

Somers Board of Education Regular Meeting

Monday, October 27, 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 October 14, 2025 BOE Meeting Minutes 3
The Board to review and approve the minutes from the October 14, 2025 Board meeting.
4. **ADMINISTRATIVE REPORTS**
 1. Superintendent Update
 2. SHS Student Representatives
Students from Somers High School will be introduced to the Board and will update the Board on recent events. Student representatives for the 2025-2026 school year include Carolyn Castonguay, Jon Breton, Daniella Percoski, Aiden Ritch, Jessica Chen, and Aja Drammeh.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. Warrant of October 27, 2025 9
The Board to review and consent to the warrant of October 27, 2025.
 2. Resignations
 - Amy Perry, SES COTA (Certified Occupational Therapy Assistant), will be resigning effective October 30, 2025.
 - Mindy Lajeunesse, SHS English Teacher, will be resigning at the end of the 2025-2026 school year after what will be 12 years of service at SPS.
 3. 2nd Posting DBS Code 5144.12 - Challenging Behavior Prevention: Restorative Practices Response 12
 4. 2nd Posting DBS Code 5141.25 - Accommodating Students with Special Dietary Needs 21
7. **OLD BUSINESS**
8. **NEW BUSINESS**
 1. FY26 Q1 BOE Transfers 26
The Board to approve the FY26 Q1 BOE transfers. Stephanie Levin, Director of Business Services, will be available to answer questions.
 2. 1st Posting of CIP Projects 27
Stephanie Levin, Director of Business Services, will update the Board on CIP projects and note projects that were completed last school year.
 3. 2026-2027 Budget Approval Process 32
The Board to approve the 2026-2027 budget approval process per DBS Code 3110.
 4. 1st Posting - New Course - UCONN/ECE Personal Finance 34
 5. 1st Posting - New Course - UCONN/ECE Environmental Science 36
 6. 1st Posting - Course Modification - UCONN/ECE Fundamentals/Ear Training I 38
(formerly Music Theory)
 7. 1st Posting - Course Modification - UCONN/ECE Popular Music and Diversity in American Society (formerly Music in Society) 40
 8. 1st Posting - New Course - Data Science 42
 9. 1st Posting - New Course - Welding 44
9. **COMMITTEE REPORTS**
 1. Curriculum
 2. Policy

3. Planning/Finance (next meeting 12/1/25, 5 p.m.)

4. Salary & Negotiations

5. Building

Selectman Bill Meier will be present to update the Board on the HVAC project.

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
Tuesday, October 14, 2025
7:00 PM

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

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

Absent BOE Members: Mike Briggs, JT Galloway, Shane Manning

Others: Dr. Sam Galloway, Stephanie Levin, Dina Senecal, Dr. Jaime Rechenberg, Margot Martello, Melissa Mucci, Sharon Goulet, Ben Camerota, Gina Olearczyk

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 22, 2025 BOE Meeting Minutes

Rationale: The Board to review and approve the minutes from the September 22, 2025 Board meeting.

Motion to approve the minutes of September 22 Board of Education Meeting. This motion, made by Kim Radziewicz and seconded by Jan Martin, Carried.
Yea: 5, Nay: 0, Absent: 3 (Mike Briggs, JT Galloway, Shane Manning), Abstain: 1 (Derek Zelek)

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

Superintendent Galloway shared that the district worked with First Student to get the First View real-time monitoring platform up and running. The platform allows parents to monitor buses in real-time, and over 100 parents are currently signed up for the service.

Conferences will be held at SES from 11/5/25-11/7/25. The SHS College Fair took place on 10/9/25, with all high school grade levels invited to participate. A total of 112 colleges were represented, along with military and trade school representatives. MBA also hosted an SBAC Growth Breakfast. This was an opportunity to recognize students who achieved their growth targets on SBAC. PSATs will be administered on 10/17/25.

4.2. Monthly Budget Report

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

Discussion: Stephanie Levin reported that 4 long-term substitutes are covering staff leaves, with wages currently being paid from the "Other Instructional" budget. A transfer to the "Salary" category will occur once unpaid days for staff begin. This transfer is expected by the end of December. One long-term substitute is budgeted through the end of the school year, though that is unlikely to be needed for that duration. All special education tuition contracts are accounted for, pending any unexpected outplacements. Excess cost reimbursement payments are expected in February, March, and May to offset the negative balance. A positive balance of approximately \$292,000 remains for the year, pending any unexpected changes. Oil and electricity usage will be monitored, with the next oil delivery expected in late October or early November.

Board Member Carl Stebbins inquired about the health insurance figures in the budget. Ms. Levin explained that staffing changes have affected the number of employees opting for a waiver or single plan versus a family plan. She noted that in some FMLA cases, the district may receive a refund if an employee transitions to a spouse's insurance plan once their FMLA coverage ends.

4.3. Standardized Assessment Data Summary

Rationale: Dr. Galloway and Dina Senecal, Senior Director of Curriculum and Instructional Operations, will update the Board on the Standardized Assessment Data Summary.

