

BOE Meeting Template
Monday, December 8, 2008 7:00 PM

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
1. October 27, 2008 Minutes 4
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
1. Curriculum Presentations: Literacy/English & Technology Integration 10
Mrs. Lisa Reilly, Curriculum Specialist Teacher for Language Arts grades K-5, and Mrs. Rae Teed, Curriculum Specialist Teacher for Language Arts grades 6-12, will present an update on the progress of curriculum work, professional development, and integration of technology across the district in the area of Language Arts. An executive summary is included with the Board of Education packet outlining the presentation.

Dr. Judith Houle, Director of Curriculum and Mr. James Morrow, Director of Technology, will present an update on the integration of technology into our curriculum and instructional practice, including reviewing state standards for their appropriate integration into content area curricula and professional development to increase teachers' skills in the use of technology as an instructional tool. Enclosed with the Board of Education packet is an executive summary of our progress to date and plans for the remainder of this school year.
2. Guidance Annual Report 11
An update on the guidance services at SHS will be presented. A summary of the details are included in your packet. Mr. Cotzin will be available to respond to any questions.
3. Alternative Ed Program Report 14
An update on the Alternative Ed program at SHS will be made by Mr. Cotzin. Overall, the program is developing well and has already had a positive impact on the students and the school itself. Mr. Cotzin will be available to respond to any questions.
4. Status of CSDE Special Ed Action Plans 15
As a result of the Connecticut State Department of Education's monitoring efforts, the district received reports noting two areas of concern:
 1. Disproportionate number of white students (as compared to black and Hispanic) identified under the disability category of Speech and Language Impairment; and
 2. Frequency of students with intellectual disability attending out-of-district placements.
After a self-assessment of the data in these two areas, Somers Public Schools submitted two action plans to address these areas of concern, both of which have been approved by the CSDE.
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
1. Approval of Bills 16
2. Retirement Notification (E. Quagliaroli) 18
Ellen Quagliaroli, MBA Social Studies teacher, has submitted her retirement notice effective 4/24/09. Ellen taught in the district from 1979-2000 and again from 2003-2009.
3. Request for Child-Rearing Leave (J. Kunzelman) 19
Julie Kunzelman, MBA World Language teacher, has requested a child-rearing leave beginning

approximately 5/25/09 through 1/26/10 as per Article 19.F.2 of the SEA collective bargaining agreement.

8. NEW BUSINESS

1. 2007-2008 Strategic School Profile 20
Each board member has received a copy of the 2007-08 Strategic School Profile in their packet. Much of the test data has been presented at our previous meetings. The superintendent will highlight some key areas of the report (see attached handout of superintendent's presentation).
2. Approval of Electives/Curriculum Changes 52
Mr. Cotzin will present the Course Selection Guide for the 2009-2010 school year. He will be available to answer any specific questions the board may have regarding any changes. No new courses have been included for the new course catalog and minor changes are being made regarding prerequisites for certain courses.
3. Approval of Annual School Calendar 54
The 2009-2010 school calendar is presented after considerable efforts were made to coordinate the start date, vacations, and meeting times throughout the year with input from administration, the S.E.A., and staff.
4. Second Warning/Adoption of DBS Code 5131.11-Bullying 55
The updated bullying policy reflects changes to the district policy as required by state mandates. This policy was first warned on the 10/27/08 BOE agenda and is now ready for adoption.
5. First Warning of DBS Code: 2120 - Organizational Chart 58
DBS Code 2120: Organizational Chart reflects transfers of some positions for this school year.
6. First Warning of DBS Code: 3511-Compliance with 504 Regulations 59
DBS Code: 3511 – Compliance with 504 Regulations, DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting and DBS Code: 5144.1 – Use of Physical Force and Seclusion Policy are new policies which are mandated.
7. First Warning of DBS Code: 4112.5/4212.5-Security Check/Fingerprinting 61
DBS Code: 3511 – Compliance with 504 Regulations, DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting and DBS Code: 5144.1 – Use of Physical Force and Seclusion Policy are new policies which are mandated.
8. First Warning of DBS Code: 5125.11-Health/Medical Records 62
DBS Code: 5125.11 – Health/Medical Records, DBS Code: 5131.21 – Threats or Acts of Violence and DBS Code: 5141.6 – Crisis Prevention/Response and are new recommended good practice policies.
9. First Warning of DBS Code: 5131.21-Threats or Acts of Violence 64
DBS Code: 5125.11 – Health/Medical Records, DBS Code: 5131.21 – Threats or Acts of Violence and DBS Code: 5141.6 – Crisis Prevention/Response and are new recommended good practice policies.
10. First Warning of DBS Code: 5141.6-Crisis Prevention/Response 65
DBS Code: 5125.11 – Health/Medical Records, DBS Code: 5131.21 – Threats or Acts of Violence and DBS Code: 5141.6 – Crisis Prevention/Response and are new recommended good practice policies.
11. First Warning of DBS Code: 5144.1-Use of Physical Force and Seclusion Policy 66
DBS Code: 3511 – Compliance with 504 Regulations, DBS Code: 4112.5/4212.5 – Security Check/Fingerprinting and DBS Code: 5144.1 – Use of Physical Force and Seclusion Policy are new policies which are mandated.
12. Approval of Somers Basketball Association SES Scoreboard Donation 69
The Somers Basketball Association, a division of the Somers Recreation Commission, has offered to replace the existing scoreboard at SES with a new scoreboard similar to the one at MBA. All funding and installation charges will be paid for by the association. There will be no costs incurred by the school department.

9. OLD BUSINESS

10. ADMINISTRATIVE REPORTS

1. Transportation Update

Student transportation is an important component of the day-to-day operation of the school district. First Student (formerly Laidlaw Transit) continues to do an excellent job of working with the district to provide safe and efficient transportation.

This year there have been less than 10 requests for route changes. Each request has been evaluated based upon safety and efficiency with First Student and, as appropriate, with input from public safety personnel. Approximately one-half of these requests have resulted in changes.

There are 16 students that require transportation out-of-district (OOD) excluding Rockville High School and Cheney Tech. In addition to working with First Student in this area, we also work with Coordinated Transportation Service. OOD transportation continues to present a challenge due to the nature of individual student needs, facility locations, school day start/end times and state regulations regarding the amount of time a student may be in transit. We continually look to collaborate with other districts regarding OOD transportation, however, the constraints referenced above provide a number of obstacles.

Please do not hesitate to contact Bill Boutwell, Director of Business Services, with any questions.

2. Enrollment 11/1/08 & 12/1/08 71

The 11/1/08 enrollment data reflects changes throughout the district as a result of students transferring in and transferring out. Overall, there was an increase of 1 student in the AM Kindergarten, 2 students in grade 2, 1 student in grade 8, 1 student in grade 9, 2 students in grade 10, and a reduction of 1 student in grade 1, 2 students in grade 4, 1 student in grade 6, 1 student in grade 7, and 1 student in grade 12.

The 12/1/08 enrollment data reflects a decrease of two students overall. Ninth grade numbers reflect a transfer out of state and tenth grade changes are due to one student who has withdrawn from school, one student moving out of town, and one student moving into Somers.

11. COMMITTEE REPORTS

1. Budget

1. 2009-2010 Budget Calendar 72

The budget calendar submitted is similar to the timeline used last year. We have been working since September to meet the specific timelines designated on this calendar. This year's budget process will be very different in that bottom line revenue sources may not be known until much later in the year.

2. Curriculum

3. Policy

4. Salary & Negotiations

5. Planning

6. Other Committees

12. OTHER

13. ADJOURNMENT

SOMERS BOARD OF EDUCATION
Ninth District Road
Somers, CT 06071
www.somers.k12.ct.us

MINUTES OF THE MEETING – October 27, 2008

Members Present:	Debra Atkinson, Joan Formeister (left at 7:46 p.m.), Anne Kirkpatrick, Rick Lees, Marybeth Marquardt, David Palmer
Members Absent:	Terri Henderson. Tim Potrikus. Deborah Rudolf
Administrators Present:	M.Suffredini, J.Houle, P.Collin, B.Boutwell, S.Muirhead, N. Barry, R.Riola. J.Morrow
Staff Present:	Kathy Welch
Citizens Present:	
Students Present:	C.Whaley, H.Kinel-Frey, M.Latif, S.Robbins, Z.Bartolf, M.Meisterling, B.Voelkl, R.Fawthrop
Student Representatives:	None in attendance
Others:	C.Yan, <i>Journal Inquirer</i>

Note: The above list does not reflect all who were in attendance.

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:06 p.m. by Vice Chairman Palmer in the Mabelle B. Avery Middle School-BOE Board Room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

3.1. October 14, 2008

Primary Motion Passed: Approve the minutes of October 14, 2008 as presented. Passed (6-0) with a motion by Anne Kirkpatrick and a second by Rick Lees.

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

4.1 Somers Elementary School Co-Principal, Ralph Riola, informed the Board of a donation of instructional materials and equipment from the Arnone family. This item will be added to the agenda for discussion and Board approval.

5.0 CORRESPONDENCE

5.1. CABA Award of Excellence for Educational Communications

Dr. Suffredini reported receipt of a letter from CABA announcing that Somers was presented with the CABA Award of Excellence for Educational Communications for the Somers High School Student Handbook and the Somers Public Schools Calendar.

A member of the CABA Board of Directors will attend a future Board of Education meeting to officially recognize the staff members who were involved in these winning entries. The media will be invited to attend this meeting.

The winning entries will be showcased at the 2008 CABA/CAPPS Convention in November.

Dr. Suffredini and the Board of Education congratulated all those who were involved in these projects.

- 5.2 A letter from a parent was received by Chairman Henderson. Copies of the letter will be forwarded to Dr. Suffredini and the Board members.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

- 6.1 **Primary Motion Passed:** Add acceptance of donation from Marc and Julie Arnone & Family as Item 8.15 under New Business. Passed (6-0) with a motion by Marybeth Marquardt and a second by Rick Lees.

7.0 CONSENT AGENDA

7.1. Approval of Bills

Primary Motion Passed: To approve the October 27, 2008 bills in the amount of \$79,316.86 as presented. Passed (6-0) with a motion by Anne Kirkpatrick and a second by Rick Lees.

B.Boutwell reported that the payment for the CABA on-line service is included in the October 27, 2008 bills.

7.2 BOE Resignation (D. Rudolf)

Primary Motion Passed: Accept, with regret, the resignation of BOE Member Deborah Rudolf effective 10/31/08. Passed (6-0) with a motion by Anne Kirkpatrick and a second by Rick Lees.

A plaque will be presented at a future BOE meeting to recognize and thank Mrs. Rudolf for her nine years of service on the Board of Education.

The Republican Town Committee will send out a Press Release regarding the Board of Education vacancy. Somers residents interested in serving on the Board should contact Somers Town Hall for more information. This is a one-year position to complete Mrs. Rudolf's term of office.

8.0 NEW BUSINESS

Agenda items 8.1-8.9 are in their second reading. The Policy Committee has reviewed each of the policies and has submitted them for approval to the board.

8.1 Second Warning/Adoption of DBS Code 1212: School Volunteers

Primary Motion Passed: To adopt DBS Code 1212: School Volunteers as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.

8.2 Second Warning/Adoption of DBS Code 3310: Expenditures/Expending Authority

Primary Motion Passed: To adopt DBS Code 3310: Expenditures/Expending Authority as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.

8.3 Second Warning/Adoption of DBS Code 3323: Soliciting Prices

Primary Motion Passed Adopt DBS Code 3323: Soliciting Prices as presented. Passed with a motion (6-0) by Debra Atkinson and a second by Joan Formeister.

