

BOE Meeting Template
Monday, April 7, 2014 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 3
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS 6
 1. Curriculum Presentations 6
Kathleen Pezza, Director of Curriculum will do Powerpoint presentations on Virtual High School, Gifted and Talented and Social Studies. She will be available to answer any questions board members may have.
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA 30
 1. Approval of Bills
8. NEW BUSINESS 38
 1. Approval of Job-Sharing Agreements 38
Requests have been received to continue three SES job-sharing agreements in the 2014-2015 school year. These requests were submitted by P.Clark/R. Leiphard for Information Literacy and Technology Integration, N. Dzicek/M. Shannon for Grade 3, and M. Staunton/K. Doran for Grade 1.
 2. District Wellness Committee Report 64
Carol Meagher, Head Nurse, will provide an update for the board regarding the district Wellness Committee. Ms. Meagher will be available to answer any questions board members may have.
 3. First Warning of Adoption of New Textbook - Geometry Textbook 65
The Curriculum Committee is presenting first warning of adoption of new textbook - Geometry.
 4. First Warning of DBS Code 3516:Safety 70
The Policy Committee has reviewed recommendations by CABE for this policy and is presenting as a first warning to the Board. The older version of Somers' policy is included as well to review the recommended changes.
 5. First Warning of DBS Code 3231: Medical Reimbursement for Special Education 76
Students
The Policy Committee has reviewed recommendations by CABE for this policy and is presenting as a first warning to the Board.
 6. First Warning of DBS Code 4118.231: Alcohol, Drugs and Tobacco 77
This is a required policy to meet the requirement of the Drug-Free Workplace/Schools and Community Act and is being presented as a first warning to the Board.
 7. First Warning of DBS Code 9273: Conflict of Interest 82
The Policy Committee has reviewed recommendations by CABE for this policy and is presenting as a first warning to the Board.
 8. First Warning of DBS Code 1316.2: Civility 89
The Policy Committee has reviewed recommendations by CABE for this policy and is presenting for the first warning to the Board.
 9. First Warning of DBS Code 4118.24/4218.24: Staff/Student Relationships 104
The Policy Committee has reviewed recommendations by CABE for this policy and is presenting for the first warning to the Board.
 10. Long Range Plan 110
The board will review the updated sheets on long range planning and will vote on their approval at

the next BOE meeting.

9. OLD BUSINESS

1. Second Warning/Adoption of DBS Code 6146: Graduation Requirements/Standards of Proficiency

116

10. ADMINISTRATIVE REPORTS

11. COMMITTEE REPORTS

1. Budget
2. Curriculum
3. Policy
4. Salary & Negotiations
5. Planning
6. Other Committees

12. OTHER

13. ADJOURNMENT

SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – March 24, 2014

Members Present: D. Palmer, B. Devlin, R. Lees, Jr., S. Moynihan Bollinger, J. Formeister, A. Kirkpatrick, M. Marquardt, K. McLellan, M. Rockett

Members Absent:

Administrators Present: Dr. M. Suffredini, B. Boutwell, K. Pezza, D. Messina

Staff Present:

Citizens Present: B. Capuano, D. Stone

Students Present:

Others: N. Caruso (CABE)

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 6:09 p.m. by Chairman Palmer in the Mabelle B. Avery Middle School Board of Education meeting room.

2.0 PLEDGE OF ALLEGIANCE

***AGENDA ITEM 12.1:**

Presentation by Nick Caruso from CABE (Moved to this section of the agenda.)

Mr. Nick Caruso gave a presentation to the Board on CABE information as well as roles and responsibilities of boards of education. The Board took a break from 8:08-8:15 p.m. for refreshments following Mr. Caruso's presentation.

3.0 APPROVAL OF MINUTES

March 10, 2014 – It was **MOVED** (B. Devlin), **SECONDED** (A. Kirkpatrick) to approve the March 10, 2014 Board of Education meeting minutes as presented. **PASSED 9-0.**

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

5.0 CORRESPONDENCE

- Chairman Palmer referred an issue to Dr. Suffredini.
- Chairman Palmer received a notice from the Town Hall regarding the agenda for the BOF meeting on 3/25/14 at 7:00 p.m. The public hearing is scheduled on 4/21/14 at 7 p.m.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7.0 CONSENT AGENDA

7.1. Approval of Bills

It was **MOVED** (B. Devlin), **SECONDED** (S. Bollinger) to approve the 3/24/14 bills in the amount of \$260,735.23 as presented. **PASSED 9-0.**

8.0 NEW BUSINESS

8.1. Approval of Job Request – Stephanie Jodice

It was **MOVED** (A. Kirkpatrick), **SECONDED** (B. Devlin) to approve the request by Ms. Stephanie Jodice, SLP for grades K-2 at Somers Elementary School, to continue to work part-time for the 2014-2015 school year as recommended by the superintendent. **PASSED 9-0.**

8.2. Letter of Resignation – D. Brownell

It was **MOVED** (M. Marquardt), **SECONDED** (K. McLellan) to accept the resignation of Daniel Brownell, Music Teacher at MBA/SHS, at the end of the 2013-2014 school year. **PASSED 9-0.**

9.0 OLD BUSINESS

9.1. Second Warning/Adoption of DBS Code 5145 – Section 504: Civil and Legal Rights and Responsibilities

It was **MOVED** (R. Lees), **SECONDED** (S. Bollinger) to approve DBS Code 5145 as presented. **PASSED 9-0.**

9.2. Second Warning/Adoption of DBS Code 5145.52 – Harassment

It was **MOVED** (R. Lees), **SECONDED** (S. Bollinger) to approve DBS Code 5145.52 as presented. **PASSED 9-0.**

9.3. Second Warning/Adoption of DBS Code 6146: Graduation Requirements/Standards of Proficiency

No action taken at this time. DBS Code 6146 will be discussed at the next meeting on 4/7/14.