Discussion: Dina Senecal and Superintendent Galloway presented the Standardized Assessment Data Summary. Ms. Senecal reviewed the district vision and mission, the Effective Instruction infographic, and the SPS Learning Stances, all which anchor the district's work. Certified and public data shared in the presentation were pulled from EdSight. The district strives for all students to demonstrate growth on standardized assessments. Ms. Senecal emphasized the importance of reviewing both achievement data and cohort growth data, which compares an individual student's performance across multiple years. Ms. Senecal reviewed trends in average scale scores in various grade levels. A grade 5 example was shown. While the grade level did not meet the baseline of 70% of students at levels 3 and 4, there are positive trends that correlate with integration of solid tier 1 curriculum resources, the use of coaches to support tier 1 instruction, and an ELA leadership team.

The district has internal assessments in mathematics and ELA that will predict how students will perform on SBAC. There will also be a focus on test-taking skills moving forward. Concerns regarding the scores of the current freshman class were shared.

NGSS achievement and SAT data were shared, with Somers continuing to

outperform the state on the SAT. AP data were also presented, including course offerings and score distributions. Somers High School maintains an open AP enrollment policy, though many students prefer earning ECE credit through UConn. SHS leaders are working to separate ECE and AP courses, as ECE provides greater grading control and multiple data points for awarding credit rather than relying on a single exam score.

Superintendent Galloway presented on Data Analysis and Action Planning. A focus on identifying why the district was being outperformed by neighboring districts has led to several district-wide improvements since Fall 2022, including real-time data access, standards-aligned math and ELA curricula, SAT prep classes, and predictability reports. Superintendent Galloway shared how each building is making improvements that will impact student achievement. District changes, including effective instruction articulation documents, ongoing embedded PD to support program implementation, and more efficient meeting schedules have also been implemented. Superintendent Galloway shared closing thoughts regarding how the changes being implemented coupled with the caring and motivated staff already in the district will lead to Somers becoming a top district in the state.

Board Member Ed DePeau inquired about the use of Looker Studio in the district. This platform, managed by the district IT department, allows district leaders and teachers to see data in real-time. More time is spent in data team meetings discussing the data and next steps rather than looking for the data.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Ed DePeau and seconded by Carl Stebbins, Carried. **Yea: 6, Nay: 0, Absent: 3 (Mike Briggs, JT Galloway, Shane Manning)**

6.1. Warrant of October 14, 2025

Rationale: The Board to review and consent to the warrant of October 14, 2025.

6.2. 2nd Posting 2026 BOE Meeting Schedule

6.3. Resignation

Rationale: Dawn DeVall, SES Paraeducator, will be resigning effective November 7, 2025 after six years of service with SPS.

6.4. Leave of Absences

Rationale:

- 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

8.1. Board to Approve Freshman Basketball Coach

Rationale: 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.

Motion to approve the hiring of Brady Palazzesi as Freshman Basketball Coach per DBS Policy 4112.8 - Nepotism. This motion, made by Jan Martin and seconded by Carl Stebbins, Carried. **Yea: 5, Nay: 0, Absent: 3 (Mike Briggs, JT Galloway, Shane Manning)**

8.2. 2025-2026 Organizational Chart

Rationale: Dr. Galloway will update the Board on the 2025-2026 SPS Organizational Chart per Admin. Reg. 2100.

8.3. 1st Posting DBS Code 5144.12 - Challenging Behavior Prevention: Restorative Practices Response

8.4. 1st Posting DBS Code 5141.25 - Accommodating Students with Special Dietary Needs

9. COMMITTEE REPORTS

9.1. Curriculum

The Curriculum Committee met on 10/14/25 and approved 6 new courses, including 4 ECE courses. The next meeting is canceled.

9.2. Policy (next meeting 10/27/25, 6:15 p.m.)

The next meeting will be held on 10/27/25 at 6:15 p.m.

9.3. Planning/Finance (next meeting 10/17/25, 5:00 p.m.)

The Planning/Finance Committee will meet on 10/17/25 at 5 p.m. to discuss budget transfers, CIP, and next year's budget.

9.4. Salary & Negotiations

This committee is on hold.

9.5. Building

The Building Committee met on October 14, 2025. The district plans to hire an independent estimator to better determine the cost of the revised project. A new state funding application will be submitted in November or December, with no

deadline for completion. Representatives on the Building Committee wish to hold an SES informational meeting for staff.

Frustrations were expressed regarding the timeline and redundancy of the process. Current budget figures are based on outdated estimates from a previous construction plan. Gilbane shared the old plans, but no updated cost estimates were provided, and Gilbane has not been hired for the project. If new funding is approved, portions of the construction process may begin in April.

10. CIP/CREC/SEF

The next CREC meeting is on 10/15/25.

11. ADVANCE CALENDAR

Veterans Day ceremonies for MBA and SHS will be held at SHS. The BOE will be photographed on 12/8/25. The date for the next review of the pension fund was shared.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Community member Ben Camerota introduced himself as a concerned parent. He emphasized the importance of accountability and expressed concern that many parents are unaware of how Somers' test scores compare to neighboring districts. Mr. Camerota referenced the most recent SBAC scores and noted that Somers' results were lower than those of Ellington and Suffield. He also cited a recent teachers' union survey indicating low morale and referenced the termination of his father-in-law, Mr. Jim MacFeat, as another example of a perceived lack of accountability. He expressed concern that high-performing students might leave the district if academic priorities and accountability do not improve.