- 8.4 Second Warning/Adoption of DBS Code 3435: Fraud Prevention & Investigation**
Primary Motion Passed: Adopt DBS Code 3435: Fraud Prevention & Investigation as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.
- 8.5 Second Warning/Adoption of DBS Code 3516.4: Verification of Sex Offender Status**
Primary Motion Passed: Adopt DBS Code 3516.4: Verification of Sex Offender Status as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.
- 8.6 Second Warning/Adoption of DBS Code 4112.51/4212/51: Reference Checks**
Primary Motion Passed: Adopt DBS Code 4112.51/4212/51: Reference Checks as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.
- 8.7 Second Warning/Adoption of DBS Code 4112.61/4212/61: Use and Disclosure of Employee Medical Information (HIPAA)**
Primary Motion Passed: Adopt DBS Code 4112.61/4212/61: Use and Disclosure of Employee Medical Information (HIPAA) as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.
- 8.8 Second Warning/Adoption of DBS Code 4118.4/4218.4: Electronic Mail**
Primary Motion Passed: Adopt DBS Code 4118.4/4218.4: Electronic Mail as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.
- 8.9 Second Warning/Adoption of DBS Code 3453: School Activity Funds**
Primary Motion Passed: Adopt DBS Code 3453: School Activity Funds as presented. Passed (6-0) with a motion by Debra Atkinson and a second by Joan Formeister.
- 8.10 First Warning of DBS Code 5131.11 - Bullying**
The Policy Committee has reviewed the current bullying policy and has made the necessary changes to it in accordance with the new state regulations. Once the board has adopted the new policy it will be implemented by February 2009 as required by the CSDE. No action is required at this meeting. Second Warning/Adoption will be scheduled for the November 12th BOE meeting.
- 8.11 Approval of Long-Range Plan Requests**
The board received a presentation from all administrators at the prior board meeting in October outlining long-range plan requests. The Planning Committee has met to review all of the requests and is submitting to the board the adjusted plan based upon priorities established by the Planning Committee.
- Mr. Boutwell distributed a corrected copy of the Programs page. The original page printed without the number 11,170 in the FY2009-10 column under Art, Music, Mathematics. This number was added to the corrected copy. The total numbers on the page did not change.
- Primary Motion Passed:** Approve the Long-Range Plan requests as presented. Passed (6-0) with a motion by Rick Lees and a second by Joan Formeister.
- 8.12 Approval of Drama Club Field Trip**
Mrs. Kathy Welch requested approval for an overnight field trip to the New England

Theatre Conference in Warwick, Rhode Island. She intends to take five students and will ensure for two chaperones.

Primary Motion Passed: Approve the Drama Club field trip to New England Theatre Conference in Warwick, Rhode Island from November 20-22, 2008. Passed (6-0) with a motion by Anne Kirkpatrick and a second by Marybeth Marquardt.

Mrs. Welch informed the Board that the Drama Club has been fundraising for the past three years and saving the money to make improvements to the Somers High School auditorium and stage.

Two years ago a Bose Speaker System was purchased and installed in the auditorium at a cost of \$23,000. This past spring new stage curtains were installed at a cost of \$12,000 and this past summer the stage floor was refinished at a cost of \$4,500. A \$1000 donation from the Somers Women's Club reduced the cost of the refinishing to \$3,500. Donations from the Village Players, grants and individuals offset the cost of the other projects.

8.13. Approval of Strategic Plan 2008-2012

The Strategic Plan 2008-2012 originating from the July's BOE retreat, has been refined with administrative and staff input. The plan now has established monthly benchmarks with specific goals that ensure for a district-wide focus. All building and program goals are directly linked to the new Strategic Plan.

Primary Motion Passed: Approve the Strategic Plan 2008-2012 as presented. Passed (5-0) with a motion by Debra Atkinson and a second by Rick Lees.

Dr. Suffredini will present a monthly strategic plan update on the progress of specified goals during the Administrative Reports portion of the agenda.

A Technology Education Vision Statement has been drafted. This activity is listed under Goal # 2 for October 2008.

D.Palmer requested that a simplified reporting process be developed that will indicate the progress of the goals being reported on.

Mr. Palmer also suggested that the three Strategic Goals be visible in the school buildings.

Recognition of the individuals who worked on the past Strategic Plan will be scheduled.

8.14 Athletic Department Donation from the U.S. Army

The U.S. Army has expressed an interest in making a \$600 donation to the Somers High School athletic department.

Primary Motion Passed: Approve the Athletic Department Donation from the U.S. Army in the amount of \$600.00. Passed (5-0) with a motion by Marybeth Marquardt and a second by Rick Lees.

8.15 Donation from the Arnone Family

Marc and Julie Arnone and their family donated an Earobics software program that will be used by the Somers Elementary School's Speech and Language Pathologists and a mini trampoline that will be utilized by the OT/PT related services.

Mr. Arnone requested that in lieu of traditional birthday gifts, his family give monetary gifts to be donated to the Somers Public Schools to purchase needed instructional materials and equipment.

Primary Motion Passed: Accept the donations of an Earobics software program and a mini trampoline from the Arnone family. Passed (6-0) with a motion by Marybeth Marquardt and a second by Joan Formeister. (Mrs. Formeister was in attendance for this vote.)

10.0 ADMINISTRATIVE REPORTS

10.1 Building/Department Goals Presentation

Each building principal and director presented their building/program goal(s) for the 2008-2009 school year. Each goal is directly linked with the approved 2008-2012 Strategic Plan and will ensure for continuity of services and district needs.

Somers Elementary School's Building Goal is to align instruction with the Connecticut Mastery Test's strands and objectives by focusing on writing across all curricular areas in order to improve student achievement. This goal aligns with Strategic Plan Goal # 2.

Mabelle B. Avery Middle School's Building Goal is to develop and institute classroom instruction through meaningful assessments that will be planned and purposeful targeting students and or groups of students in reading, writing, and math. This goal aligns with Strategic Plan Goal #2.

Somers High School will be working on two Building Goals. Building Goal #1 is to improve student achievement through the use of Differentiated Instruction within the classroom and Building Goal #2 is to ensure that all school goals and initiatives are directly linked to the Strategic Plan of the Somers Public Schools. Both Building Goals align with Strategic Goal #1.

The Technology and Information Services Department goal is to work with the new Student Information System (SIS) to develop the procedures, processes and reports needed to meet the obligations of the Somers Public Schools to the CT State Department of Education and the Somers Public Schools staff, students and community. This goal aligns with Strategic Goal #1.

The Curriculum and Pupil Services Departments will develop and implement an effective response to intervention process that ensures a continuum of support to maximize the learning of all students. This goal will be ongoing and aligns with Strategic Plan Goal #1.

11.0 COMMITTEE REPORTS

11.1 Budget

Bill Boutwell attended the Board of Finance meeting this evening and clarified the funding source for the Transition Program for 2009-2010.

11.2 Curriculum – No Report

11.3 Policy

The next Policy Committee Meeting is scheduled for November 5th.

11.4 Salary & Negotiations

Dr. Suffredini will coordinate dates to meet with the UFCW Union to begin the negotiating process.

11.5 Planning

The Long-Range Plan was approved at this meeting.

11.6 Other Committees

No report.

12.0 OTHER

13.0 ADJOURNMENT

Primary Motion Passed: To adjourn the regular meeting of the Somers Board of Education at 8:43 p.m. Passed (6-0) with a motion by Anne Kirkpatrick and a second by Marybeth Marquardt.

Respectfully submitted,

Debra Atkinson, Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

Somers Board of Education
English/Literacy Curriculum Update
December 8, 2008
Executive Summary

Teachers across the district are engaged in a variety of initiatives to implement and enhance the Language Arts Curriculum. Highlights of the work are listed below.

1. Status of curriculum work:
 - a. Curriculum mapping process: teachers sharing content, knowledge and skills, technology integration, and assessments used throughout the course of the year
 - b. Prioritizing standards: teachers reaching consensus on priorities for standards that must be taught at each grade level that will drive the development and revision of instructional units and the development of common formative assessments
2. Elevated expectations
 - a. Kindergarten and first grade have new recommended benchmarks in reading
 - b. Data analysis of CMT and other reading assessments driving increased expectations for grades 2-5
3. Professional development focus at SES on writing in accordance with building goal
 - a. CREC consultant providing professional development on writing and differentiated instruction in November, January, and March
 - b. Goal to improve writing instruction to align with new state grade level expectations
4. Integration of technology into Language Arts instruction
 - a. SES has received a Somers Education Foundation grant: "One2One Mate" wireless word processors, 10 units to be used in grades 3-4, targeted for students who need extra assistance in the area of writing
 - b. SHS English Department has been receiving training on the use of Moodle by Penny Bryzgel in order to provide online learning, collaboration, and differentiation of instruction
5. Incorporation of new literature into the curriculum
 - a. MBA: *A Single Shard* by Linda Su Park (grade 6)
 - b. SHS: *Whirligig* by Paul Fleishman (College English 9)
6. Book Bites at SHS: before school program that engages students in the reading and discussion of a variety of texts

**Somers High School
Counseling and Career Center
BOE Executive Summary
December 2008**

The Counseling and Career Center continues to reassess our program, services, and delivery systems to best serve our students. Despite the learning curve associated with implementation of PowerSchool and acquisition of new staff members, we have focused on evaluating and improving our department while also implementing several new programs. The addition of a counselor during the 2007-08 school year has been critical in reducing the individual counselor caseloads making it possible to see students on a more proactive, consistent and responsive basis.

A summary of the CCC activities thus far is outlined below. Please note that items in bold are new initiatives which have been possible due to the addition of a counselor in the department.

Freshman

- Freshman Orientation
 - Freshman Friday (small group introduction to CCC services and office resources)
 - **Making High School Count Assembly (new initiative)**
 - **Naviance registration and Learning Style Inventory - classroom presentations (new initiative)**

Sophomores

- PSAT information
 - PSAT prep workshop for registered students
 - PSAT test – 58 sophomores took the test. Results will be available mid-December

Juniors

- PSAT information
 - PSAT prep workshop for registered students
 - PSAT test- 79 juniors took the test at SHS and 2 took it on a different day/place
 - School-to-Career information session

Seniors

- Post-secondary process and planning seminar
 - **Breakout sessions of the students choice during advisory including: college essay writing, college application help, and how to put your best foot forward for job and college interviews (new this year)**
 - Individual sessions with **all** seniors regarding graduation requirements and post-secondary plans
 - **Over 320 transcripts have been sent to colleges thus far. Students are applying to a variety of colleges including Ivy League schools and other highly selective universities as well as our state schools, especially UCONN. We are using the Naviance program this year to record colleges applied to and date materials were sent (new this year).**

Other student programs

- 25 job shadows organized to date
 - 6 internships underway for first semester
 - College Fair
 - Accounting Career Day @ UCONN (Oct.), 20 accounting students.
 - Health Careers Day, CT Children's Medical Center, (Oct.), 10 students
 - Psychology Guest Speaker Forum, 24 students

Parent Programs

- **The College Application Process Workshop (new initiative)**
 - Back to School Night Drop In & Snacks
 - **Naviance Demonstration**
 - **Financial Aid Night**

Upcoming Activities

- College Planning Night
 - PSAT Q&A for parents and students - December 16th
 - College Freshman Forum for juniors & seniors- January 6th
 - Scheduling for 09/10 school year
 - Scheduling workshops for grades 9 and 10
 - **Accessing scholarship information for our seniors (new group activity)**
 - January CCC Newsletter
 - **Naviance "Do What You Are" personality career assessment (all sophomores)**
 - On-going job shadows
 - Internships for second semester
 - Naviance college search and college process workshop for all juniors
 - Individual meeting with all freshmen, sophomores and juniors
 - Baran Institute of Technology career trip for students interested in trade occupations (Dec.)
 - United Technologies Corporation career trip for students interested in international business & engineering (Jan.,09)
 - Accounting and Fashion Industry Guest Speaker Forums (Jan., 09)

Other Important Initiatives

- Naviance continues to be an invaluable tool to communicate with students and parents. We have sent numerous communications to students via Naviance to help them in the college process. **Upcoming college representative visits and notices are sent out to interested students through the Naviance program (new initiative).** As a result, we have had significantly increased student participation in the college representative visits.
 - **We have been evaluating and hope to redesign the CCC website to provide students and parents with more comprehensive information. We have created a plan for web page content, but are awaiting assistance with regard to web page design.**
 - **We are consulting the new Guide to Comprehensive School**

Counseling Development issued by the State Board of Education to align our curriculum with the state standards while matching various activities to them.