9.4. Second Warning/Adoption of DBS Code 6141.321 – Student Telecommunications Acceptable Use Policy

It was **MOVED** (R. Lees), **SECONDED** (S. Bollinger) to approve DBS Code 6141.321 as presented. **PASSED 9-0.**

10.0 ADMINISTRATIVE REPORTS

Dr. Suffredini acknowledged Board of Education Appreciation Month by extending his gratitude to the BOE members and presenting them with a gift in recognition of their dedication and service.

11.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

11.1. Budget – No report.

11.2. Curriculum – No report.

11.3. Policy – A. Kirkpatrick received the latest packet from CAFE and will set a date for the committee to meet.

11.4. Salary & Negotiations – B. Devlin reported the negotiation meeting with the custodians will be held on 3/25/14.

11.5. Planning Committee – J. Formeister reported that the budget is set for 2014. A copy of the updated long range plan will be presented at the next meeting.

11.6. Other Committees – No report.

***12.0 OTHER**

- **A. Kirkpatrick attended the CREC meeting with the following task force recommendations: two major vacations during the year, same starting dates, and five floating days which would be decided per Center. One five-day vacation may be in March or April. A. Kirkpatrick is requesting emails be sent to her regarding an opinion on a March versus April vacation. The task force may implement this new calendar for 2015-2016.**
- **Chairman Palmer suggested reserving tables for the Rotary Club's 50th Anniversary at Twin Hills Country Club on April 12, 2014.**

12.1. Presentation by Nick Caruso from CABA

It was MOVED (B. Devlin), SECONDED (R. Lees) to move item 12.1 up in the agenda. PASSED 9-0.

13.0 ADJOURNMENT

It was MOVED (B. Devlin), SECONDED (S. Bollinger) to adjourn the BOE meeting at 8:40 p.m. PASSED 9-0.

Respectfully submitted,

**Rick Lees, Jr., Secretary
Shannin Burns, Recording Secretary**

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



QUEST

Somers Talented and Gifted
Program



What Is Quest?

- Quest is the Somers Elementary School program that serves students identified as academically gifted.
- It is open to students in grades 3-5 who meet the entrance criteria.



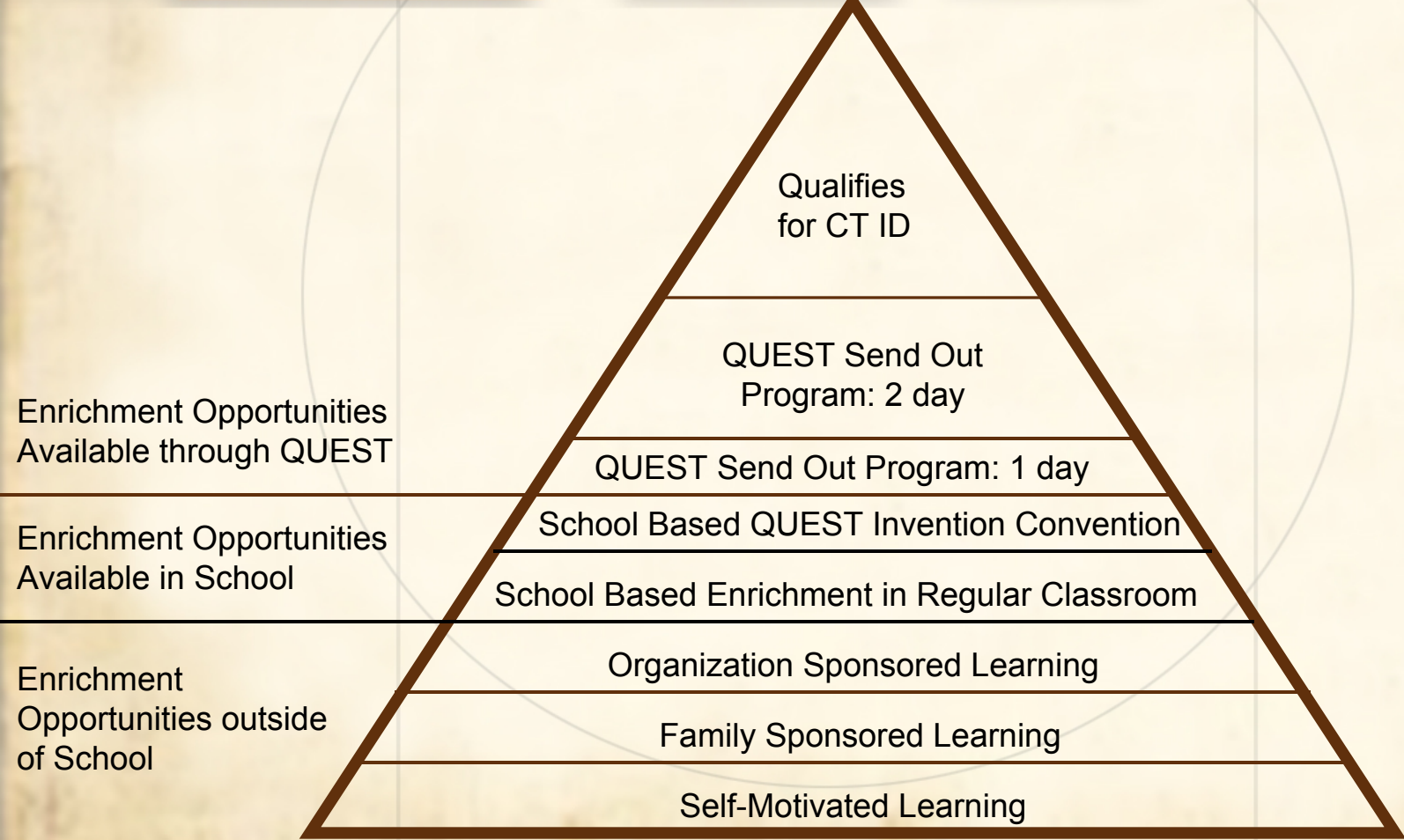
How Are Students Selected?

- All third graders are screened using a non-verbal reasoning test, the DRP and a teacher survey of gifted behaviors exhibited in the regular classroom.
- Scores for each of the three tests are combined using a point matrix and the top 20% of each 3rd grade class is given the opportunity to participate.



How Are Students Selected?