Community member Gina Olearczyk thanked Superintendent Galloway and Ms. Senecal for their presentation, noting that sustainable change typically takes 3-5 years and that the district is on the right track. She encouraged continued investment in professional development to ensure the new math and ELA curricula are implemented with fidelity. Ms. Olearczyk inquired about supports for the current freshman class, whose scores were notably lower than other cohorts on standardized tests. She suggested creative scheduling to provide academic support without removing students from electives, ensuring they remain well-rounded and academically strong.

13. ADJOURNMENT

Motion to adjourn the meeting. 8:38. This motion, made by Jan Martin and seconded by Derek Zelek, Carried. **Yea: 6, Nay: 0, Absent: 3 (Mike Briggs, JT Galloway, Shane Manning)**


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

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1109

Voucher Date: 10/27/2025

Prepared By:


Printed: 10/23/2025 10:32:52 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$341,552.60 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 Director of Business Services

SOMERS BOARD OF EDUCATION

Fund	Amount
10 GENERAL FUND	\$341,552.60
	\$341,552.60

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 10/27/2025
 From Check: 26755
 From Voucher: 1109

To Date: 10/27/2025
 To Check: 26796
 To Voucher: 1109

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26755	10/27/2025	Adelbrook Inc	\$43,034.75	1109	Printed	Expense	<input type="checkbox"/>		
26756	10/27/2025	Alternative Access Assistive Technology	\$4,245.00	1109	Printed	Expense	<input type="checkbox"/>		
26757	10/27/2025	Amazon Capital Services	\$1,384.08	1109	Printed	Expense	<input type="checkbox"/>		
26758	10/27/2025	BSN Sports LLC	\$4,824.80	1109	Printed	Expense	<input type="checkbox"/>		
26759	10/27/2025	CDW Government, Inc.	\$9,900.00	1109	Printed	Expense	<input type="checkbox"/>		
26760	10/27/2025	Connecticut Radio, Inc	\$100.00	1109	Printed	Expense	<input type="checkbox"/>		
26761	10/27/2025	Connecticut Water Company	\$4,431.49	1109	Printed	Expense	<input type="checkbox"/>		
26762	10/27/2025	COX Business	\$859.89	1109	Printed	Expense	<input type="checkbox"/>		
26763	10/27/2025	EdAdvance	\$1,694.20	1109	Printed	Expense	<input type="checkbox"/>		
26764	10/27/2025	Enfield Board of Education	\$18,031.00	1109	Printed	Expense	<input type="checkbox"/>		
26765	10/27/2025	Environmental Systems Corp.	\$4,181.00	1109	Printed	Expense	<input type="checkbox"/>		
26766	10/27/2025	Eversource Energy	\$20,017.50	1109	Printed	Expense	<input type="checkbox"/>		
26767	10/27/2025	First Student, Inc	\$121,100.29	1109	Printed	Expense	<input type="checkbox"/>		
26768	10/27/2025	Gateway Enterprise Corporation	\$617.00	1109	Printed	Expense	<input type="checkbox"/>		
26769	10/27/2025	Grainger	\$179.03	1109	Printed	Expense	<input type="checkbox"/>		
26770	10/27/2025	Gregory Logan	\$337.50	1109	Printed	Expense	<input type="checkbox"/>		
26771	10/27/2025	Hartford HealthCare Corporation SBO	\$20,076.00	1109	Printed	Expense	<input type="checkbox"/>		
26772	10/27/2025	Hobart Service	\$433.00	1109	Printed	Expense	<input type="checkbox"/>		
26773	10/27/2025	Hooker & Holcombe, Inc	\$9,315.00	1109	Printed	Expense	<input type="checkbox"/>		
26774	10/27/2025	J.W. Pepper & Son, Inc	\$170.09	1109	Printed	Expense	<input type="checkbox"/>		
26775	10/27/2025	John Rice	\$217.42	1109	Printed	Expense	<input type="checkbox"/>		
26776	10/27/2025	JP Climate Control LLC	\$1,370.50	1109	Printed	Expense	<input type="checkbox"/>		
26777	10/27/2025	K&S Distributors	\$167.90	1109	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 10/27/2025
 From Check: 26755
 From Voucher: 1109