- **We are currently reviewing possible initiatives regarding relationship development with colleges including a parent or community alumni network for high school students.**

Somers High School
Alternative Education Program
2008-2009 Inaugural Year
BOE Executive Summary
December 2008

The program currently has nine (9) students enrolled in grades 9-12. The daily schedule consists of morning classes with a focus on the core subject areas (English, math, science and history) followed by work/internship experiences in the afternoon. Ms. Donna Delany is the program coordinator and serves as the primary instructor. She is joined by Mr. Mike Byrnes who teaches self-help and life skills. A dedicated paraprofessional assists so there are always two adults in the room. The school counselors, social workers, school-to-career coordinator are also providing services.

The program is housed in a self-contained classroom. Instruction is individualized with most of the work being done on-line through the “Moodle” program and a proprietary math program called “Aleks”. Students each have their own dedicated workspace with a computer. Some students are extending the school day to earn additional credits.

Although the program is in its infancy and is still experiencing “growing pains”, its impact is already apparent. Students who were not having success before are producing more work and attending school more regularly. All of the students who began the year in the program are still enrolled. Indeed, there has even been some interest from past students who dropped out of Somers High School. The impact of the Alternative Education Program has also been felt in other areas. Teachers around the building report that they have been able to establish a better learning environment this year with fewer classroom distractions and disruptive behavior. In addition, the number of major disciplinary offenses and repeated infractions are down significantly from years past.

To: Dr. Maynard Suffredini, Jr.
From: Patricia A. Collin
Re: Status of CSD E Action Plans
Date: November 18, 2008

Disproportionate Representation of Racial & Ethnic Groups in Specific Disability Categories

The Connecticut State Department of Education determined that our district had a Relative Risk Index (RRI) equal to or greater than 2.0 by race and ethnicity in the area of Speech and Language Impairment. Based on this determination, Somers Public Schools was required to complete a self-assessment and submit an action plan by October 15.

We recently received notification from Nancy Cappello, Bureau of School and District Improvement, that our materials were reviewed by CSD E personnel and our action plan accepted. While we will not need to resubmit data or progress on the action plan this year, Dr. Cappello recommended we track data and the progress of the actions in our plan in the event that such documentation is requested as a result of future monitoring activity or a complaint investigation.

P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement 2006-2007 and 2007-2008 Determination and Enforcement Actions

Based on data collected on students with intellectual disabilities for the 2007-2008 school year, the Connecticut State Department of Education placed Somers Public Schools into a *needs intervention year 1* category. As a result of our status, Somers Public Schools will be required to provide up-to-date data on students with intellectual disabilities (ID) three times per year in Special Education Data Application and Collection (SEDAC) according to the elements listed below:

- Facility code 1 (i.e. where student attends school)
- Home school (i.e. the school this student would attend if not disabled)
- Extracurricular activities
- Total school hours
- Time with nondisabled peers
- Special education hours

The district was required to submit an action plan by October 1 to address the following goals:

1. Increase the percentage of children with intellectual disabilities, aged 6-21, removed from regular class less than 21% of the day; and
2. Increase the Time with Non-Disabled Peers (TWNDP) of children with intellectual disabilities.

The action plan was approved by Mr. Brian Cunnane, CSDE, on November 6, 2008.

GENERAL BUDGET FINANCIAL REPORT

2008-2009

DATE: 11/12/08

ACCOUNTS PAYABLE TOTAL: \$ 100,413.90

PAYROLL:

PAYROLL DATE: 10/31/08 \$ 526,520.24

TOTAL: \$626,934.14

APPROVED BY:

WBB

WILLIAM B. BOUTWELL

DATE:

11/6/08

GENERAL BUDGET FINANCIAL REPORT

2008-2009

DATE: 12/3/08

ACCOUNTS PAYABLE TOTAL: \$ 556,577.95

PAYROLL:

PAYROLL DATE:	11/14/08	\$ 517,897.05
	11/26/08	\$ 504,714.85

TOTAL: \$1,579,189.85

APPROVED BY:

WBB

12/3/08

WILLIAM B. BOUTWELL

DATE:


November 4, 2008
Election Day

Nancy Barry
Principal
Mabelle B. Avery School
Ninth District Road
Somers, Ct. 06071

Dear Nancy,

In a recent revelation I discovered that I am one of only two people remaining in the State of Connecticut Teacher Retirement Bureau labeled a Full-Time Re Employed Retired Teacher (FTRERT). I don't know who the other person is and for a moment I was thinking of remaining in public school teaching just to hold the coveted title of Numero Uno FTRERT. However, after a truly wonderful five and a half year stint at Mabelle B Avery I've decided to re-retire effective April 24, 2009. Thank you for the opportunity to work at Mabelle B Avery School, the Connecticut Middle School of the Year 2003-04. MBA staff continues to amaze and delight me with their day to day academic and character building professionalism in all aspects of education.

Sincerely,


Ellen Quagliaroli
Social Studies Teacher

cc: Dr. Maynard Suffredini ✓

Julie E. Kunzelman
209 Nott Street
Wethersfield, CT 06109
(860) 257-0351

Dr. Maynard Suffredini
Superintendent of Schools
Central Office
9th District Road
Somers, CT 06071

November 7, 2008

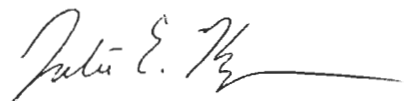
Re: Maternity/Childrearing Leave

I am writing to inform you that my husband and I are fortunate enough to be expecting our second child. My estimated date of delivery is April 13, 2009. I am requesting the use of my paid sick time for the 6 weeks following the birth of our child.

Barring any unforeseen circumstances, I am also requesting childrearing leave for any days remaining in the 2008-2009 school year as well as the first half of the 2009-2010 school year. I expect to return on the first day of the 3rd quarter of the 2009-2010 school year.

I appreciate and thank you for taking this request to the Somers Board of Education.

Sincerely,



Julie E. Kunzelman
MBA World Language Teacher


cc: Nancy Barry, MBA Principal
Susan Muirhead, MBA Assistant Principal



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Sarah S. Ellsworth, Chief 
Bureau of Data Collection, Research and Evaluation

DATE: October 27, 2008

SUBJECT: Final 2007-08 Strategic School Profiles

Enclosed please find the final version of the 2007-08 Strategic School Profiles (SSP). You are required by Connecticut General Statute section 10-220(c) to present these profiles to your local board of education at its first regularly scheduled meeting after November 1.

We have made significant changes from previous years throughout the profiles. There are new data elements, such as the counts of disciplinary offenses reported on the school profiles, and revisions of familiar data elements, such as the revised staff breakout. Data that proved less useful or that could be presented more effectively on the Department of Education website were eliminated. We believe that the revised profiles will prove to be a valuable tool to the educational community and the public at large.

Thank you for your work in gathering, reporting and reviewing the data reported in these profiles.

SSE:clh

cc: Mark K. McQuillan, Commissioner
George Coleman, Deputy Commissioner
Barbara Q. Beaudin, Associate Commissioner

Strategic School Profiles Terms and Definitions

Abridged Edition 2007-08

Profile Identification: The district and school codes appear in the upper left corner of each page of the profile.

District Reference Group (DRG): School districts are grouped into DRGs based on the characteristics of their students' families. Districts in a DRG have similar median family incomes, percentages of families below the poverty level, percentages of single-parent families, percentages of families with a non-English home language, percentages of parents with a bachelor's degree, and percentages of families in white collar or managerial occupations. The number of students enrolled in the district is also considered. DRGs are not used for reporting indicators of student performance. Charter schools, Connecticut Technical High Schools, and Regional Educational Service Centers are not given DRGs. A list of the districts in each DRG appears at the end of this document.

5-Year Enrollment Change: The percentage change in enrollment from October 1, 2001, to October 1, 2006.

Students Eligible for Free/Reduced-Price Meals: The percentage of students who were identified as meeting the income criteria for federal free or reduced-price meal or milk programs. If the reported percentage was greater than 95%, ">95.0" appears on the profile, and the student count is not reported.

Non-English Home Language: The percentage of students in Kindergarten through Grade 12 who met two of the following three criteria: the first language they learned was not English, they do not speak English at home, and/or the people with whom they live do not speak English. These students may or may not be fluent in English.

Instructional Time, Total Hours Per Year: Time spent for lunch or snacks, non-instructional recess, homeroom, passing between rooms, or nonacademic opening or closing exercises is not included. Schools with no grades above kindergarten are excluded from the district, DRG and state figures.

Class of 2007 (high school profile): A statement appears if the school's graduation credit requirements exceeded the state's in various subjects. The state requires four credits in English, three in mathematics and in social studies, two in science, one in art or vocational education, and one in physical education. There are no state requirements for credits in world language, health, or community service.

Administrators, Coordinators, and Department Chairs: This category includes the superintendent, assistant superintendent, principal or director, dean of students/housemaster, assistant principal, program director/coordinator, subject area supervisor, department chairs with or without evaluation responsibilities, athletic director, athletic coordinator, home/school liaison, director of pupil personnel services, administrative assistant, school business administrator, and other certified staff with administrative assignments.

Instructional Specialists Who Support Teachers: This category includes content coaches, reading and language arts consultants, and mathematics consultants.

Other Staff Providing Non-Instructional Services and Support: This category includes speech and language pathologists, certified staff with unspecified non-teaching assignments, technical staff, student support services assistants, professional (non-certified) administrative support staff, auxiliary administrative support staff, maintenance staff, custodial staff, food service staff, security staff, and other non-certified staff. The district profiles also include staff working in transportation.

Teacher Attendance, 2006-07, Average Number of Days Absent Due to Illness or Personal Time: Illnesses of 10 consecutive days or more are not counted if the teacher was replaced by someone fully certified for the position.

Graduation Rate: The percentage of students within the high school graduating class who graduated in the given year. To obtain this percentage, the number of graduates for the year is divided by the number of graduates plus the number of students who dropped out each year as the class progressed through Grade 9, 10, 11 and 12. A graduation rate is not reported for newer schools in which no class has yet progressed from Grade 9 through Grade 12.

Dropouts: Students who transfer to another school or program, including adult education credit-earning programs, are not counted as dropouts.

Cumulative Four-Year Dropout Rate for Class of 2007: Students of the Class of 2007 entered Grade 9 in September 2003. The cumulative dropout rate is the sum of the number of students who dropped out each year as the class progressed through Grades 9, 10, 11 and 12, divided by the Grade 9 class enrollment on October 1, 2003. This rate may be slightly inflated if a student dropped out more than once during the four years, or if a student who entered the Class of 2007 after the Grade 9 enrollment count subsequently dropped out.

2006-07 Annual Dropout Rate for Grades 9 through 12: The annual rate reflects all high school students (Grades 9 through 12) who dropped out during the 2006-07 school year, including the summer of 2006. The total dropout count is divided by the total Grade 9 through Grade 12 enrollment for October 1, 2006.