- Of the 20% of students selected to participate, the top 10% participate twice per cycle.
- The students in the 11-20% range participate once per cycle.
- All students in grades 2-5, regardless of their gifted eligibility can participate in the CT Invention Convention each year.





Quest in Grade 3

Students in Grade 3 complete three major projects during the year:

- Process Flowcharting
- Family Stories
- Viking Archeology



Quest in Grade 4

Students in Grade 4 complete one major project and one minor project during the year:

- Howard Gardner's Multiple Intelligences
- Artifact Box Exchange



Quest in Grade 5

Students in Grade 5 complete one major and one smaller project during the year:

- Washington State Career Aptitude Survey
- Running a Real Business



Social Studies

Social Studies at SES

- Kindergarten – The Student and Their Environment
- Grade 1 – Families
- Grade 2 – Communities
- Grade 3 – Communities around the World
- Grade 4 – Connecticut
- Grade 5 – Early American History

Social Studies at SES



- Students in grade 2 learn about the Somers community. They visit the Post Office and the Fire Station to learn about how communities work together and support one another.
- Students in third grade learn about immigration. They research their family, find out where their ancestors came from and learn about those countries.

Social Studies at SES

The background of the slide is a historical painting depicting a group of people in 17th-century attire. A man in a dark, ornate coat stands on the right, looking towards the left. In the foreground, a woman in a red dress sits at a table, and another person is partially visible behind her. The setting appears to be an indoor room with a window in the background.

- Fourth grade students research a famous person or invention from Connecticut. Then, they write a report and present a PowerPoint about that person or invention.
- Fifth graders participate in a simulation to learn why countries in the 1400s and 1500s sent out explorers. They are each given a role and a set of resources and they have to figure out how to get all the stuff they need for their country to be prosperous by interacting with other students.

Social Studies at MBA

The background of the slide is a photograph of the Parthenon on the Acropolis in Athens, Greece. The temple is a large, ancient stone structure with many columns, situated on a hillside. The sky is clear and blue. In the foreground, there are some green plants and a stone wall. An American flag is visible on the right side of the image.

- Grade 6 – Ancient Civilizations
- Grade 7 – Contemporary Cultures and World Religion
- Grade 8 – American History from the Constitution to the Industrial Revolution

Social Studies at MBA

- Sixth graders do a mock cave exploration at Lascaux, study pictures of ancient artifacts to determine their purpose and participate in the Pharaoh for a Day activity to learn about ancient cultures.
- Seventh graders learn about the Silk Road by participating in a differentiated project wherein they research an aspect of the Silk Road and its influence of European culture related to an area of personal interest.

Social Studies at MBA

An illustration of several men in 19th-century attire, including suits and bow ties, standing behind a large, draped American flag. The background features stylized green trees and a light sky. The men are looking towards the right, and the flag is prominently displayed in the foreground.

- Eighth graders create Lewis and Clark journals as they learn about westward expansion. They study the plants, animals, geography and Native American cultures of the Missouri River area.
- At the end of the unit, they go to the Boston Museum, see the Lewis and Clark expedition in 3-D and compare the movie to their journals.

Social Studies at SHS

- Grade 9 – World History/International Studies
- Grade 10 – American History from the Industrial Revolution to WWII and Civics
- Grade 11 – American History from WWII to the present
- Grade 11 or 12 – Ancient History, Current Affairs, Government and Politics, Philosophy, Psychology, Sociology, Investigation and Trial Techniques, Medieval History, Law, War between the Worlds or AP US History.

Social Studies at SHS



- Ninth grade students create a travelogue to learn about world geography and do a major project on imperialism.
- Tenth grade students start the year with Civics, which is a full semester program. Then, they move into American History

Social Studies at SHS

- Eleventh graders do a 1930s podcast and interview veterans to gain a better understanding of WWII.
- Students in AP US History travel to Washington D.C. each year to visit the historic landmarks in our nation's capital.



Virtual High School

On-Line Learning for Middle and High School Students

What Is VHS?

- Virtual High School is an on-line school that offers high school, middle school, AP, International Baccalaureate and credit recovery courses.
- Classes are offered during the fall and spring semesters as well as over the summer.
- VHS allows students to take specialized courses that are not available at SHS or that they couldn't take due to scheduling constraints.

VHS Membership

- Schools sign up as members of VHS.
 - Schools can pay per student enrolled: up to a total of 10 students per semester.
 - Schools can donate 0.2 FTE in exchange for 20 “free” seats each school year. The 0.2 teacher teaches one VHS course.
- Students can sign up as individuals without being enrolled at a member school.
- 60 Connecticut schools participate in VHS.

What is offered on VHS?

Subjects	Number of Classes
Advanced Placement	22
Fine Arts	12
Business	7
World Language	13
English	30
Life Skills and Health	11
Mathematics	16
Science	32
Social Studies	35
Tech Ed.	10
Middle School	9

How Does VHS Work?

- Each member school has an on-site coordinator that handles all of the scheduling and grade reporting associated with VHS.
- Students are enrolled in classes by the on-site coordinator.
- Students are expected to login each day and participate in their class through on-line discussions, research and classwork. Assignments are usually due once a week.

VHS at Somers High School

- In the last two years, 16 SHS students have enrolled in 15 VHS classes (13 different courses).