To Date: 10/27/2025
 To Check: 26796
 To Voucher: 1109

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
26778	10/27/2025	MagnaKleen Services	\$108.61	1109	Printed	Expense	<input type="checkbox"/>		
26779	10/27/2025	Manchester Board of Education	\$9,500.00	1109	Printed	Expense	<input type="checkbox"/>		
26780	10/27/2025	Measure Line Services	\$900.00	1109	Printed	Expense	<input type="checkbox"/>		
26781	10/27/2025	Michael Savage	\$225.00	1109	Printed	Expense	<input type="checkbox"/>		
26782	10/27/2025	Mike Bendzinski	\$360.00	1109	Printed	Expense	<input type="checkbox"/>		
26783	10/27/2025	MSC Industrial Supply Co.	\$338.10	1109	Printed	Expense	<input type="checkbox"/>		
26784	10/27/2025	OTIS Elevator Company	\$266.42	1109	Printed	Expense	<input type="checkbox"/>		
26785	10/27/2025	Savvas Learning Company Llc	\$1,050.00	1109	Printed	Expense	<input type="checkbox"/>		
26786	10/27/2025	Scholastic Library Publishing	\$93.00	1109	Printed	Expense	<input type="checkbox"/>		
26787	10/27/2025	Shannin Burns	\$37.01	1109	Printed	Expense	<input type="checkbox"/>		
26788	10/27/2025	Shipman & Goodwin, LLP	\$6,851.00	1109	Printed	Expense	<input type="checkbox"/>		
26789	10/27/2025	Suffield Board of Education	\$3,957.34	1109	Printed	Expense	<input type="checkbox"/>		
26790	10/27/2025	The Granite Group Wholesalers, LLC	\$290.86	1109	Printed	Expense	<input type="checkbox"/>		
26791	10/27/2025	The Home Depot Pro	\$54.84	1109	Printed	Expense	<input type="checkbox"/>		
26792	10/27/2025	Tristate Equipment Repair	\$1,211.54	1109	Printed	Expense	<input type="checkbox"/>		
26793	10/27/2025	Tull Brothers, Inc.	\$790.00	1109	Printed	Expense	<input type="checkbox"/>		
26794	10/27/2025	Vernon Board of Education	\$43,530.69	1109	Printed	Expense	<input type="checkbox"/>		
26795	10/27/2025	William V. MacGill & Co.	\$4,280.36	1109	Printed	Expense	<input type="checkbox"/>		
26796	10/27/2025	Zoro Tools Inc	\$1,020.39	1109	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$341,552.60						
End of Report									

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

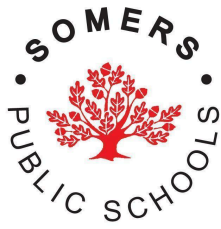
Nausea/Vomiting

Dyspnea (difficult breathing)

Medication(s): _____

CALL 911

Somers Board of Education		Transfer Request 2025-2026 - Quarter 1 (July-Sept)		October 27, 2025	
CREDIT/FROM:				DEBIT/TO:	
Account #	Description	Amount	Account #	Description	Amount
26	Teacher - Phys Ed SHS	\$11,639.00	24	Teacher - Phys Ed MBA	\$11,639.00
95	Paraprofessional - Kindergarten	\$30,000.00	99	Paraprofessional - Special Education SES	\$45,000.00
1061	Paraprofessional - Special Education PK	\$15,000.00			
350	Maintenance - Maintenance Personnel	\$16,000.00	1691	Clerical - Maintenance Assistant	\$16,000.00
748	Equipment - Capital Outlay Special Ed	\$1,000.00		Other Comp - PPT Coordinator	\$2,549.00
332	Transportation - Add'l Hours Special Ed	\$1,549.00			
393	Supplies - Consumer Science	\$2,341.00	607	Capital Outlay - SHS	\$2,341.00
722	Supplies - Language Arts SES	\$4,720.00	105	Textbooks - Language Arts SES	\$4,720.00
1150	Supplies - Science SW	\$6,800.00	109	Textbooks - Math MBA	\$8,300.00
129	Textbooks - Science SHS	\$1,500.00			
129	Textbooks - Science SHS	\$1,400.00	104	Textbooks - Science SES	\$1,400.00
659	Other Comp - Prof. Development - Wages	\$972.00	127	Textbooks - Math SHS	\$972.00
240	Workbooks - Language Arts SES	\$3,047.00	105	Textbooks - Language Arts SES	\$330.00
			973	Textbooks - Math SES	\$2,717.00
129	Textbooks - Science SHS	\$700.00	271	Travel - Staff Mileage CO	\$700.00
		\$96,668.00			\$96,668.00



Board of Education Administrative Report

Title of Report: Five-Year Capital Improvement Plan

Board Meeting Date: October 27, 2025

Action
 Report
 Information
 Discussion

Submitted by: Dr. Samuel Galloway

Executive Summary

The Five-Year Capital Improvement Plan is based on district needs as reported in the Tecton Report, Board of Education Long-Range Facilities Plan, and requests from SPS Buildings and Facilities Department. Some items could be included in future operational budgets, CIP, leased over multiple years, and/or bonding.

Project	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Field Mower Replacement	\$5,000				
SES Boiler Replacement - Phase 2	\$120,000				
MBA Sidewalk Paving	\$3,500				
MBA Gym Separating Curtain	\$27,000				
SES Heat Exchanger		TBD			
SHS Roof Replacement		400,000			
MBA Roof Replacement		\$2,800,000			
SES Boiler Replacement - Phase 3		\$60,000			
SES Playground Equipment			\$462,000		
SES Playscape Resurfacing			\$90,000		
SES Stucco				\$932,000	
SES Auditorium Renovation				TBD	
MBA HVAC				\$4,138,459	
SHS HVAC					\$13,258,899
Totals	\$155,500	\$3,260,000	\$552,000	\$5,070,459	\$13,258,899

*Note: Cost projections are based on vendor quotes and known industry standards. They do not consider cost inflation.
Last updated: October 27, 2025*

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education Department: Maintenance

Contact Person: Dick Zini E-mail: dick.zini@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000 Fax: _____

Capital Item: Partial Replacement of Boilers @ SES

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$120,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Replacement of 12 Dunkirk Oil Fired Boilers @ Somers Elementary School- price includes labor,materials,electrical,and start up testing

2. Projected Useful Life.

20+Years

3. Frequency of Use.

All 12 will be replacements for heating the building.