Disciplinary Offenses: Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. The count of students responsible for these incidents is unduplicated; that is, a student responsible for multiple incidents was counted only once. An unduplicated count of students reported as enrolled in the school in October, January, and June was used to estimate the total number of students who attended the school during the school year. The number of responsible students divided by this estimate yielded the percentage of responsible students.

Location. An incident in the "School" column occurred on school property (the building and immediate grounds, stadium or gymnasium, other school facilities, and school buses or other transportation vehicles), or at a school-sponsored activity off campus. Incidents that occurred when school was not in session are included.

Violent Crimes Against Persons. This category includes the following incident types: murder or manslaughter, stabbings, blackmail, kidnapping, poisoning, and school/bomb threat.

Sexually Related Behavior. Inappropriate and unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct or communication of a sexual nature, including gender-based harassment, that create an intimidating, hostile, or offensive educational or work environment. This category also includes offenses of sexual contact or other behavior intended to result in mutual sexual gratification where there is no force or the threat of force.

Personally Threatening Behavior. Repeatedly annoying or attacking a student, group of students, or school personnel, thereby creating an intimidating or hostile environment. These acts can be physical, verbal, written, or electronic actions that may create an immediate fear of harm. This category also includes incidents that involve characteristics or perceived characteristics of the victim including race, gender, religion, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.

Theft. This category includes incidents of theft, robbery, and breaking and entering. Also in this category are the possession, sale, or intent to sell stolen property, counterfeiting, and/or the possession of counterfeit currency.

Physical/Verbal Confrontation. Participation in an incident involving a confrontation, tussle, or some type of physical aggression that does not result in any injury. Also included are incidents involving a verbal confrontation (e.g., shouting match, yelling) but not acts of intimidation or threatening.

Fighting/Battery. This category includes incidents of touching or striking another person with the intent of causing serious bodily harm. It also includes direct or indirect participation in an incident involving physical confrontation in which one or more participants receives at least some type of minor physical injury (e.g., black eye, bloody nose or lip, bruises).

Property Damage. The willful destruction or defacement of school or personal property (i.e., destroying school computer records, carving on a desk, spray painting walls, damaging vehicles) or the use of fire to intentionally damage or attempt to damage school or personal property.

Weapons. Weapons include all instruments that are or could be used in threatening, intimidating, or causing physical harm to another person. Weapon subcategories include sharp objects, firearms, fireworks and other explosive devices, martial arts and other hand held weapons, and toy guns and facsimiles of weapons.

Drugs/Alcohol/Tobacco. The possession, use, sale or intent to sell, and the suspicion of use or possession of drug paraphernalia is reported in this category. The category is divided into four subcategories: illegal drugs, prescription and over-the-counter drugs, alcohol, and tobacco.

School Policy Violations. These incidents typically include insubordination, disrespect, classroom disruptions, academic violations, personal threats, school threats, violations related to attendance, trespassing, violations involving the possession or use of electronic devices, and other violations of school policies or rules.

District Revenues/Expenditures: The District Reference Group (DRG) and state figures for expenditures per pupil are calculated including all grades, that is, prekindergarten or kindergarten through Grade 12. Per pupil expenditures for elementary and secondary grades may differ. Therefore, if a district does not contain all grades, caution should be used when comparing the district figures with DRG or state figures. District level comparison figures for elementary (districts without high schools), secondary and PK/K-12 districts are provided.

Instructional Staff and Services: Expenditures for salaries and employee benefits, purchased services and other program expenditures.

Instructional Supplies and Equipment: Expenditures for expendable instructional materials, textbooks, workbooks, and textbook binding and repairs. This includes expenditures for equipment, such as computers, that is used for direct instructional use, not for administrative or non-instructional purposes.

Improvement of Instruction and Educational Media Services: Expenditures for assisting instructional staff in activities such as curriculum development, improvement of instructional techniques and staff training. This also includes school library services, audiovisual, computer-assisted instruction, educational television services and other educational media services.

Student Support Services: Expenditures for activities designed to improve students' well-being and educational experience. These activities include social work, guidance, health services, psychological services and speech and hearing services.

Administration and Support Services: Expenditures for the general administration of the board of education, the superintendent and the principals' offices. Expenditures for other activities, including those associated with fiscal and business support services, research, planning, evaluation, information, and data processing, etc.

Plant Operation and Maintenance: Includes expenditures for utilities and heat.

Other: Expenditures made from local appropriations that support student activities, excluding funds raised by students and booster groups. These expenditures support salaries of coaches, activity supervisors, support services personnel covering student events, band instruments, uniforms, and facility rentals. Also included are expenditures funded by local tax dollars for providing food to pupils and staff.

Special Education Expenditures: Special education expenditures for students attending district schools, including students from other districts, and resident students placed outside the district. Prekindergarten expenditures are included, but expenditures for adult education are excluded.

DISTRICT REFERENCE GROUPS

DRG A: Darien, Easton, New Canaan, Redding, Ridgefield, Weston, Westport, Wilton, Regional District 9

DRG B: Avon, Brookfield, Cheshire, Fairfield, Farmington, Glastonbury, Granby, Greenwich, Guilford, Madison, Monroe, New Fairfield, Newtown, Orange, Simsbury, South Windsor, Trumbull, West Hartford, Woodbridge, Regional District 5, Regional District 15

DRG C: Andover, Barkhamsted, Bethany, Bolton, Canton, Columbia, Cornwall, Ellington, Essex, Hebron, Mansfield, Marlborough, New Hartford, Oxford, Pomfret, Salem, Sherman, Somers, Suffield, Tolland, Regional District 4, Regional District 7, Regional District 8, Regional District 10, Regional District 12, Regional District 13, Regional District 14, Regional District 17, Regional District 18, Regional District 19

DRG D: Berlin, Bethel, Branford, Clinton, Colchester, Cromwell, East Granby, East Hampton, East Lyme, Ledyard, Milford, Newington, New Milford, North Haven, Old Saybrook, Rocky Hill, Shelton, Southington, Stonington, Wallingford, Waterford, Watertown, Wethersfield, Windsor

DRG E: Ashford, Bozrah, Brooklyn, Canaan, Chaplin, Chester, Colebrook, Coventry, Deep River, Eastford, East Haddam, Franklin, Hampton, Hartland, Kent, Lebanon, Lisbon, Litchfield, Norfolk, North Branford, North Stonington, Portland, Preston, Salisbury, Scotland, Sharon, Thomaston, Union, Westbrook, Willington, Woodstock, Regional District 1, Regional District 6, Regional District 16, Woodstock Academy

DRG F: Canterbury, East Windsor, Enfield, Griswold, Montville, North Canaan, Plainville, Plymouth, Seymour, Sprague, Stafford, Sterling, Thompson, Voluntown, Windsor Locks, Wolcott, Regional District 11

DRG G: Bloomfield, Bristol, East Haven, Groton, Hamden, Killingly, Manchester, Middletown, Naugatuck, Plainfield, Putnam, Stratford, Torrington, Vernon, Winchester, Norwich Free Academy, Gilbert School

DRG H: Ansonia, Danbury, Derby, East Hartford, Meriden, Norwalk, Norwich, Stamford, West Haven

DRG I: Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, Windham

STRATEGIC SCHOOL PROFILE 2007-08**Somers School District**

MAYNARD M. SUFFREDINI, JR., Superintendent
Telephone: (860) 749-2270

Location: Ninth District Road
Somers,
Connecticut

Website: www.somers.k12.ct.us/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland	Per Capita Income in 2000: \$23,952
Town Population in 2000: 10,417	Percent of Adults without a High School Diploma in 2000*: 18.9%
1990-2000 Population Growth: 14.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.7%
Number of Public Schools: 3	District Enrollment as % of Estimated Student Population: 96.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	1,724
5-Year Enrollment Change	1.2%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	75	4.4	4.7	28.7
K-12 Students Who Are Not Fluent in English	12	0.7	0.6	5.4
Students Identified as Gifted and/or Talented*	32	1.9	3.8	4.0
PK-12 Students Receiving Special Education Services in District	151	8.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	97	96.0	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	62	23.5	21.6	20.2

*65.6% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	23	1.3
Black	40	2.3
Hispanic	31	1.8
White	1,630	94.5
Total Minority	94	5.5

Percent of Minority Professional Staff: 2.5%

Open Choice: 24 students attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 15.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Somers is a small town with very little racial or ethnic diversity. We work to reduce racial, ethnic, and economic isolation and to build appreciation of differences using different strategies in each of our three schools. We reach out to students in Hartford through Project Choice. Students from Hartford who attend our elementary, middle and high schools participate fully in our district's activities. We match up each student with a host family in Somers that can provide a place to stay after school on days when the student wishes to stay for evening events or an overnight when there is a need for children to be at school prior to when they might normally arrive for field trips, etc. We also include the students' families in a variety of other extra curricular activities so that families can meet our staff and each another. With these and other efforts, we assure that our Project Choice students are fully integrated into our school community.

Somers High School students also participate in a long-standing partnership with students from Weaver High School in Hartford. Students from both schools exchange visits and communications that help our students broaden their perspectives and appreciate cultural, racial, and suburban/urban differences.

Other efforts to open our students' eyes to a more global perspective include a sister relationship between Somers Elementary School and a school in China. World language classes at the high school take trips to countries that speak the target language in order to immerse themselves in the language and culture of these native speakers. These international connections help expand our students' horizons beyond their local community and foster an understanding of other races and ethnicities. The visual and performing arts programs in all our schools also use their disciplines to expose children to the music and arts of other cultures. In March 2008, the Somers High School music department held their annual Prism Concert, which was focused on the music of other cultures. Students were able to learn more about countries from around the world through this performance opportunity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	57.5	52.0	44.8
Writing	62.8	63.4	31.3
Mathematics	69.0	60.0	55.8
Grade 4 Reading	56.1	55.9	35.4
Writing	48.5	62.9	8.8
Mathematics	61.2	60.3	39.6
Grade 5 Reading	74.6	62.2	59.9
Writing	67.7	64.5	37.0
Mathematics	67.2	65.9	37.0
Science	66.4	54.9	48.1
Grade 6 Reading	73.2	66.3	45.2
Writing	66.2	61.9	47.0
Mathematics	64.8	66.4	29.2
Grade 7 Reading	88.9	71.1	86.5
Writing	75.5	62.0	65.8
Mathematics	72.2	63.0	52.9
Grade 8 Reading	89.9	64.8	93.7
Writing	87.9	63.4	89.3
Mathematics	91.4	60.8	98.7
Science	87.1	58.6	95.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	59.7	45.5	63.8
Writing Across the Disciplines	78.3	57.9	76.9
Mathematics	77.5	50.1	90.0
Science	72.7	46.3	86.2

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	45.6	36.1	75.9

SAT[®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.3	77.6	
Average Score	Mathematics	553	504	86.9
	Critical Reading	542	502	85.4
	Writing	541	503	83.8

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	98.5	92.6	80.0
Cumulative Four-Year Dropout Rate for Class of 2007	1.3	6.2	77.4
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	52.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.0	83.4
% Employed (Civilian Employment and in Armed Services)	13.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	110.80
Paraprofessional Instructional Assistants	8.40
Special Education	
Teachers and Instructors	16.85
Paraprofessional Instructional Assistants	22.00
Library/Media Specialists and Assistants	
	6.50
Staff Devoted to Adult Education	
	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	
	1.00
Counselors, Social Workers, and School Psychologists	
	7.50
School Nurses	
	3.60
Other Staff Providing Non-Instructional Services and Support	
	69.24

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.3	13.6
% with Master's Degree or Above	81.2	75.5	75.6