Content Area	Number of Students
Health	2
Fine Arts	1
Science	6
Social Studies	3
Technology	2
Business	1

Somers Board of Education General Budget Treasury Warrant

Report # 28003

Check Batch: 10024
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:  Date: 4/4/14
 William B. Boutwell, Director of Business Services

10024	8211	04/07/2014	V00314	Follett Library Resources	0.00	167.66
Totals:					0.00	\$167.66

1 Check Listed.

Somers Board of Education General Budget Treasury Warrant

Report # 28001

Check Batch: 10023
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:

Date:


4/4/14

 William B. Boutwell, Director of Business Services

10023	8137	04/07/2014	V60678	ACP Direct	0.00	494.95
	8138	04/07/2014	V60790	Alternative Access Assistive Technology	0.00	1,845.00
	8139	04/07/2014	V52670	Amazon	0.00	847.65
	8140	04/07/2014	V60084	American Time & Signal Company	0.00	541.34
	8141	04/07/2014	V52306	AmeriPride Services, Inc	0.00	181.74
	8142	04/07/2014	V60041	Anthem BCBS	0.00	183,624.30
	8143	04/07/2014	V60040	Anthem Life Insurance Company	0.00	2,181.91
	8144	04/07/2014	V52029	Anytime Sewer & Drain Service	0.00	360.00
	8145	04/07/2014	V51604	Awards & More	0.00	53.20
	8146	04/07/2014	V60123	B&H Photo-Video	0.00	401.47
	8147	04/07/2014	E00450	Bergamini, Lisa	0.00	27.12
	8148	04/07/2014	V60633	Best Buy Business Advantage Account	0.00	1,137.93
	8149	04/07/2014	V02406	Billings Sports, Inc.	0.00	2,238.46
	8150	04/07/2014	E00036	Brzezowski, Karen	0.00	200.00
	8151	04/07/2014	V00760	CAML	0.00	175.00
	8152	04/07/2014	V00129	Carolina Biological Supply Co.	0.00	70.12
	8153	04/07/2014	V51942	CBS	0.00	4,513.60
	8154	04/07/2014	V53390	CIRMA	0.00	20,309.00
	8155	04/07/2014	V00159	Connecticut Light & Power	0.00	24,453.57
	8156	04/07/2014	V60740	Connecticut Piano Company, The	0.00	120.00

Somers Board of Education General Budget Treasury Warrant

Report # 28001

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	8157	04/07/2014	V02198	The Connecticut Water Company	0.00	6,323.71
	8158	04/07/2014	V60205	CPI Qualified Plan Consultants, Inc.	0.00	28.00
	8159	04/07/2014	V00204	CREC	0.00	6,873.00
	8160	04/07/2014	V54321	Custom Printing & Copy, Inc.	0.00	397.00
	8161	04/07/2014	V60709	DBS Energy Inc.	0.00	2,185.15
	8162	04/07/2014	V60089	Dime Oil Company LLC	0.00	643.41
	8163	04/07/2014	V02359	Downes & Reader Hardwood	0.00	723.27
	8164	04/07/2014	V01275	Dan Lapierre - Golf Professional	0.00	600.00
	8165	04/07/2014	V54168	First Student, Inc	0.00	134,112.00
	8168	04/07/2014	V02186	Flinn Scientific, Inc.	0.00	32.09
	8169	04/07/2014	E00257	Ford, Linda	0.00	90.00
	8170	04/07/2014	V00511	Grainger	0.00	351.61
	8171	04/07/2014	V60804	Granite City Electric Supply	0.00	541.05
	8172	04/07/2014	V53525	H&H Service, LLC	0.00	180.00
	8173	04/07/2014	V01790	Heinemann	0.00	85.20
	8174	04/07/2014	V21177	Home Depot CRC	0.00	358.15
	8175	04/07/2014	E00689	Hull, Bryan	0.00	604.48
	8176	04/07/2014	V60043	IVEY Industries	0.00	112.70
	8177	04/07/2014	V60056	J.A. Sexauer	0.00	227.54
	8178	04/07/2014	V00665	Kelly-Fradet Lumber	0.00	42.39
	8179	04/07/2014	V60890	LEARN	0.00	4,579.00
	8180	04/07/2014	V60467	M-F Athletic	0.00	1,094.00
	8181	04/07/2014	V60094	Mass Mutual	0.00	30,000.00
	8182	04/07/2014	V54106	Mountain Math	0.00	49.95
	8183	04/07/2014	V54115	Naviance, Inc	0.00	2,790.00
	8184	04/07/2014	V60950	On The Fly Computer Guy	0.00	585.00
	8185	04/07/2014	V60568	Pediatric Services of America Inc	0.00	5,332.50
	8186	04/07/2014	V53593	Poland Spring	0.00	49.07
	8187	04/07/2014	V60864	Pullman & Comley, LLC	0.00	4,983.40
	8188	04/07/2014	V60524	Robert H. Lord Co.	0.00	44.00
	8189	04/07/2014	V60760	School Neuropsychology Associates, LLC	0.00	855.00
	8190	04/07/2014	V01292	School Specialty, Inc.	0.00	493.06
	8191	04/07/2014	E00303	Sharon, Eric	0.00	14.86
	8192	04/07/2014	E00308	Sizer, Judith	0.00	28.25
	8193	04/07/2014	V60031	SNE Building Systems	0.00	225.00
	8194	04/07/2014	V00886	Somers Lunch Program	0.00	34.65
	8195	04/07/2014	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70

Somers Board of Education General Budget Treasury Warrant

Report # 28001

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	8196	04/07/2014	V01591	Town of Somers	0.00	15,151.97
	8197	04/07/2014	E00322	Suffredini, Dr. Maynard	0.00	30.51
	8198	04/07/2014	V60394	SWAN Associates Inc	0.00	5,826.50
	8199	04/07/2014	V60374	Tecta America New England LLC	0.00	2,119.24
	8200	04/07/2014	V01000	Town of Somers BOE	0.00	15,000.00
	8201	04/07/2014	V53945	Transcanda Power Marketing LTD	0.00	15,796.35
	8202	04/07/2014	V01638	Tree House, The	0.00	364.50
	8203	04/07/2014	M53099	Tull Brothers, Inc.	0.00	658.00
	8204	04/07/2014	V21164	Unum Life Insurance Company of America	0.00	3,788.68
	8205	04/07/2014	V54059	Verizon Wireless	0.00	480.54
	8206	04/07/2014	V53413	W. B. Mason Co., Inc.	0.00	35.34
	8207	04/07/2014	V52399	W.R. Robinson Lumber	0.00	94.50
	8208	04/07/2014	E00342	Walker, Alan	0.00	369.43
	8209	04/07/2014	E00243	Zamorski, Melanie	0.00	119.80
	8210	04/07/2014	V60875	Zones Inc	0.00	218.00
Totals:					0.00	\$510,687.91