4. Repair Costs – stated on the same basis as Useful Life.

\$200.00 each for yearly maintenance

5. Price/Quality Analysis.

As the boilers age and function less effectively, we risk higher maintenance costs or the equipment breaking down and losing the ability to provide heat.

6. Effect on delivery of service/cost of service if acquisition is delayed.

This is a maintenance item that needs to be done based on the age of the current boilers.

7. Method of Determining Price.

Estimated pricing through vendor.

Approved by BOS/BOE :

Authorization _____ Chair _____ Date _____

Approved BOF Capital Committee: _____ Chair _____ Date _____

Approved BOF: _____ Chair _____ Date _____

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education **Department:** Mabelle B. Avery Middle School

Contact Person: Margot Martello **E-mail:** margot.martello@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000 **Fax:** _____

Capital Item: Asphalt Sidewalk Replacement in alcove at MBA

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$3,500

1. Description of Capital Item with all accessories, spare parts, and warranties.

Removal and disposal of 234 s/f of deteriorated asphalt sidewalk. Resetting of the base and repaving w/2" of compacted hot bituminous asphalt.

2. Projected Useful Life.

10+Years

3. Frequency of Use.

This area is frequently used during the school year and it is an emergency egress.

4. Repair Costs – stated on the same basis as Useful Life.

As needed

5. Price/Quality Analysis.

This was conducted through the quote provided by M&S.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The fire marshal cited this as being in need of repair.

7. Method of Determining Price.

Quote provided by M&S Paving

Approved by BOS/BOE

Authorization _____ Chair _____ Date _____

Approved BOF Capital Committee: _____ Chair _____ Date _____

Approved BOF: _____ Chair _____ Date _____

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Mabelle B. Avery Middle School

Contact Person: Margot Martello

E-mail: margot.martello@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000

Fax: _____

Capital Item: Gym Dividing Curtain

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$27,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Removal and replacement of gym divider. Install 2 new bi-parting walk-draw divider curtains that are 42'W x 23'H. Vinyl and mesh material

2. Projected Useful Life.

25+ Years

3. Frequency of Use.

The divider would be used multiple times during the year to maximize the effective use of the gym space.

4. Repair Costs – stated on the same basis as Useful Life.

Annual inspection and repair costs as needed

5. Price/Quality Analysis.

This was conducted through the quote provided.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The current divider does not function properly and because the gym is often used by the community after school hours there is an impact on how many groups are able to access the space.

7. Method of Determining Price.

Quote provided by Hussey Advantage.

Approved by BOS/BOE

Authorization _____
Chair

Date

Approved BOF Capital Committee: _____
Chair

Date

Approved BOF: _____
Chair

Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Maintenance

Contact Person: Dick Zini

E-mail: dick.zini@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000

Fax: _____

Capital Item: Field Mower

Proposed Acquisition Date: 7/1/2026

Proposed Acquisition Cost: \$5,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Replacement of the field mower

2. Projected Useful Life.

10+Years

3. Frequency of Use.

The field mower is used all across the campus to maintain the athletic fields.

4. Repair Costs – stated on the same basis as Useful Life.

As needed

5. Price/Quality Analysis.

The current mower being used is often in need of repairs and maintenance causing our groundskeeping operations to not be as efficient.

6. Effect on delivery of service/cost of service if acquisition is delayed.

This is a maintenance item that needs to be done based on the age of the current boilers.

7. Method of Determining Price.

Estimated pricing through vendor quotes

Approved by BOS/BOE

Authorization _____
Chair

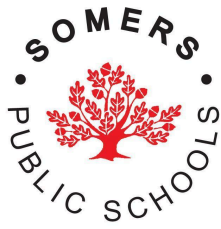
Date

Approved BOF Capital Committee: _____
Chair

Date

Approved BOF: _____
Chair

Date



Board of Education Administrative Report

Title of Report: 2026-2027 Budget Approval Process

Board Meeting Date: 10/27/2025

Action Report Information Discussion

Submitted by: Sam Galloway

Executive Summary

The Board of Education must approve the budget process and calendar (BOE Policy 3112). Also included in the calendar are proposed dates for the Planning/Finance Committee to discuss the budget.

Budget Process and Timeline

December 1, 2025:

- Planning/Finance Subcommittee Meeting

January 8, 2026:

- Planning/Finance Subcommittee Meeting

January 12, 2026

- The Superintendent submits the proposed budget to the Board of Education for consideration.

January 26, 2026

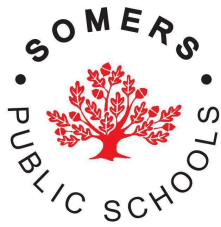
- Board of Education continues to review and discuss the budget. Superintendent answers questions and/or provides additional information.

February 2, 2026

- Planning/Finance Subcommittee Meeting

February 9, 2026

- The Board approves a budget for presentation at the public hearing. The Superintendent will prepare an informational flyer for use at the public hearing.



Board of Education Administrative Report

March 9, 2026:

- A public hearing is held prior to the regularly scheduled Board of Education Meeting.
- The Board holds its regularly scheduled meeting after the public hearing to review public comments and make adjustments to the budget, if necessary.
- A final budget is adopted for presentation to the Board of Finance.

March-April 2026 (dates to be determined):

- The Board of Education approved school budget is presented to the Board of Finance by the Superintendent at a date set by the Board of Finance.
- Any adjustments will be voted upon by the Board of Education and will be available at the Town hearing.