Average Class Size	District	DRG	State
Grade K	16.8	17.1	18.1
Grade 2	18.2	18.6	19.3
Grade 5	22.5	20.4	20.9
Grade 7	24.7	19.9	20.5
High School	19.7	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	993	987
Middle School	1,062	1,032	1,017
High School	1,048	1,021	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.3	3.4
Middle School	2.7	2.2	2.7
High School	1.9	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$11,035	\$6,364	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$332	\$192	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$409	\$236	\$443	\$395	\$429
Student Support Services	\$929	\$536	\$764	\$713	\$761
Administration and Support Services	\$1,735	\$1,001	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,747	\$1,007	\$1,329	\$1,295	\$1,322
Transportation	\$886	\$503	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$635	N/A	N/A	N/A	N/A
Other	\$213	\$123	\$147	\$130	\$145
Total	\$17,922	\$10,312	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,664	\$2,113	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,360,574
Percent of Total PK-12 Expenditures Used for Special Education	18.8%

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	60.0	37.8	1.9	0.3
Excluding School Construction	66.9	30.4	2.3	0.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Somers Board of Education provides equitable funding to meet the needs of the Somers Public School students. In our small district, which includes three schools (1 each: elementary, middle, and high school), the administrative team meets regularly to plan together and ensure equitable allocation of resources between schools. Each school's administrator presents budget and programmatic needs to the Administrative Council, which collaboratively constructs a district budget for presentation to the Board of Education. Further refining of the budget occurs through board budget workshops, PTA meetings, and public presentations. The final proposed budget provides equitable funding for necessary resources and materials to implement the curriculum, improve instruction, and maintain a safe and healthy environment in all three schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	153
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	8	0.5	0.8	0.7
Learning Disability	50	2.9	4.1	4.0
Intellectual Disability	9	0.5	0.4	0.5
Emotional Disturbance	7	0.4	0.7	1.0
Speech Impairment	59	3.5	2.2	2.4
Other Health Impairment*	11	0.6	1.9	2.1
Other Disabilities**	9	0.5	0.6	0.9
Total	153	9.0	10.7	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	92.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	4.5	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	13.7	20.4	74.1	62.1
	Writing	13.9	19.3	68.5	63.0
	Mathematics	14.7	22.6	71.1	62.7
	Science	26.1	22.2	77.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	59.7	45.5
	Writing Across the Disciplines	N/A	N/A	78.3	57.9
	Mathematics	N/A	N/A	77.5	50.1
	Science	N/A	N/A	72.7	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	-1.3
	% With Accommodations	101.3
CAPT	% Without Accommodations	8.3
	% With Accommodations	91.7
% Assessed Using Skills Checklist		6.5

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	14	9.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	110	71.9	71.7	71.6
40.1 to 79.0 Percent of Time	28	18.3	21.8	16.6
0.0 to 40.0 Percent of Time	15	9.8	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The spring 2008 CAPT administration was the second of the third generation of this test. At Somers High School, students performed well in all content areas. In mathematics and science, 96% of the students scored at the proficient level or higher. Reading and writing performance levels were also high: 95% of the students performed at the proficient level or higher in reading and 96% achieved the proficient or higher levels in writing. These performance levels showed growth from the 2007 administration of the CAPT. The average 2008 SAT scores for Somers High School are: critical reading, 512; mathematics, 524; and writing, 515. Our students scored above the state and national averages in all areas.

The third administration of the CMT, fourth generation, was given in the spring of 2008. At Somers Elementary School, grade three students performed well in all areas with percentages at the proficient level or higher: mathematics, 82%; reading, 72%; and writing, 82%. Fourth graders performed well across the board with percentages of students scoring at proficient or higher: mathematics, 87%; reading, 72%; and writing, 78%. Fifth graders showed increased growth with results at proficient or higher: mathematics, 86%; reading, 85%; and writing, 89%. The students at Mabelle B. Avery Middle School showed significant strength in all content areas: 90-99% of the students scored at the proficient level or higher all areas. Between 88 and 91% of our eighth graders scored in the goal or advanced levels in mathematics, reading, and writing.

The Somers Public Schools continue to use these results to inform our practice. We will be examining the data for trends in each of the strands by content area to determine further curriculum work, ways to enhance student time on task, and implement best instructional practices designed to increase student achievement at all levels. The data analyses are the impetus for a professional development focus on instruction and assessment strategies to improve student achievement.

Parents and community members also take an active role in many activities at each school from attendance at Back-to-School Nights and parent-teacher conferences, to membership in PTA and PTSA organizations, and communication with teachers regarding their children's progress via our web site. Parent workshops on how to partner with us to ensure their children's success in school have been and will continue to be offered through our Title I grant. Parents of all students will be invited to take advantage of these opportunities.

The broader community also participates in a variety of ways to strengthen our educational program, such as: Somers Booster Club (supporting our athletic programs), Somers Music Patrons (supporting and promoting music in the Somers education system), and the Somers Education Foundation. The Somers Education Foundation is a non-profit organization comprised of businesses, parents, and the broader community, which raises funds to for innovative projects and programs to enhance student learning in the form of grants to deserving applicants.

In order to address the challenges faced by our special needs students, staff participated in training on Scientifically-Based Response to Intervention. We will continue to train regular and special education staff as we implement this philosophy district-wide in an effort to provide appropriate educational supports to our special education students in the regular classroom. Our preschool program received full accreditation from the National Association for the Education of Young Children (NAEYC) and was commended by NAEYC for having met their new standards, which have increased significantly in rigor over the original standards. The program received commendations in all areas, particularly for the ways in which partnerships are formed between school and home.

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Somers Elementary School
Somers School District**

RALPH J. RIOLA, Principal
JENNIFER OLIVER, Principal
Telephone: (860) 749-2270

Website: www.somers.k12.ct.us/ses/ses_home.html

Location: Ninth District Road
Somers,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular

School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 730

5-Year Enrollment Change: -1.4%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	40	5.5	5.5	33.1
K-12 Students Who Are Not Fluent in English	9	1.3	1.3	7.3
Students with Disabilities	68	9.3	9.3	10.8
Students Identified as Gifted and/or Talented	21	2.9	2.9	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	97	96.0	96.0	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	587	96.4	96.4	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,010	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers extended-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.8	16.8	18.1
Grade 2	18.2	18.2	19.3
Grade 5	22.5	22.5	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education	15	17
English Language Arts	450	425
Family and Consumer Science	0	1
Health	15	23
Library Media Skills	15	18
Mathematics	210	199
Music	30	33
Physical Education	30	40
Science	90	97
Social Studies	90	92
Technology Education	0	1
World Languages	35	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 1 in this school. Statewide, 6.2% of elementary and middle schools that serve Grade 1 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.3	1.3	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.2	91.2	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.2	3.2	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	95.2	95.2	91.7
# of Print Volumes Per Student*	21.6	21.6	27.7
# of Print Periodical Subscriptions	6	6	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	43.90
Paraprofessional Instructional Assistants	5.40
Special Education: Teachers and Instructors	7.85
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.70
School Nurses	1.60
Other Staff Providing Non-Instructional Services and Support	15.29

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.7	13.7	13.2
% with Master's Degree or Above	85.5	85.5	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.2	8.2	8.7
% Assigned to Same School the Previous Year	78.2	78.2	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Somers Elementary School, we take pride in our motto stating, "Every voice counts!" Therefore, our entire staff does its utmost to communicate frequently and well with our students' parents and guardians. Our teachers have voice mailboxes on their classroom telephones. A new addition to our modes of communication is, thanks to funding from the Somers Parent and Teacher Association (PTA), a billboard sign is located outside of our school. All who pass our building see references to dates of upcoming events such as open house, picture day, etc. The SES administration and teachers have a close working relationship with the PTA. Our teachers have individual websites upon which they post homework assignments by 5 PM on each school day. Our teachers now have individual laptops allowing them to access email messages from parents and guardians. Teachers may reply to parents and guardians during the school day or from locations outside of school that have Internet access. Our school has a very successful parent volunteer program. Parents visit our school to help in classrooms, in the cafeteria, at the school store, or at special events, such as field trips and field day. Our reading intervention teachers sponsored an evening session to help parents assist their children become better readers.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	11	1.5
Black	18	2.5
Hispanic	15	2.1
White	686	94.0
Total Minority	44	6.0

Percent of Minority Professional Staff: 3.0%

Open Choice: 10 students attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Although the residents of Somers, Connecticut constitute a basically homogeneous population, Somers Elementary School (SES) strives to provide all students with opportunities to expand their awareness of different ethnic, cultural, and racial groups. Once again, this school year, SES participated in the Capitol Region Choice Program, which brought students who reside in Hartford to SES each school day. We had seven Hartford residents enrolled at Somers Elementary School. In addition, Somers High School Students made presentations promoting tolerance to SES students. For instance, the Diversity Coalition, an extracurricular club at Somers High, visited each SES classroom in order to communicate its vital message. Through the auspices of the Somers Parent and Teacher Association (PTA), various cultural enrichment programs were presented during the school year. A magician, known as Magic Jim, gave anti-bullying presentations which emphasized the importance of tolerance and harmony. SES students have maintained their ties to their sister school by exchanging artwork and writings with their Chinese counterparts. Finally, SES hosted a traveling photo display depicting families of diverse membership, including individuals belonging to different races, and genders. The photos were placed on display near the school's main entrance for two weeks.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	29.8	29.8	33.8	42.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	57.5	57.5	52.0	57.3
Writing	62.8	62.8	63.4	46.5
Mathematics	69.0	69.0	60.0	62.4
Grade 4 Reading	56.1	56.1	55.9	50.6
Writing	48.5	48.5	62.9	26.8
Mathematics	61.2	61.2	60.3	50.5
Grade 5 Reading	74.6	74.6	62.2	70.3
Writing	67.7	67.7	64.5	51.8
Mathematics	67.2	67.2	65.9	49.9
Science	66.4	66.4	54.9	66.7
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	98.2	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

A district-wide wellness committee was formed this year, in part, because of the health issues which so many students bring to Somers Elementary School daily. The membership of the committee includes school nurses, parents, cafeteria workers, etc. They developed policies to safeguard students who suffer from dietary allergies. Our Language Arts Curriculum received approval after years of revision. Furthermore, every staff member belonged to a SPOTLIGHT Team which focused on some area of school improvement. As a result, our bell schedule and report cards were revised. School-wide behavioral expectations were drafted and implemented. Steps were taken to improve the school's overall climate for both students (small rewards on CMT days) and teachers (new paint and furniture in the Faculty Room).

In the area of Special Education, our school extended and strengthened its consultancy arrangement with a representative from the CREC River Street School. Our pre-school, designed to meet the needs of students with special needs, was awarded certification by the National Association for the Education of Young Children (NAEYC). The Somers Early Start Preschool is one of the first programs in the United States to earn this mark of quality represented by the reinvented accreditation system. Our preschool accomplished this feat by meeting the criteria set forth in ten different NAEYC standards.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

In an effort to improve the reading ability of our beginning readers, those requiring intervention were invited to participate in an after school program called the Webkinz Club. Students in grades 1, 2, and 3 remained after school two days each week. Students were provided with a snack and received a Webkinz stuffed animal. The students worked with certified teachers completing a variety of reading activities, including educational games accessed via the Internet from the Webkinz Website.

STRATEGIC SCHOOL PROFILE 2007-08

Middle and Junior High School Edition

**Mabelle B. Avery Middle School
Somers School District**

NANCY A. BARRY, Principal
 SUSAN MUIRHEAD, Asst. Principal
 Telephone: (860) 749-2270
 Website: www.somers.k12.ct.us/sms/sms_home.html

Location: Ninth District Road
 Somers,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: 6- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 427
 5-Year Enrollment Change: -3.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	21	4.9	4.9	23.6
Students Who Are Not Fluent in English	2	0.5	0.5	3.8
Students with Disabilities	41	9.6	9.6	11.6
Students Identified as Gifted and/or Talented	11	2.6	2.6	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	284	98.6	98.6	92.3

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,062	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	24.7	24.7	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	53.9	53.9	31.2
World Language	55.3	55.3	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	44	40
Computer Education ^I	22	21
English Language Arts	223	171
Family and Consumer Science	0	17
Health	44	24
Mathematics	132	149
Music ^E	136	15
Physical Education	44	55
Reading ^I	132	95
Science	132	144
Social Studies	132	144
Technology Education	44	26
World Languages	132	97

E indicates elective, I indicates integrated courses.

