are developmentally and age appropriate, promote self advocacy and competence in self-care, and provide appropriate educational opportunities.

The Board recognizes that risks can never be fully eliminated in the school environment. Therefore, the guidelines should be viewed as a plan of action with emphasis on prevention of exposure to food allergens and a response plan to an allergic event should one occur.

In an effort to prevent the exposure to food allergens the following activities are prohibited:

- a. Meal/snack swapping and utensil swapping among students during lunch/snack time and all special events (i.e. room parties, celebrations, PTA food events);
- b. Eating or drinking on school buses unless under restrictions with prior approval;
- c. The use of nut and peanut products in the hot lunch program;
- d. Eating or drinking in non-authorized areas of the school building or grounds.

Building principals are authorized to expand upon the prohibited activities but are not authorized to initiate a school wide ban on a particular food.

The Board directs the building administrator to utilize the following prevention strategies in their building plan as appropriate:

1. Establish a method of ensuring that relevant information is transmitted to all supervising persons of an identified student. Supervising persons includes certified, non-certified, and volunteer staff having interaction with the student;
2. Directly communicate with Food Services on the dietary needs of identified children;
3. Create an allergen free table/section in the cafeteria;
4. Keep classroom and lunch table surfaces clean of allergens;
5. Promote proper hand washing before and after eating;
6. At least annually, and more often if required, monitor the effectiveness of district procedures and individualized health plans with the appropriate staff members, parents, and if applicable, the student;
7. Address custodial services required by groups renting/using school facilities to ensure that areas are clean of allergens following the use of the facilities. Any terms or costs associated with these custodial services should be stated in the rental agreement;
8. The district will not knowingly make use of peanuts, peanut products, tree nuts and tree nut products for instructional purposes.
9. Administrators, teachers and parents are strongly encouraged to incorporate non-food related alternatives to celebrate developmental milestones and student accomplishments, in-school birthdays or other events. When food is provided, they are required to provide commercially prepared foods with printed labels that set forth food ingredients and warnings. No home baked goods will be accepted.
10. Before any event, where food products and/or instructional materials may be used, staff members are required to read all ingredients of said products [and check with the school nurse](#).
11. When classroom activities in grades PK-8 include food, the classroom teacher will contact the parent/guardian of the identified allergic child prior to the activity [and check with the school nurse](#).
12. School personnel planning a field trip will provide the school nurse with a list of participants in advance of the trip. The school nurse will identify those students with identified food allergies and provide the teacher with a copy of the written food allergy plan for the student(s). This will also be done for other school-sponsored events taking place off school grounds.

The Board believes that parents have responsibility in the prevention plan. Parents of students with special dietary needs/food allergies must provide the school with an individualized action plan developed by the child's physician. Parents of at-risk children should provide their child with some type of medical alert identification. Parents of at-risk students are strongly encouraged to have their child bring lunch from home. Parents of all students are expected to reinforce the prevention plan with their child at home.

The district's plan for managing students with life-threatening food allergies shall be posted on the district's website.

Food Allergy

The Board of Education recognizes the increasing prevalence of potentially life-threatening food allergies and glycogen storage disease among children. While the primary responsibility for managing food allergies and glycogen storage disease lies with the students/parents, the school district will assist them with their responsibilities in the school setting. Effective management of food allergies and glycogen storage disease in the school setting includes implementing strategies for avoidance of offending foods by allergic children and emergency planning to ensure prompt identification and treatment of allergic reactions that may occur and the provision of food or dietary supplements to a student with glycogen storage disease. The Board supports the education of school personnel, students, and parents regarding food allergy management to maintain a safe school environment for allergic children.

A plan based upon the guidelines promulgated by the State Department of Education, shall be implemented for each student for the management of students with life-threatening food allergies and glycogen storage disease.

(cf. 5141-Student Health Services)

(cf. 5141.21-Administering Medication)

(cf. [5141.23](#)-Students with Special Health Care Needs)

(cf. [5141.3](#)-Health Assessments)

(cf. [5145.4](#)-Nondiscrimination)

Legal References: Connecticut General Statutes [10-15b](#), [10-154a](#), [10-207](#)

Americans with Disabilities Act

Public Law 93-112

Section 504 of the Rehabilitation Act of 1973

P.A. [09-155](#) An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School

Adopted: May 27, 2008

Revised: November 23, 2009

June 27, 2011

November 26, 2012



STUDENTS

Health

Accommodating Students with Special Dietary Needs

Prevention is the key to dealing with life threatening food allergies. The most offending foods are: nuts, wheat, eggs and milk. Each school in the Somers Public Schools will make every attempt to prevent affected students from coming in contact with the food substance that they are allergic to. The school nurse is the primary contact for parents and their child's physician for each student who has life threatening food allergies.

Parents of a child with a life threatening food allergy will notify the school nurse. The school nurse will obtain and implement the following:

- A statement signed by a licensed physician identifying the life threatening nature of the food allergy and the specific diet prescription along with the substitution(s) needed.
- Individualized Emergency Medical Plan (IEMP) for the child.
- Notification and professional development to appropriate faculty and staff.

Each school food services will implement the following:

- Foods sold in school will meet USDA guidelines
- Nutrition information will be readily available on all foods sold in school.
- No nut products will be sold in hot lunches.

5/27/08

INDIVIDUAL EMERGENCY MEDICAL PLAN (IEMP)

Name _____ Sex _____ Date of Birth _____

Address _____ Home Phone _____

Mother _____ Work Phone _____

Father _____ Work Phone _____

Physician _____ Phone _____

SEVERE ALLERGIC REACTION

Alteration in the immune system as evidenced by severe reaction to substance.

Potential Complication:

Anaphylaxis (breathing stops)

Signs/Symptoms of Reaction:

Hives

Swelling/itching of face, lips, tongue

Nausea/Vomiting

Dyspnea (difficult breathing)

Medication(s): _____

CALL 911