April 2026 (dates to be determined):

- Board of Finance Public Hearing
- Board of Finance approves a budget to send to the Annual Town Meeting

May 2026 (dates to be determined):

- Annual Town Meeting
- Budget Referendum

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

<p>Proposed Course Title: ECE PERSONAL FINANCE</p>	<p>Content Area: BUSINESS</p>			
<p>This course is designed for: Freshman Sophomores <u>Juniors</u> <u>Seniors</u> Middle School</p>	<p>Length of Course: Full Year <u>Semester</u> Quarter Trimester</p>			
<p>Prerequisites needed by students to take this course: <ul style="list-style-type: none"> • SUCCESSFUL COMPLETION OF PERSONAL FINANCE I (COR BETTER) • ALGEBRA II (SUCCESSFUL) - <u>U CONN REQ.</u> </p>				
<p>What need(s) does this course address? How was the need identified and who was involved determining the need? 1) ECE - INITIATIVE (WHOLE SCHOOL) - MORE OPPORTUNITIES FOR ECE 2) REAL-WORLD SKILLS - INITIATIVE (LTE DEPT, WHOLE SCHOOL) - PREPARE STUDENTS FOR LIFE 3) INDICATOR #6 ON NEXT GEN ACCOUNTABILITY INDEX (DUAL ENROLL)</p>				
<p>Give a general overview of what this course will cover. <u>MONEY!</u> THREE CATEGORIES:</p> <table border="0"> <tr> <td data-bbox="51 1186 535 1596"> <p><u>EARNING</u></p> <ul style="list-style-type: none"> - GOALS - PAY STRUCTURES, AMTS NEEDED - D.O.L. DATA/ECON (MICRO) OVERVIEW - <u>TAXES</u> </td> <td data-bbox="535 1186 1071 1596"> <p><u>KEEPING (SAVING)</u></p> <ul style="list-style-type: none"> - BUDGETING, <u>TRACKING</u> - SAVING - BORROWING - CREDIT - DEBT vs. EQUITY - BANKING - <u>INSURANCE</u> - EXPENSE MGMT </td> <td data-bbox="1071 1186 1594 1596"> <p><u>GROWING (INVESTING)</u></p> <ul style="list-style-type: none"> - ANNUITIES / WL. POL - RETIREMENT - NOT INDEX FUNDS - ETFS - DAY TRADING - REAL ESTATE INV. - OPTIONS TRADING </td> </tr> </table>		<p><u>EARNING</u></p> <ul style="list-style-type: none"> - GOALS - PAY STRUCTURES, AMTS NEEDED - D.O.L. DATA/ECON (MICRO) OVERVIEW - <u>TAXES</u> 	<p><u>KEEPING (SAVING)</u></p> <ul style="list-style-type: none"> - BUDGETING, <u>TRACKING</u> - SAVING - BORROWING - CREDIT - DEBT vs. EQUITY - BANKING - <u>INSURANCE</u> - EXPENSE MGMT 	<p><u>GROWING (INVESTING)</u></p> <ul style="list-style-type: none"> - ANNUITIES / WL. POL - RETIREMENT - NOT INDEX FUNDS - ETFS - DAY TRADING - REAL ESTATE INV. - OPTIONS TRADING
<p><u>EARNING</u></p> <ul style="list-style-type: none"> - GOALS - PAY STRUCTURES, AMTS NEEDED - D.O.L. DATA/ECON (MICRO) OVERVIEW - <u>TAXES</u> 	<p><u>KEEPING (SAVING)</u></p> <ul style="list-style-type: none"> - BUDGETING, <u>TRACKING</u> - SAVING - BORROWING - CREDIT - DEBT vs. EQUITY - BANKING - <u>INSURANCE</u> - EXPENSE MGMT 	<p><u>GROWING (INVESTING)</u></p> <ul style="list-style-type: none"> - ANNUITIES / WL. POL - RETIREMENT - NOT INDEX FUNDS - ETFS - DAY TRADING - REAL ESTATE INV. - OPTIONS TRADING 		
<p>Who designed this course? EXISTING COURSE TAUGHT AT UCONN.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully? <ul style="list-style-type: none"> • ECE QUALIFICATION / CERT • MASTER'S DEGREE IN BUSINESS FINANCE (I HAVE THIS) </p>			

What, if any, implications does this course have on staffing, other curricular areas and or space?

- MARKETING SUSPENDED. ~~THIS~~ THIS COURSE IS MORE VALUABLE - ITS CONTENT HAS A LONGER "SHELF LIFE," AND WE CAN PROVIDE AN ECE OPPORTUNITY

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
APPROVED CURRICULUM/TEXT: FED ED	\$0
APPROVED SIMULATIONS	\$0
UCONN PD - 1 DAY (MAY)	\$0
UCONN PD - 1 DAY (BIENNIAL)	\$0

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
Nick: <i>[Signature]</i>	CTE TEAM LEAD	9-17-25
DAN: <i>[Signature]</i>	BUSINESS	SEP 17, 2025
Tim P: <i>[Signature]</i>	COACH	
SHANNON P: <i>[Signature]</i>	COUNSELOR	9-17-25
OLIVER R: <i>[Signature]</i>	BUSINESS	9/16/25