72 Checks Listed.

Somers Board of Education General Journal Register

Report # 28000
Batch: 9984
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
9984	\$510,855.57	Posted	lbergamini	03/31/2014	lbergamini	04/03/2014

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
March, 2014						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			92,701.07	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	92,701.07
		Total Generated Distributions			\$92,701.07	\$92,701.07
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	96,167.78
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			493.06	0.00
	10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES			49.95	0.00
	10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			94.50	0.00
	10-100-2-3-14-220-641-01-5-01140	MA - REPLACEMENT TEXTS			60.45	0.00
	10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			218.25	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			847.97	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			30.97	0.00
	10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			200.06	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			102.21	0.00
	10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT			274.17	0.00
	10-100-2-4-99-242-611-01-5-00809	HS - RENAISSANCE PROGRAM			90.00	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES		Yes	1,502.50	0.00
	10-221-1-2-50-251-580-05-5-00259	K-5 - TRAVEL/IN-SERVICE		Yes	28.25	0.00
	10-221-1-3-52-231-690-05-5-00282	MA - PROFESSIONAL LIBRARY			36.00	0.00
	10-222-2-2-52-231-690-03-5-00151	K-5 - OTHER LIBRARY SUPPLIES			15.00	0.00
	10-222-2-3-52-231-590-03-5-00134	MA - REBINDING			51.45	0.00
	10-222-2-3-52-231-642-03-5-00138	MA - LIBRARY BOOKS			22.87	0.00
	10-222-2-3-52-231-642-03-5-00142	MA - NEWSPAPERS/MAGAZINES			42.34	0.00
	10-222-2-4-52-233-611-03-5-00147	HS - A.V. MATERIALS			35.42	0.00
	10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	4,983.40	0.00
	10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES			34.65	0.00
	10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH			200.00	0.00
	10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES			61.05	0.00
	10-232-5-5-66-830-430-04-5-00454	CO - COPIER MAINTENANCE			154.63	0.00
	10-240-1-4-50-137-810-05-5-00056	HS - INSTITUTIONAL DUES			175.00	0.00

Somers Board of Education General Journal Register

Report # 28000

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
9984	\$510,855.57	Posted	lbergamini	03/31/2014	lbergamini	04/03/2014
					382,277.98	0.00
					0.00	382,277.98
				Total Generated Distributions	\$382,277.98	\$382,277.98
User-Entered Distributions						
					0.00	414,687.79
					23.36	0.00
					604.48	0.00
					24.75	0.00
					218.00	0.00
					42.39	0.00
					1,197.50	0.00
					5,332.50	0.00
					2,790.00	0.00
					369.43	0.00
					28.00	0.00
					57.63	0.00
					182.50	0.00
					180.00	0.00
					101.22	0.00
					101.22	0.00
					103.51	0.00
					174.59	0.00
					364.50	0.00
					5,826.50	0.00
					291.97	0.00
					66.18	0.00
					1,137.93	0.00
					2,185.15	0.00
					6,323.71	0.00
					42,323.54	0.00
					50,840.12	0.00
					14,630.95	0.00
					6,311.76	0.00
					33,935.08	0.00
					521.02	0.00
					15,000.00	0.00
					30,000.00	0.00
					50,189.69	0.00

Somers Board of Education General Journal Register

Report # 28000

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
9984	\$510,855.57	Posted	lbergamini	03/31/2014	lbergamini	04/03/2014
10-280-6-5-82-820-200-13-5-01186		SW - PREFERRED PROVIDER ORG.			131,095.47	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT		Yes	2,339.14	0.00
10-611-6-5-88-945-560-14-5-01231		TUITION-NON SPECIAL EDUCATION			9,774.00	0.00
Total User-Entered Distributions					<u>\$414,687.79</u>	<u>\$414,687.79</u>
Total for April, 2014					<u>\$796,965.77</u>	<u>\$796,965.77</u>
Grand Total for Batch # 9984					<u>\$985,834.62</u>	<u>\$985,834.62</u>

367 Transactions Listed.

**Proposed Job Share
2014-2015 School Year
Third Grade
Nicole Dzicek and Melissa Shannon**

Proposed Job Share For Nicole Dzicek and Melissa Shannon

The following is our plan for the division of responsibilities for a job sharing position. Realizing that scheduling of meetings for the 2014-2015 school year has not been finalized, we expect there may be minor changes made to this plan.

1. Work Schedule:

We will each work two and one-half days a week. Melissa Shannon will work Monday, Tuesday and Wednesday morning. Nicole Dzicek will work Wednesday afternoon, Thursday and Friday.

2. Parent Conferences/PPT's/SST's

Both teachers shall participate in November conferences. March conferences will be split evenly amongst the two of us unless otherwise requested by the parents. The person who is scheduled to work at the time of a PPT/SST will attend the meeting. We will both discuss information that we would like to include in the PPT/SST.

3. Record Keeping:

Progress reports will be divided equally between us.

Work folders will include students' work samples from all subject areas.

4. Bulletin Boards:

All bulletin boards will be planned collaboratively and split evenly between us on a monthly basis.

5. A. Half -days:

The number of half days we work will be divided evenly.

B. Shortened days:

A shortened day, such as a weather related early dismissal or late opening, will not alter our teaching schedule.

6. Program Planning:

Program planning will be done as a collaborating team.

7. Communications:

Communication with parents, students, other teachers and specialists can be taken care of by the individual teacher involved and documented in writing in order to keep up on the important information. We will also communicate via email and phone as necessary. We will do all of our planning on google documents. A written letter will be sent out to parents at the beginning of the school year. Parents will be welcomed to contact either or both of us. Specific team meeting times will be needed to discuss students, plans, PPT's, SST's, etc.

8. Duties

We will split duties evenly.

9. Teaching Assignment:

Both teachers will be responsible for teaching all subject matter. Both teachers will integrate the various curricular areas into their instruction when appropriate.

10. Meetings:

The person who is scheduled to work at the time will attend the meetings. This person will inform the other of the agenda items.