World Language

Formal instruction (at least 1 hour per week) in French starts in Grade 6 in this school. Statewide, 31.7% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 23 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.5	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	85.4	85.4	74.4

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.7	2.7	2.7
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	98.8	98.8	94.7
# of Print Volumes Per Student*	19.0	19.0	20.5
# of Print Periodical Subscriptions	20	20	27

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	1.80
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.75

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	18.1	18.1	13.8
% with Master's Degree or Above	81.3	81.3	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	6.9	6.9	9.0
% Assigned to Same School the Previous Year	87.5	87.5	74.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

MBA has organized efforts to link home and school in a variety of ways, starting with promoting parenting skills of early adolescents. A PowerPoint presentation is offered in early September describing middle school students and their characteristics.

Communication involving school programs, initiatives, activities, sports, PTA functions and more is provided weekly throughout the school year. Further, at open house parents learn the best way to access teachers for on-going discussion about their children's education. Moreover, meaningful dialogue about children's progress is provided through team meetings, calls, emails, interim reports, report cards and conferences.

Parents are encouraged at open house to sign up as volunteers. Volunteers are utilized at MBA at varying times throughout the school year, on field trips, and at evening events such as book talks, Family Fun Night and school dances.

A primary way in which parents emphasize the importance of school is through the monitoring of schoolwork and working with their children when appropriate. In order to facilitate this, all teachers have web pages that are regularly updated with their homework assignments, projects and upcoming assessments; additionally, students utilize agendas that parents can access.

MBA has a very active and supportive PTA as well as the Somers Education Foundation which reviews and grants requests for special projects such as the HIIP Program (Homework is Priority) and Amistad project for technology. Parents are also instrumental on committees such as Search Committees.

Through the guidance and social worker websites, parents can gain access to resources such as mental health, info-line, therapy, and the newsletter Middle Years. Moreover, guidance provides informational brochures on local agencies for specific issues such as drug and alcohol abuse or homework help.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	4	0.9
Black	12	2.8
Hispanic	7	1.6
White	404	94.6
Total Minority	23	5.4

Percent of Minority Professional Staff: 2.6%

Open Choice: 7 students attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 1.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Our school supports the reduction of racial, ethnic, and economic isolation through classroom themes, units, and building events. Students attended two cultural enrichment activities sponsored by the PTA each year. The programs for this year were: Great Expectations and Paul Revere. In Grade 7 classes, students discussed and studied slavery through the Amsitad Project. Students were asked to relate slavery to today's third world countries. A speaker on the history, culture and conditions of Haiti was also brought in. Other related topics include the history of The Supreme Court, The Civil War, immigration, and the Holocaust.

Additionally, all students are required to take a World Language each year. Activities from these classes include scheduled international food days, celebration of national holidays, cultural activities, and the study of diversity. Art students in grade 7 participated in our 2nd annual "Empty Bowl" evening where they raised over \$900 for a local charity while sharing information about hunger.

Our school's most popular after school program is the Service and Volunteer Effort (S.A.V.E.) Club where students raised money and/or volunteered throughout the year for local charities, held our 5th Annual Food Drive, and our Dairy drive.

To reduce racial and ethnic isolation MBA is a receiving member of the CREC Choice Program. During 2006-07 school year MBA had seven Project Choice students who are embedded in our school community.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	46.3	46.3	35.4	74.1
Grade 8	65.2	65.2	37.0	97.3

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	73.8	73.2	66.3	62.0
Writing	66.7	66.2	61.9	62.3
Mathematics	65.2	64.8	66.4	46.7
Grade 7 Reading	88.9	88.9	71.1	87.8
Writing	75.5	75.5	62.0	73.9
Mathematics	72.2	72.2	63.0	64.6
Grade 8 Reading	89.9	89.9	64.8	93.3
Writing	87.9	87.9	63.4	90.5
Mathematics	91.4	91.4	60.8	97.2
Science	87.1	87.1	58.6	95.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.2	97.2	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 19 students were responsible for these incidents. These students represent 4.5% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	1	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	5	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	11	0
Total	26	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Working as a learning community, the Mabelle B. Avery staff spent many hours during faculty meetings, team meetings and professional development days, analyzing and evaluating instructional practices, assessments and strategies to improve student learning. These educational practices have caused our students to be extremely successful on the standardized tests in reading, writing and math.

Our building goal for the school year was to align instructional practices, assessments and strategies in all content areas. Additionally, Reader/Text Connections was a major focus throughout the school. Based on the analysis of our recent CMT scores, the staff concluded that there are many areas in which our students perform quite well including Reader/Text Connections and either met or exceeded expectations. Our teachers have also identified those areas in which performance by students was less than expected. Some students are in need of additional help which can be provided through our team of teachers or the Student Support Team. (SST)

SST is a team of staff members that reviews student referrals by teachers or parents based upon academic or social concerns. This early intervention team collaborates with teachers and parents on strategies to be provided in the classroom and/or at home, provides intervention with tutors if needed, or recommends a student to the PPT process. MBA has been a fully inclusive school for the past five years. Students are provided with a resource room in lieu of study hall to remediate skills and reteach or preview the curriculum taught in the content area classrooms.

In order to better meet the needs of all of our students, Differentiated Instruction was a goal for the MBA staff again this year. Teachers worked collaboratively during professional development days to develop differentiated units that highlighted the varied learning styles of our students. Additionally, teachers spent team time developing lessons and taught strategies that highlighted concepts evaluated on the CMT, incorporated new technologies, discussed ways to further improve instruction and student achievement, and planned programs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The school enrolls approximately 425 students in grade 6, 7 and 8 in Somers, Connecticut. MBA Middle School features a unique and academically sound rotating schedule that includes a double Language Arts block, two days of Physical Education, and a trimester each of Unified Arts (Art, Life Skills, and Technology). We also offer three classes of advanced standing: Algebra, Spanish, and French. Chorus and Band are offered to interested students. Title I services are also offered for those students not in special education but who fall below proficiency on the CMT in writing, reading, and math. This year we are more closely aligning our intervention program with the Response to Intervention initiative.

The alternative education program helps students who are at risk academically and/or socially to achieve success. The program is open to all students, not just those enrolled in special education. The program, run by a special education teacher, offers support in the mainstream classes; additionally, all the students have a mentor study with the teacher each day. Students are mainstreamed for all subjects with expectations that support personal responsibility and success.

Mabelle B. Avery School demonstrates participation by all. Teachers, secretaries, counselors, paraprofessionals, administrator, and parents all play an important role in making the school a place where all contribute and share in the work. Committees, councils, teams, and other projects all benefit greatly from the input of teachers willing to invest time and energy in the work of making the school the best it can be.

STRATEGIC SCHOOL PROFILE 2007-08

High School Edition

**Somers High School
Somers School District**

GARY M. COTZIN, Principal
ROBERT J. KAPNER, Asst. Principal
Telephone: (860) 749-2270

Location: Ninth District Road
Somers,
Connecticut

Website: www.somers.k12.ct.us/shs/shs_home.html

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available **on the internet at www.sde.ct.gov**.

TYPE OF SCHOOL

School Type: Traditional/Regular
School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 567
5-Year Enrollment Change: 8.8%

District Reference Group (DRG): C DRG is a classification of districts whose **students' families are similar** in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	14	2.5	3.7	23.8
Students Who Are Not Fluent in English	1	0.2	0.3	3.5
Students Identified as Gifted and/or Talented	0	0.0	4.2	4.6
Students with Disabilities	42	7.4	10.2	10.7
Juniors and Seniors Working 16 or More Hours Per Week	62	23.5	21.6	20.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	23.7	18.4	17.9
Biology I	17.4	17.7	18.6
English, Grade 10	19.9	17.3	18.4
American History	20.3	18.0	19.5

World Languages: Instruction was offered in the following world language(s): French, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,048	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 21 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	28.8	28.7

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	22.0	23.8	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	91.9
Chemistry	58.8	70.1
4 or More Credits in Mathematics	55.0	63.7
3 or More Credits in Science	100.0	90.0
4 or More Credits in Social Studies	48.9	54.8
Credit for Level 3 or Higher in a World Language	67.2	58.7
2 or More Credits in Vocational Education	16.0	57.8
2 or More Credits in the Arts	36.6	39.8

Class of 2007

This school required more than the state minimum number of credits for graduation in health, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.3	3.4
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	50.0	67.7	72.0

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.9	2.2	2.7
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	93.6	98.2	96.8
# of Print Volumes Per Student*	14.5	19.0	15.6
# of Print Periodical Subscriptions	24	55	45

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	41.90
	Paraprofessional Instructional Assistants	1.20
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and Assistants		3.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		14.25

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	14.6	14.7	13.8
% with Master's Degree or Above	76.0	73.4	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.3	6.7	8.9
% Assigned to Same School the Previous Year	80.0	75.6	76.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Somers High School faculty and staff understand the value of the home-school partnership. Parents are encouraged to be involved in their children's education in many ways. This message is reinforced through summer mailings, at our back to school open house, the start of the new school year, student assemblies, and through all parent communications. The administration actively promotes parent involvement and communication at conferences and meetings. Teachers and parents are strongly encouraged to be proactive with their communication. Email and the Internet are used extensively to support home-school communication. All teachers maintain web sites where homework and other class information are posted. Faculty and staff email addresses are shared with parents. The school website posts information pertinent to parents. In addition, the school uses an active communication system whereby information is sent to a parent email list. School-wide parent-teacher conference evenings are held twice annually. The Parent Teacher Student Association (PTSA) and Athletic Booster Clubs, and a Drama Club actively support school activities and provide opportunities for parents to volunteer and be involved in the life of the school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	1.4
Black	10	1.8
Hispanic	9	1.6
White	540	95.2
Total Minority	27	4.8

Percent of Minority Professional Staff: 3.3

Open Choice: 7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.6% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Somers High School continues to participate in Project Choice with increased activities bringing together families from both communities, for social activities beyond the school day, as the following demonstrate:

- Diversity Coalition support of the Somers High School-Weaver High School exchange;
 - participation in the annual "day of silence" activity;
 - sister school grant with Weaver High School; and
 - the Gay/Straight Alliance and Diversity Coalition work for understanding, respect and safety for all.
-

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	40.6	38.9	56.4

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	10	9.1
% of Grade 12 Students Tested	22.6	21.0
% of Exams Scored 3 or More*	64.2	71.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	60.6	45.5	73.1
Writing Across the Disciplines	78.8	57.9	82.9
Mathematics	78.1	50.1	93.4
Science	73.2	46.3	89.6

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT[®] I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT [®] I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	553	504	89.9
Critical Reading	542	502	88.8
Writing	541	503	87.7
% of Graduates Tested	76.3	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	98.5	92.6	80.6
Cumulative Four-Year Dropout Rate for Class of 2007	1.3	6.2	79.4
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	61.0

Activities of Graduates	School	State
% Pursuing Higher Education	87.0	83.4
% Employed, Civilian and Military	13.0	12.3

Student Attendance	School	State High Schools
% Present on October 1	97.0	94.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 88 students were responsible for these incidents. These students represent 15.2% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Offense Category	Number of Incidents by Disciplinary Offense Category, 2006-07	
	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	4	0
Physical/Verbal Confrontation	8	0
Fighting/Battery	7	1
Property Damage	3	1
Weapons	0	0
Drugs/Alcohol/Tobacco	22	4
School Policy Violations	227	0
Total	272	6