Principal Signature: *[Signature]* Date: 9/16/25

Superintendent Signature: *[Signature]* Date: 10/8/25

Director of Curriculum Signature: *[Signature]* Date: 10/4/25

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: ECE Environmental Science	Content Area: Science
<p>This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p>Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>Successful completion of two years of high school science (per UConn ECE Course Guidelines)</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>In our efforts to increase enrollment in upper-level science classes, as well as our desire to increase dual enrollment options at SHS, ECE Environmental Science accomplishes both of these needs. These have been ongoing conversations with the science department at SHS as well as building administration and central office administration.</p>	
<p>Give a general overview of what this course will cover.</p> <p>This is from the UConn ECE Course Description:</p> <p>An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation.</p>	
<p>Who designed this course?</p> <p>This course was officially designed by UConn.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher would need to be approved by UConn ECE through an application process. Teacher requirements are:</p> <p>The minimum degree requirement for instructors wishing to teach Early College Experience Environmental Science courses is a Master's Degree in one of the environmental science fields (e.g. environmental biology, natural resources, chemistry, earth science, geography, economics) or Education and experience in education and study in environmental science.</p>


What, if any, implications does this course have on staffing, other curricular areas and or space?

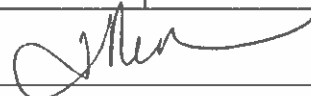
This does not have any implications for staffing. We may need to shift around elective course offerings, but we suspect that this course will be a sought-after course.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
Andrew Friedland, Rick Relyea, and David Courard-Hauri. 2012. Essentials of Environmental Science. W. H. Freeman; First Edition	\$69.99 eBook \$70.00 paperback book

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	Science	10/6/25
Alexia Dorn	science	10/6/25
Karen Jess	Science	10/6/25
Mary Neely	Science	10/6/25
T. H. D.	6-12 STEM FL	10/6/25

Principal Signature:  Date: 10/6/25

Superintendent Signature:  Date: 10/8/25

Director of Curriculum Signature:  Date: 10/6/25

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: UCONN/ECE Fundamentals/Ear Training I (formerly Music Theory)	Content Area: Music
This course is designed for: Freshman Sophomores Juniors <u>Seniors</u> Middle School	Length of Course: Full Year <u>Semester</u> Quarter Trimester
Prerequisites needed by students to take this course: None required. Experience in a music course at the high school level is encouraged.	
What need(s) does this course address? How was the need identified and who was involved determining the need? This course will provide students with advanced skills and a deeper understanding of music theory and ear training concepts. It will also be more accessible to students who are not already enrolled in band and chorus and will be a great opportunity for reaching the "whole student". This will also give our students an opportunity to earn ECE credit in music at SHS.	
Give a general overview of what this course will cover. Basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. No previous training is required.	
Who designed this course? Jessica Wolf Marika Kraus UCONN ECE program	What, if any, special background/training would the teacher need to instruct this course successfully? Degree in Music Education (049 certification) ECE certification

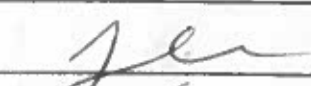
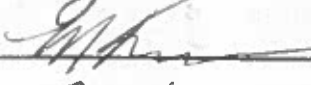
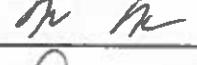

What, if any, implications does this course have on staffing, other curricular areas and or space?

No impact on staffing, as this could be covered by Jessica Wolf, if we were to combine band classes into one period at SHS. The class could be taught in the SHS band room, and would not need additional space. This course would count towards the required a fine arts credit.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.


<u>Materials/Resources</u>	<u>Cost</u>
Clendinning, Jane and Elizabeth Marvin. The Musician's Guide to Theory and Analysis. Third Edition. New York: W.W. Norton. 2016.	\$138.25 per book
Workbook for The Musician's Guide.	\$73.75 per book

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	music	9/30/25
	music	9/30/25
	APPLIED ED TEAM LEAD	10-1-25
	Hum. Inst. Leader	10/01/25

Principal Signature:  Date: 9/30/25

Superintendent Signature:  Date: 10/8/25

Director of Curriculum Signature:  Date: 10/7/25

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: UCONN/ECE Popular Music and Diversity in American Society (formerly Music In Society)	Content Area: Music
This course is designed for: Freshman Sophomores Juniors Seniors Middle School	Length of Course: Full Year Semester Quarter Trimester
Prerequisites needed by students to take this course: None.	
What need(s) does this course address? How was the need identified and who was involved determining the need? This course can provide students with an opportunity to take and advance level fine arts course in order to enhance and strengthen their understanding of music in America. Students interested in pursuing humanities or fine arts in Music would benefit from this dual enrollment course. It will also be a great opportunity for reaching the "whole student" with relevant connections to society. This will also give our students an opportunity to earn ECE credit in music at SHS.	
Give a general overview of what this course will cover. An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.	
Who designed this course? Jessica Wolf Marika Kraus UCONN ECE program	What, if any, special background/training would the teacher need to instruct this course successfully? Degree in Music Education (049 certification) ECE certification





What, if any, implications does this course have on staffing, other curricular areas and or space?


No impact on staffing, as this could be covered by Jessica Wolf, if we were to combine band classes into one period at SHS. The class could be taught in the SHS band room, and would not need additional space.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.