11. Discipline:

Teachers will discuss discipline issues prior to the start of school in order to establish a positive and consistent classroom environment for the children. Specific discipline issues that arise during the year will be documented in writing (email, notes, etc) to ensure consistency and community in the children's day.

12. Field Trips:

Field trips will be divided equally.

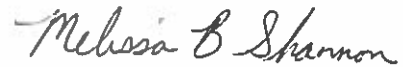
We hope you will accept our proposal for a job share next year. If there is any additional information you need or there are any questions about the proposal please contact either of us.

Sincerely,

Nicole Dzicek

Handwritten signature of Nicole Dzicek in cursive script.

Melissa Shannon

Handwritten signature of Melissa Shannon in cursive script.

* We work all Professional Days Together

/ = We both work these Days

JULY '14

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		

4 Independence Day

JANUARY '15 (19)

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

1-2 Holiday Recess
19 M.L. King Jr. Day

AUGUST '14 (2)

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						

25 Staff Convocation Day
26 Teacher Work Day
27 Teacher Work Day
28 **SCHOOLS OPEN**

FEBRUARY '15 (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

16 President's Day
17 Teacher Work Day

SEPTEMBER '14 (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				

1 Labor Day

MARCH '15 (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				

18 K-5 Early Release
19 K-5 Early Release
20 K-5 Early Release

OCTOBER '14 (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	31	

2 9-12 Early Release
13 Columbus Day
24 Teacher Work Day

APRIL '15 (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	

3 Good Friday
20-24 April Recess

NOVEMBER '14 (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						

5 6-8 Early Release
6 6-8 Early Release
10 Teacher Work Day
11 Veteran's Day
12 K-5 Early Release
13 K-5 Early Release
14 K-5 Early Release
26 Early Release
27-28 Thanksgiving Recess

MAY '15 (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						

25 Memorial Day

DECEMBER '14 (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 '15 (8)

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 **SCHOOLS CLOSING—**
Early Release
11 Teacher Work Day

Total School Days 180

Green = Melissa's Days
71 Days (full)

Pink = Nicole's Days
71 full Days

QUESTION 1: How do the following structures differ from each other?

1. Microvilli



2. Cilia



3. Flagella



4. Primary cilia



5. Secondary cilia



6. Stereocilia



7. Microvilli (intestinal)



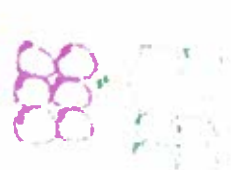
8. Microvilli (kidney)



9. Microvilli (pancreas)



10. Microvilli (liver)



11. Microvilli (stomach)



12. Microvilli (small intestine)



Microvilli = finger-like projections

Microvilli = finger-like projections

SOMERS ELEMENTARY SCHOOL

4 Vision Blvd., Somers, CT 06071-1937

Jennifer W. Oliver - Principal

Dina M. Senecal - Assistant Principal

January 28, 2014

Dear Dr. Suffredini,

We would like to submit, for your reflection, the attached proposal for continuing our current job sharing position.

We currently share the position of Information Literacy and Technology Integration Teacher at Somers Elementary School.

Both of us are veteran teachers. Pat has a Master's Degree in English Education and a Sixth Year Certificate as a School Library Media Specialist. She has over three years experience as an English teacher, three years as a preschool teacher, one year as an English as a Second Language teacher, eight years as a first grade teacher, and seventeen years in her current position. Becky has taught in Somers for eleven years, four years in fourth grade and seven years in her current position. She holds a Bachelor's Degree in English and a Master's Degree in Integrating Technology in the Classroom.

For the past seven years, our job share has been extremely successful because our relationship is so strong and our teaching styles so similar. Our respective strengths and expertise complement and enhance the instruction in our classrooms, whether it is with students or teachers. We are both dedicated to staying current with the latest technology and instructional strategies, providing the best possible educational experience for our students and staff.

We are requesting your approval, as well as that of the Board of Education.

Thank you for your consideration.

Respectfully yours,



Rebecca C. Leiphart



Patricia R. Clark

**Proposed Job Share
For Patricia Clark and Rebecca Leiphart**

The following is our plan for the division of responsibilities within the position of Information Literacy and Technology Integration Teacher.

1. **Work Schedule:** Each teacher will alternately teach all students, sharing lessons, activities, and expertise. Both teachers will be responsible for operation of the media center, including development and maintenance of resources, and providing supervision of the media center paraprofessional. Additionally, both will be responsible for technology integration with classroom curriculum. Both teachers will share teaching responsibilities in the computer lab, and provide student and teacher support in media center and technology needs.

We will each work alternating 2 and then 3 day weeks.
Becky will work Monday, Friday and every other Wednesday.
Pat will work Tuesday, Thursday and every other Wednesday.

2. **Parent Conferences:**

Both teachers will participate in parent conferences, as necessary.

3. **Record Keeping:**

Both teachers will work together evaluating student projects. We will share expertise and work together to develop the media center and technology software budget and book lists.

4. **Half Days:**

The number of half days worked will be evenly divided between both teachers. We will arrange to attend appropriate workshops.

5. **Shortened Days:**

A shortened day, such as a weather-related early dismissal or late opening, will not alter our teaching schedule.

6. **Program Planning:**

Program planning will be done as a collaborating team. We will use one plan book, which will be kept in the room, and continue plans on a daily basis, planning units of instruction together.

7. Communications:

Communication with parents, students, teachers, administrators and other specialists can be taken care of by the individual teacher involved, but will be shared, as appropriate, with both teachers. Parents will be welcome to contact either or both of us. As well as daily conversations, a daily running notebook will be kept in order to keep both teachers advised of important information.

8. Duties:

Since we have a daily morning and afternoon duty, the person working that portion of the day will cover the duty.

9. Meetings:

The person working on the designated day of the meeting will attend said meeting. Each of us will communicate with the other the agenda items discussed. If it is deemed appropriate for each of us to attend a meeting, we will do so.

10. Bulletin Boards:

Bulletin boards will be maintained by both teachers.

11. Field Trips:


It is rare that a field trip for the media center or lab takes place. In the event that such an event occurs, the daily teacher will accompany the students.