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

In 2007, students at Somers High School continued to show academic gains as noted through a variety of means. Our SAT scores remained strong and many students enrolled in Advanced Placement (AP) courses and took the AP tests in a variety of disciplines. Our CAPT scores also demonstrated that our students are meeting state benchmarks for learning with success. Scores showed gains over the previous year in most areas. Several students took part in academic offerings that exceeded in-school expectations. Students continue to participate in the College Connections Program with Asnuntuck Community College. Intervention tutorial services continued this year to complement an ongoing program of faculty-staffed "homework help" that meets on a regular basis after school. Teachers also use their personal web sites to post homework and other information that parents and students can access from school or home.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

In 2007-08, Somers High School continued to grow as a welcoming, supportive learning environment engaging students with success, socially, emotionally and academically. Within the North Central Connecticut Conference, Somers High School is highly competitive in a full complement of interscholastic athletics. During the 2007-2008 school year over 60 percent of the student body was involved in the athletic program on varsity, junior varsity and freshmen teams and through the Unified Sports program. Excellence, involvement, and community service are at the core of a number of student initiatives. Some of the many activities our students were involved in include the National Honor Society, BETA club, Family, Career and Community Leaders of America, Future Business Leaders of America, Big Brothers/Big Sisters, Scriptura, Spartan Advocate, and the Diversity Coalition. The latter successfully held its annual student exchange with Weaver High School of Hartford. This year, Somers High School "went green" with the formation of a new "Go Green" club that greatly expanded the school recycling program. Somers High School's drama club is a community jewel. "Peter Pan" was an extravaganza that enthralled the entire town with an extra sold out show being added.

Somers High School
Course Selection Guide 2009-2010
BOE Executive Summary
December 2008

Our course selection guide is being slightly modified for next year. No new courses are being added and the majority of adjustments to the guide are grammatical in nature. The only other changes being made are outlined below. However, I do want you to be aware that we are currently looking at our course levels in order to ensure that they are equitable and accurate. We do anticipate that there will be an adjustment needed that is not necessarily going to be reflected in the 2009-2010 guide.

Additionally, we are reviewing our grading policy and it's ultimate impact on class rank, the National Honor Society and Honor Roll. We do not anticipate this process to be completed for 2009-2010. If changes are needed it will be presented to the Superintendent and the Board of Education for inclusion in the 2010-2011 Course Selection Guide.

Mathematics

- Elementary Functions
 - The change to the requirement was to add
 - **“and teacher recommendation”** to any Algebra 2 student with an A- or better average
 - **“and teacher recommendation”** to any Honors Algebra student with an B- or better average

The reason for the change is to be sure that the current mathematics instructor is aware of those students who have elected to take the Elementary Functions course. There is a concern that the course requires a strong work ethic and the ability to work at an accelerated pace. Students who lack the commitment and ability to work at a quicker rate tend not to succeed in the course.

- Calculus
 - the change to the requirement was to add
 - **“and B- in”** Trigonometry to insure clarity in understanding the requirements. This is not a change to the current course requirement.
 - **“A- in Advanced Mathematics and take Trigonometry in the first semester”**

Advanced Mathematics is not an honors level course. Students wanting to take Calculus are taking an honors level course and must be able to work in at an increased pace and workload. The class assumes that all students have taken Trigonometry. Advanced Mathematics students only get a shorten exposure to Trigonometry concepts. To be successful in Calculus, they must have the skills that the full Trigonometry course would provide. This change should address this issue.

- AP Statistics
 - the change to the requirement was to add

“or B- in Honors Algebra 2 and teacher recommendation”.

The reason for this change is to make it consistent with the requirement for students who have taken regular Algebra 2 with compensation for the extra content and pace that Honors Algebra 2 requires.

English

- English electives will be rotated as follows: (Two English elective classes will alternate each year)
 - 2009-2010: Creative Poetry, Drama and SAT English Prep
 - 2010-2011: Creative Fiction, Fantasy and SAT English Prep

Justification: low enrollment numbers in English elective classes has made this a necessity. The teacher of these courses would then be available to pick up classes in the core-required areas within the department.

Science

- Prerequisite for AP Biology was changed from a “B” to a “B+”. This is the same prerequisite that students need in order to take AP Chemistry. Balance and continuity in the sciences is the justification for the change.

2009-2010 SOMERS PUBLIC SCHOOLS

JULY '09						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Independence Day

JANUARY '10 (18)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Holiday Recess
15 Teacher Work Day
18 M.L. King Jr. Day

AUGUST '09 (1)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

26 Staff Orientation Day
27 Teacher Work Day
28 Teacher Work Day
31 **SCHOOLS OPEN**

FEBRUARY '10 (15)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 President's Day
16-19 February Recess

SEPTEMBER '09 (21)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day

MARCH '10 (22)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 6-12 Early Release
15 Teacher Work Day
17 K-5 Early Release
18 K-5 Early Release
19 K-5 Early Release

OCTOBER '09 (20)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8 9-12 Early Release
12 Columbus Day
13 Teacher Work Day

APRIL '10 (16)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 Good Friday
19-23 April Recess

NOVEMBER '09 (18)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 6-8 Early Release
11 Veterans Day
12 6-8 Early Release
18 K-5 Early Release
19 K-5 Early Release
20 K-5 Early Release
25 **Early Release**
26-27 Thanksgiving Recess

MAY '10 (20)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day

DECEMBER '09 (17)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24-31 Holiday Recess

JUNE '10 (12)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16 **SCHOOLS CLOSING--
Early Release**
17 Teacher Work Day

STUDENTS:

Conduct:

Bullying

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school.

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs, including, but not limited to, ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, while at school, at any school function, or in connection to or with any district-sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement officials.

A comprehensive program, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom, and individual.

The district's program:

1. Permits anonymous reports of bullying by students and written reports of suspected bullying by parents or guardians;
2. Requires teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

4. Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there and report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;
5. Requires each school to have a prevention and intervention strategy, as defined by statute, for school staff to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
6. Requires each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying.
7. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
8. Requires students to be notified annually of the process by which they may make reports of bullying.
9. Requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;
10. As required, but not later than February 1, 2009, submit this policy to the Department of Education for its review, analysis, and cooperative assistance; and
11. Inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The Principal of each school or his/her designee is responsible for handling all complaints of alleged bullying.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

The District shall implement, as required by C.G.S. 10-221d, as amended, a prevention and intervention strategy which may include, but is not limited to:

Prevention and Intervention Strategy

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. A school survey to determine the prevalence of bullying.
3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.
4. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
5. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.

6. Inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school.
7. Individual interventions with the bully, parents, and school staff; and interventions with the bullied child, parents, and the school staff.
8. School wide training related to safe school climate.
9. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Principal shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. .

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate, that is protected by state or federal law.

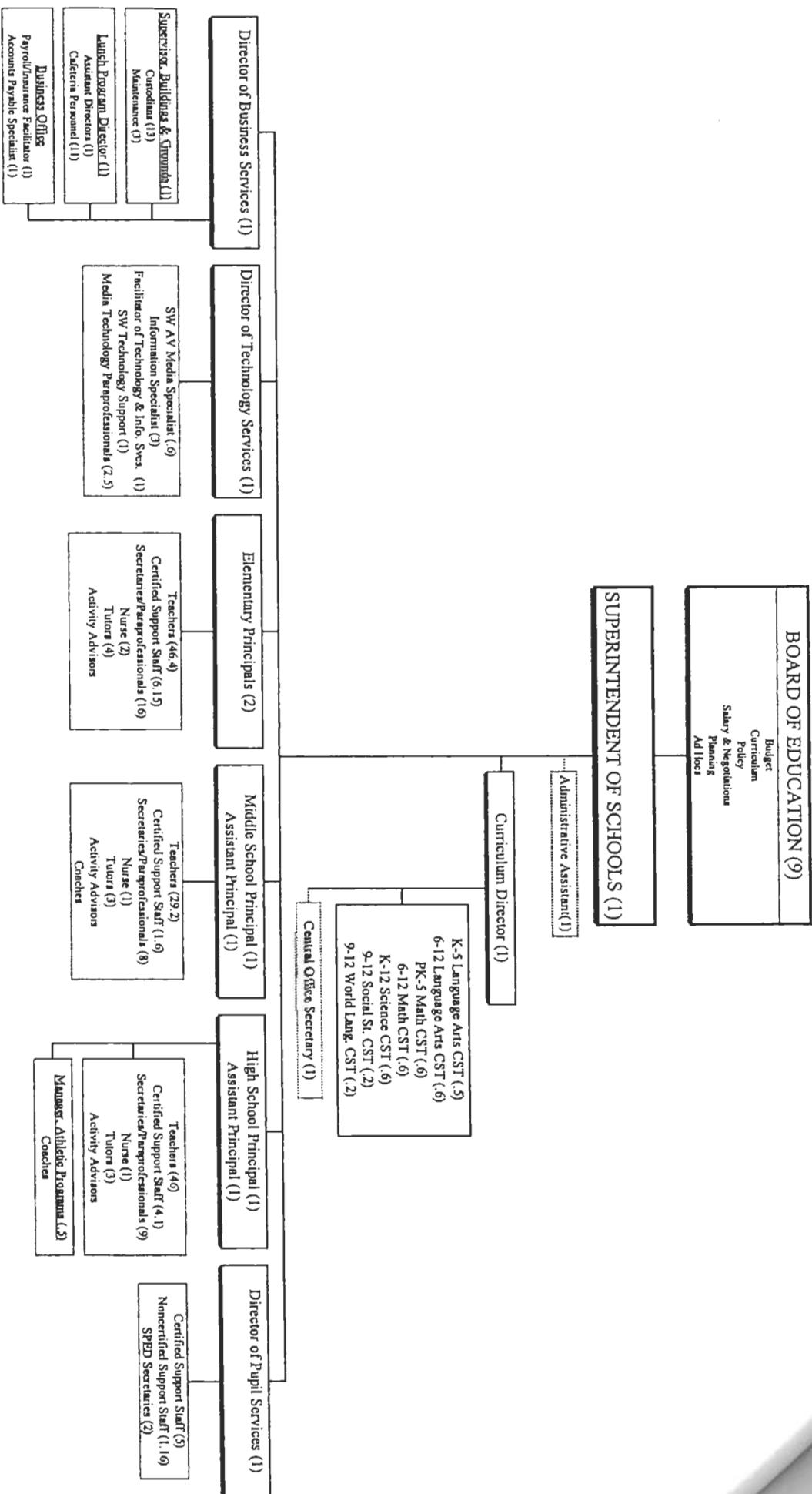
Cross Reference: DBS Code 5114: Suspension and Expulsion/Due Process
DBS Code 5131: Conduct
DBS Code 5131.10: Hazing/Initiation
DBS Code 5144: Discipline/Punishment
DBS Code 5145.5: Sexual Harassment
DBS Code 6121: Affirmative Action

Legal Reference: Connecticut General Statutes

10-115b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 08-160 An Act Concerning School Learning Environment

Adopted: December 9, 2002
Revised: October 27, 2008

SOMERS PUBLIC SCHOOLS



11/03/08

Business/Non-Instructional Operations

Compliance with 504 Regulations

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with handicaps and bars discrimination based on disability. The act protects all school-aged children as handicapped who meet the definition of a qualified handicapped person: 1) has or 2) has had a physical or mental impairment which substantially limits a major life activity, or 3) is regarded as handicapped by others.