<u>Materials/Resources</u>	<u>Cost</u>
Required Textbook: American Popular Music: From Minstrelsy to MP3	eBook is free
Required Textbook: Pop, Rock & Soul Reader, 3rd ed. (edited by David Brackett) ISBN 9780199811700	\$65.95 each

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	MUSIC	9/30/25
	MUSIC	9/30/25
	APPLIED ED TEAM LEAD	10-1-25
	Hum. Inst. Leader	10/01/25

Principal Signature:  Date: 9/30/25

Superintendent Signature:  Date: 10/8/25

Director of Curriculum Signature:  Date: 10/10/25

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course **New Course**

Proposed Course Title: Data Science	Content Area: Computer Science
<p style="text-align: center;">This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School Full Year Semester Quarter Trimester</p>	<p style="text-align: center;">Length of Course:</p>
<p>Prerequisites needed by students to take this course: C or better in College Prep Algebra 2 or Honors Algebra 2.</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>Five years ago we started the AP Computer Science Principles class at SHS. It has been well attended. Our students have enjoyed high levels of success in this class, scoring well on the AP exam. We would like to extend computer / IT course offerings to even more students, especially those who may not want to take an AP level course. This course will add another option to the STEM course offerings at SHS. Industries of all types are hiring data scientists to analyze and highlight the hidden patterns in data.</p> <p>Tim Percoski and I identified this need for an additional non AP level computer science related class.</p>	
<p>Give a general overview of what this course will cover</p> <p>This course equips students with the essential skills of a data scientist which includes data collection, cleanup, transformation, analysis, and visualization</p> <p>This course will cover the following concepts:</p> <ul style="list-style-type: none"> • Introduction to Data Science • Ethics, Privacy, Bias • Data types, strings, images • Data visualization • Data collection • Probability and inference • Defining functions • Research and viability 	

<p>Who designed this course?</p> <p>This course has been designed by Bootstrap World as well as CodeHS.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher should have knowledge in both Statistics and Computer Science. Teacher will need to attend a course specific professional development session prior to teaching it.</p>
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What, if any, implications does this course have on staffing, other curricular areas and or space?

Teacher will need to teach this 1-year course. Current staffing could accommodate this. No additional classroom space is required.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>
Bootstrap World Professional Development	To be determined
CodeHS seat licenses	To be determined

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area
	COMP SCI, MATH
	Math
	Principal
	6-12 STEM IL

Dina Mfeneal
10-6-25

Teacher works to complete the course curriculum scope and sequence.

Revised 2022

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course X New Course

Proposed Course Title: CT State Welding	Content Area: Technology Education
This course is designed for: Freshman Sophomores Juniors Seniors Middle School	Length of Course: Full Year Semester Quarter Trimester
Prerequisites needed by students to take this course: Introduction to Welding (937)	
What need(s) does this course address? How was the need identified and who was involved determining the need? <p>This course fulfills multiple needs. First and foremost this course prepares students who are interested in welding and gives them a leg up on fellow students as it gives them the first course in a progression of the welding program at CT State. We have a group of students who are often left to their own devices to find their own path. This targets those students and helps them during their journey.</p> <p>Secondly, this course <u>hits 4 of the newly released industry recognized credentials for advanced manufacturing.</u></p> <p>Thirdly, Career shortages: As seen in the latest CTDOL trends.</p> <p>Finally this course helps SHS in the next gen accountability index: This works to improve indicators #5 and #6 by offering more concurrent enrollment courses, also by allowing more students to focus on a concentration by providing 2 or more CTE courses in a direct pathway.</p>	
Give a general overview of what this course will cover. <p>This course will advance students in the field of welding. It will be very technical in nature, provide a lot of seat time for welding experience and prepare students for a second semester of welding training at CT State college system.</p> <p>This course will cover the following topics:</p> <ol style="list-style-type: none">1. Oxyfuel Cutting2. Flat position cladding (1C)3. Horizontal position cladding (2C)4. Vertical position cladding (3C)5. Overhead position cladding (4C)	

<p>Who designed this course?</p> <p>Nicholas Kosloski in conjunction with CT State curriculum and in person meetings with CT state welding instructors</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>Instructor would need PD at Asnuntuck to meet with their welding program.</p> <p>PD / seat time to hone and practice their welding skills.</p>
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Revised 2022

What, if any, implications does this course have on staffing, other curricular areas and or space?





Due to the technical nature of this course it will be very small class sizes (3-5 students) To combat this, This course would run concurrently with another one of our courses already offered. Eg, this course would run during a metalworking course, so the instructor can work with the metalworking students, but also have some of these students in the welding booths practicing their skills and preparing for the flat plat exams.

If run this way, it should have no implication on staffing or other areas of curriculum and or space.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost
Welding Rods	\$300 yearly
Plate for welding	\$200 yearly

Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
	TECH ED	9-30-25
	STEM IL	9/30/25
	Tech Ed	9/30/25
	CTE Tech Ed	9/30/25

<i>[Handwritten Signature]</i>	<i>@ Tech ed</i>	<i>10/1/25</i>

Principal Signature: Date: *[Handwritten Signature]*

Superintendent Signature: Date: *[Handwritten Signature]* 10/8/25

Director of Curriculum Signature: Date: *[Handwritten Signature]*

Revised 2022

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