12. Discipline:

Both teachers adhere to the same discipline policy. Keeping a daily running record of events will allow both teachers knowledge of disciplinary issues and consequences, allowing for consistency of expectations and consequences.

Pat Clark +
Rebecca Leiphart

2014-2015 SOMERS PUBLIC SCHOOLS

 = Pat
 — = Becky
 * Please note that we both work on PD days.
 97 days each

JULY '14

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		

JANUARY '15 (19)

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

1-2 Holiday Recess
 19 M.L. King Jr. Day

AUGUST '14 (2)

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						

FEBRUARY '15 (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

16 President's Day
 17 Teacher Work Day

25 Staff Convocation Day
 26 Teacher Work Day
 27 Teacher Work Day
 28 **SCHOOLS OPEN**

SEPTEMBER '14 (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				

MARCH '15 (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				

18 K-5 Early Release
 19 K-5 Early Release
 20 K-5 Early Release

1 Labor Day

OCTOBER '14 (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	31	

APRIL '15 (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		

3 Good Friday
 20-24 April Recess

2 9-12 Early Release
 13 Columbus Day
 24 Teacher Work Day

NOVEMBER '14 (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						

MAY '15 (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						

25 Memorial Day

5 6-8 Early Release
 6 6-8 Early Release
 10 Teacher Work Day
 11 Veteran's Day
 12 K-5 Early Release
 13 K-5 Early Release
 14 K-5 Early Release
 26 Early Release
 27-28 Thanksgiving Recess

DECEMBER '14 (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			

JUNE '15 (8)

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 **SCHOOLS CLOSING—**
 Early Release
 11 Teacher Work Day

24-31 Holiday Recess

Total School Days 180

Handwritten notes at the top right of the page.

Handwritten notes below the top right section.

Handwritten notes in the upper right quadrant.

Handwritten notes in the middle right quadrant.

Vertical handwritten notes on the left side, top section.

Vertical handwritten notes on the left side, middle section.

A single horizontal handwritten line with an arrow pointing right.

Vertical handwritten notes on the left side, lower middle section.

Vertical handwritten notes on the right side, lower middle section.

Vertical handwritten notes on the left side, bottom middle section.

Vertical handwritten notes on the right side, bottom middle section.

Vertical handwritten notes on the left side, bottom section.

Vertical handwritten notes on the right side, bottom section.

Vertical handwritten notes on the left side, very bottom section.

Vertical handwritten notes on the right side, very bottom section.

Dr. Maynard Suffredini
Superintendent of Schools
Somers Public Schools
Somers, CT 06071

March 3, 2014

Dear Dr. Suffredini,

We, Melissa Staunton and Kimberly Doran respectfully request that you consider our proposal to job share for the 2014-2015 school year. We understand that the Somers Board of Education with your recommendation must approve this application. Enclosed is a description of our proposed job-sharing plan detailing our division of responsibilities.

We have successfully worked together during the past four school years. We have similar teaching styles and philosophies that help our students grow academically and socially. Parents in our classroom have been very pleased with their student's progress and our effective communication. We feel our compatibility affords us the opportunity to work collaboratively as co-teachers and with the staff for another year.

Thank you for your careful consideration of this matter.

Sincerely,


Melissa Staunton


Kimberly Doran

Proposed Job Share For Melissa Staunton and Kimberly Doran

The following is our plan for the division of responsibilities for a job sharing position. Realizing that scheduling of meetings for the 2014-2015 school year has not been finalized, we expect there may be minor changes made to this plan.

1. Work Schedule:

We will each work two and one-half days a week. Kimberly Doran will work Monday, Tuesday and Wednesday morning. Melissa Staunton will work Wednesday afternoon, Thursday and Friday.

2. Parent Conferences/PPT's/SSIT's

Both teachers shall participate in November conferences. March conferences will be split evenly amongst the two of us unless otherwise requested by the parents. The person who is scheduled to work at the time of a PPT/SSIT will attend the meeting. We will both discuss information that we would like to include in the PPT/SSIT.

3. Record Keeping:

Progress reports will be divided equally between us.
Work folders will include students' work samples from all subject areas.
We will record our student data in AIMS web and Power Teacher.

4. Bulletin Boards:

All bulletin boards will be planned collaboratively and split evenly between us on a monthly basis.

5. A. Half -days:

The number of half days we work will be divided evenly.

B. Shortened days:

A shortened day, such as a weather related early dismissal or late opening, will not alter our teaching schedule.

6. Program Planning:

Program planning will be done as a collaborating team.

7. Communications:

Communication with parents, students, other teachers and specialists can be taken care of by the individual teacher involved and documented in writing in order to keep up on the important information. We will also communicate via email and phone as necessary. We will do all of our planning on google documents. A written letter will be sent out to parents at the beginning of the school year. Parents will be welcomed to contact either or both of us. Specific team meeting times will be needed to discuss students, plans, PPT's, SST's, etc.

8. Duties

We will split duties evenly.

9. Teaching Assignment:

Both teachers will be responsible for teaching all subject matter. Both teachers will integrate the various curricular areas into their instruction when appropriate.

10. Meetings:

The person who is scheduled to work at the time will attend the meetings. This person will inform the other of the agenda items.

11. Discipline:

Teachers will discuss discipline issues prior to the start of school in order to establish a positive and consistent classroom environment for the children. Specific discipline issues that arise during the year will be documented in writing (email, notes, etc) to ensure consistency and community in the children's day.

12. Field Trips:

Field trips will be divided equally.