This act requires the provision of a free appropriate public education (FAPE) to eligible students. Appropriate means an education comparable to the education provided to non-handicapped students, requiring that reasonable accommodations be made. It covers academic programs, extracurricular activities, and non-academic services.

The act provides a set of definitions that explain exactly what is meant by individual with a handicap and defines the impact of the handicap or condition on a major life activity. Thus, an individual with handicap(s) is defined as any individual who:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities;
2. has a record of such impairment; or
3. is regarded as having such an impairment (29 U.S.C. Sec. 706(8)).

Further, physical or mental impairment is described as:

1. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss effecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hermic and lymphatic, skin, and endocrine; or
2. any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities (34 Code of Federal Regulations Part 104.3)

Major life activities are defined as:

1. functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Major life activities also include, but are not limited to, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating and the operation of major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Has a record of such an impairment means:

1. has a history of, or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.

Is regarded as having an impairment is defined as:

1. has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;
2. has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment; or
3. has none of the impairments defined but is treated by a recipient as having such an impairment (34 Code of Federal Regulations Part 104.3)

Note: A person classified as handicapped under 504 legislation may or may not be classified as handicapped under special education legislation.

The District shall comply with 504 regulations of the Rehabilitation Act of 1973 by making provisions for the location, referral, identification, evaluation and placement of school age handicapped children. The District shall provide these children with a free appropriate public education, as well as physical access to programs and services offered by the District.

(cf. 5145 – Statement of Non-Discrimination)

Legal Reference: Connecticut General Statutes
10-15c Discrimination in public schools prohibited
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et.seq.
Section 504, U.S. Rehabilitation act, 1973, 29 U.S.C. 791

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173 and PA 04-181))

29-17a Criminal history checks. Procedure. Fees.

Adopted:

Students

Health/Medical Records

When applicable, District schools will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends. The Superintendent shall designate the HIPAA Privacy Officer.

Student education records, including personally identifiable health information, maintained by the District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, District schools will comply with FERPA's confidentiality provisions rather than HIPAA's.

The District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education students. The District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the District has obtained authorization from the parent or adult student prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff that wrongfully uses or discloses protected health information.

(cf. 3231 – Medical Reimbursement for Special Education Students)
(cf. 5125 – Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 10-15b Access of parent or guardians to student's records.
 10-154a Professional communications between teacher or nurse & student.
 10-209 Records not to be public
 46b-56 (e) Access to Records of Minors.
 Connecticut Public Records Administration Schedule V - Disposition of
 Education Records (Revised 1983).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of
 the General Education Provisions Act, as amended, added by section 513 of
 P.L. 93-568, codified at 20 U.S.C.1232g.).

Legal References: (continued)

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

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

PL 107-110 “No Child Left Behind Act of 2001” Sections 5208 and

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 50312-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53182-53273

Adopted:

Students

Threats or Acts of Violence

The Board of Education recognizes that threats or acts of violence are complex and that, while the school may recognize potentially at risk youth, it cannot make clinical assessment of risk and provide in-depth counseling, but must refer the youth to an appropriate place for such assessment and counseling.

Therefore, any school employee who may have knowledge of a threat or act of violence must take the proper steps to report this information to the school principal who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

(cf. 5114 - Suspension and Expulsion/Due Process)

(cf. 5130 - Student Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5141.5 - Crisis Management)

(cf. 5141.6 - Safety)

(cf. 5144 -Discipline/Punishment)

(cf. 5144.2 - Use of Physical Force)

(cf. 5144.3 - Discipline of Students with Disabilities)

(cf. 5145.12 - Search and Seizure)

Legal Reference:

Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304 and PA 96-244.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Adopted:

Students

Crisis Prevention/Response

The district recognizes that schools are subject to a number of potentially disruptive events. These events include major crises. No school is immune no matter the size or location. The challenge, however, is to protect students as much as possible in an increasingly violent world.

Being prepared for crises can enhance the district's effectiveness in responding to smaller incidents.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the District's comprehensive school safety plan.

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules.

Adopted:

Students

Use Of Physical Force And Seclusion Policy

Physical Restraint(s)

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, the Board recognizes that there are times when it becomes necessary for staff to use restraint to protect a student from harming him/herself or to protect others from harm.

Physical restraint is defined as any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Reasonable restraint is defined as immobilization of the student's opportunity for movement by staff members through direct physical contact, using established intervention techniques designed to control acute aggressive behavior. Such restraint will be used only as long as necessary to control the situation. The degree of physical restraint will be sufficient to ensure the safety of the student and others in the immediate vicinity, yet will protect the student from undue physical harm. The use of physical restraint will be used as a last resort after other intervention strategies have been tried and deemed ineffective or inadequate to address the risk of psychological or physical harm to the student or others in the environment.

The term does not include: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of a documented treatment plan or individualized education program and is the least restrictive means available to prevent such self injury.

Seclusion

Seclusion is defined as the confinement of a person in a room, whether alone or with staff supervision, in a manner that prevents the person from leaving. In the case of students identified as eligible for special education services or who are in the process of being evaluated to determine such eligibility, seclusion may not be utilized except as specified in Procedures on the Use of Seclusion of Persons at Risk.

With the exception of special education students, restraint or seclusion may only be utilized by staff members on students under the following circumstances:

1. Protect himself/herself or others from immediate physical injury.
2. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
3. Protect property from physical damage.
4. Restrain such minor or remove such minor to another area, to maintain order.

Corporal punishment is strictly prohibited.

In the case of students identified as eligible for special education services or who are in the process of referral for consideration of such eligibility, physical restraint may not be utilized except as specified in Procedures on the Use of Physical Restraint of Persons at Risk.

Legal References: Connecticut General Statutes: 46a-150 through 46a-153; 53a-18
Public Act No. 07-147

Adopted:

TO: Somers Board of Education
FROM: Somers Basketball Association
A Division of Somers Recreation Commission
DATE: December 1, 2008
RE: Replacement of Scoreboard in SES Gymnasium

It is the intention of the Somers Basketball Association to replace the existing scoreboard in the Somers Elementary School with a new Scoreboard (similar to the one in the Mabelle B. Avery Middle School). The existing scoreboard is approximately twenty years old and in disrepair; we have been unable to find anyone to repair or service this scoreboard. Attached is a proposal from Hampden Engineering Corporation which has installed the Mabelle B. Avery and Somers High School Scoreboards and services them as well.

The Somers Basketball Association through outside donations and fundraising efforts will fully fund this project at no cost to the Somers School System nor the Town of Somers. Additionally, both of the existing scoreboards will be taken down and removed from the facilities.

We would coordinate this effort (take down and installation) through Jim MacFeat and work in conjunction with the Somers Elementary School as to not disrupt any programs or classes. We would like to move forward on this project as soon as possible as to hopefully do the work during the Holiday vacation.

Please let me know if you have any questions regarding this matter.

Sincerely,

Edward J. Palomba
Somers Basketball Association
(860) 836-1096

Attachment



ENGINEERING CORPORATION

Q
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N

TO: SOMERS YOUTH ATHLETICS
SOMERS, CT

ATTENTION: ED PALOMBA

DATED: NOVEMBER 12, 2008
NUMBER: 08-1735
EMAIL: EDWARD_PALOMBA@BANKSI.COM
FAX:
PHONE:

MAIN OFFICE AND FACTORY:
99 SHAKER ROAD
PO BOX 563
EAST LONGMEADOW, MA 01028-0563
TEL: 413-525-3981
800-253-2133
FAX: 413-525-4741
Email: sales@hampden.com

SUBJECT:

Dear Ed:

We are pleased to quote you on the following:

- 1 – Fair-Play Model BB-1500-4 Basketball Scoreboard with wireless receiver
- 1 – Fair-Play Model MP-52 Scorer’s Control with wireless transmitter and carrying case

All the above for the sum of \$3,467.00

Installation:

- 1 – Lot of installation to consist of mounting scoreboard to a flat wall, test and demonstration. All electrical work to be done by others.

Price \$ 600.00

Terms: Net 30 days subject to credit approval

Delivery: Four to six weeks ARO

F.O.B.: Jobsite

Quote valid: 90 days

Respectfully,

Chris Dionne

CJD/l

Note: No state or local sales or use taxes included in above quotation

THE NATION’S LEADER IN MANUFACTURE AND DESIGN OF:
ENGINEERING – TECHNICAL – VOCATIONAL – EQUIPMENT FOR TRAINING – EDUCATION – GOVERNMENT – INDUSTRY

Somers Public Schools

Ninth District Road
Somers, Connecticut 06071

ENROLLMENT

	<u>10/1/04</u>	<u>SPED</u>	<u>10/1/05</u>	<u>SPED</u>	<u>10/1/06</u>	<u>SPED</u>	<u>10/1/07</u>	<u>SPED</u>	<u>6/1/08</u>	<u>11/1/08</u>	<u>12/1/08</u>
Preschool	16	4	19	7	18	6	20*	10	25*	18**	20**
Kindergarten—AM	47	6	56	4	57	3	49	3	53	55	55
Kindergarten—PM	50		51		58	2	52	3	53	42	43
Grade 1	123	6	108	6	106	4	124	6	125	113	111
Grade 2	119	8	125	7	114	3	109	7	111	127	128
Grade 3	129	7	122	10	133	11	112	7	113	114	115
Grade 4	133	9	131	13	128	12	135	17	133	113	112
Grade 5	129	9	134	13	131	13	129	15	132	134	136
Grade 6	135	11	135	9	141	14	140	16	140	131	131
Grade 7	141	16	138	11	136	8	148	15	146	143	142
Grade 8	151	10	139	15	138	12	140	13	140	150	151
Grade 9	156	17	162	11	154	16	148	17	147	143	142
Grade 10	144	20	143	14	148	9	141	14	141	145	144
Grade 11	142	10	134	18	137	15	149	8	153	139	139
Grade 12	124	5	143	7	133	15	130	10	127	152	152
TOTAL	1739	138	1740	145	1732	143	1726	161	1739	1719	1721
SES	746	49	746	60	745	54	730	68	745*	716**	720**
MBA	427	37	412	35	415	34	428	44	426	424	424
SHS	566	52	582	50	572	55	568	49	568	579	577
Vo-Ag	3		2		2		1		0	1	1
Cheney Tech	8		8		4		2		2	5	5
SPED Outside Pl.	11		12		14		14		20	16	16

* 2 community-based not enrolled in our PK program

**1 community-based not enrolled in our PK program

2009-2010 BUDGET CALENDAR**DRAFT****(all dates tentative for planning purposes)**

9/22-9/26	AC Strategic Budget Planning Meetings	
14-Oct	Superintendent Budget Planning Meeting with BoE (regularly scheduled BoE meeting)	
24-Oct	AC Staffing & Program Requests Due to Superintendent	
10/27-11/7	AC Review & Revision of Requests	
21-Nov	Additional Supporting Documentation	
5-Dec	Preliminary Budget Developed	
8-Dec	Superintendent Briefing with BoE (6:00) (regularly scheduled BoE meeting)	
19-Dec	Final Budget Developed	
12-Jan	Budget Review with BoE -- Superintendent Proposal (6:00) (regularly scheduled BoE meeting)	
21-Jan	Budget Review with BoE	
26-Jan	Budget Review with BoE (6:00) (regularly scheduled BoE meeting)	
9-Feb	BoE Adopt Budget for Public Hearing (regularly scheduled BoE meeting)	
11-Feb	Campus View Finalized	
19-Feb	Campus View Mailed	
20-Feb	BoE Public Hearing Powerpoint Presentation Finalized	
2-Mar	BoE Public Hearing	
16-Mar	Budget Presentation to BoF (regularly scheduled BoE meeting)	TBD
27-Apr	Town & BoE Public Hearing	TBD
4-May	Annual Town Meeting	TBD
12-May	Budget Referendum	TBD