Kimberly Doran

Melissa Staunton

Both 1/2 day

JULY '14						
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		

4 Independence Day

JANUARY '15 (19)						
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

1-2 Holiday Recess
19 M.L. King Jr. Day

AUGUST '14 (2)						
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						

25 Staff Convocation Day
26 Teacher Work Day
27 Teacher Work Day
28 SCHOOLS OPEN

FEBRUARY '15 (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

16 President's Day
17 Teacher Work Day

SEPTEMBER '14 (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				

1 Labor Day

MARCH '15 (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				

18 K-5 Early Release
19 K-5 Early Release
20 K-5 Early Release

OCTOBER '14 (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	31	

2 9-12 Early Release
13 Columbus Day
24 Teacher Work Day

APRIL '15 (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

3 Good Friday
20-24 April Recess

NOVEMBER '14 (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						

5 6-8 Early Release
6 6-8 Early Release
10 Teacher Work Day
11 Veteran's Day
12 K-5 Early Release
13 K-5 Early Release
14 K-5 Early Release
26 Early Release
27-28 Thanksgiving Recess

MAY '15 (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						

25 Memorial Day

DECEMBER '14 (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 '15 (8)						
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 SCHOOLS CLOSING—
Early Release
11 Teacher Work Day

Total School Days 180

Wellness Committee

2013 - 2014

This year we are monitoring the allergy policy to see how things are working and making adjustments if necessary.

We are meeting with parents of children who have life threatening allergies three times this school year. We are discussing how we can make things better for both allergy and non-allergy children and have the allergy kids seamlessly fit in all aspects of school. This enables us to explain the policy in detail. From these discussions we are able:

- To get their (the parents) view of the policy.
- What in the policy is working for them?
- What in the policy is not working for them?

This has had a very positive reaction from the parents. Keeping lines of communication open here are key to having this policy work.

We are continually working to bring school lunches in line with the United States Department of Agriculture (USDA) guidelines that are being phased in over 3 years, which started with the 2012 - 2013 school year.

The changes:

- Ensure that students are offered both fruit and vegetables every day of the week.
- Increase offerings of whole grain-rich foods.
- Offering only fat-free or low-fat milk varieties.
- Limiting calories based on the age of children being served to ensure proper portion size.
- Increase the focus on reducing the amounts of saturated fat, trans fats and sodium.

We are always discussing ways to incorporate physical activity into daily life. The high school and middle school sports programs address this issue. The elementary school still has recess. Many children are involved in community run programs such as baseball, basketball etc.

Textbook Proposal Form

Use this form to propose the purchase of new textbooks for a new course, grade, or multiple grades.

Date: February 24, 2014

Person(s) submitting: Carla Castro

Content Area: Math Grade(s) 9-10 Course: Honors Geometry

Recommended Purchase:

Title or Name of Resource: Glencoe Geometry: Common Core Edition

Type of Resource: Textbook ISBN# 978-0-07-663929-8

Copyright: 2014 Vendor: McGraw-Hill Education

Address: 8787 Orion Place, Columbus, OH 43240

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

What areas of the curriculum are not adequately addressed by this text?

All areas of the new Common Core State Standards for Geometry are adequately addressed.

2. Does the text promote the use of differentiated instruction and other research based instructional strategies?

Yes No

Provide at least three examples from the proposed text.

- *Student editions come with 6 year subscription to electronic editions*
- *Every chapter contains of variety of "Learning by Doing" activities in which students can use technology, such as the graphing calculator or computer, to perform activities and arrive at their own conclusions.*
- *eTeacherEdition provides virtual manipulatives and digital tools to be used in the classroom*
- *Each section offers access to an online personal tutor component*

3. Are there assessments provided that can be used for formative, summative and/or performance based evaluation?

Yes No

Provide at least three examples from the proposed text.

- *In each chapter there is a mid-chapter assessment and an end of chapter assessment.*
- *Printed TestBank*
- *TestGen available on eTeacherEdition*

4. Do the assessments provided with the text align to the CAPT/CMT where appropriate?

Yes No

*align with CCSS and Smarter Balanced testing standards

If no, please explain what supplemental materials will be necessary.

5. Does the textbook have any technology components?

Yes No

Please provide some examples.

- *Access to electronic student edition*
- *Virtual manipulatives*
- *Online personal tutor*
- *Animated demonstrations*
- *Electronic worksheets*

6. Is the textbook culturally responsive? (Does it include people or information from a diversity of populations? Is it written in a way that it will be accessible to people from a variety of backgrounds?)

Yes No

Please provide some examples.

- *Offers a multilingual eGlossary for each section*

- *Examples cover a variety of real-world applications in each section.*
 - *Ex: aircraft design, gardening, and snowboarding (examples from section 1-5)*

7. What is the readability level/DRP of the text and what was used to assess its readability?

Readability is appropriate for high school level mathematics.

Will the text be used for teacher directed instruction or for independent student study?

Text will be used for teacher directed instruction.

Is the readability appropriate for its intended use?

Yes No

Attach a standard budget sheet to detail the purchase costs.



Price Quote For:

Somers High School
 Carla Castro (carla.castro@somers.k12.ct.us)
 5 VISION BLVD
 SOMERS, CT 06071-1946

Subscription/MCH:
 Account Number: 240317
 Site Number: 286201

Section Summary	Value of All Materials	Free Materials	Product Subtotal
GEOMETRY	\$9,557.16	(\$4,110.96)	\$5,446.20

VALUE OF ALL MATERIALS	\$9,557.16
FREE MATERIALS	(\$4,110.96)
PRODUCT TOTAL*	\$5,446.20
ESTIMATED SHIPPING & HANDLING**	\$335.56
ESTIMATED TAX**	\$0.00
GRAND TOTAL*	\$5,781.76

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

Carol Rosi

Sales Representative

Email: carol.rossi@mheducation.com

Send Order to: McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605 Phone: 1-800-334-7344 Fax: 1-800-953-8691



Price Quote For:

Somers High School
 Carla Castro (carla.castro@somers.k12.ct.us)
 5 VISION BLVD
 SOMERS, CT 06071-1946

Subscription/MCH:
 Sales Representative: Carol Rossi
 (carol.rossi@mheducation.com)

Account Number: 240317

Site Number: 286201

Send Order to:

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
GEOMETRY					
GLENCOE GEOMETRY STUDENT EDITION	978-0-07-663929-8	60	\$80.97	\$0.00	\$4,858.20
GLENCOE GEOMETRY ONLINE STUDENT EDITION 6 YR SUBSC	978-0-07-664002-7	60	\$64.95	\$3,897.00	*Free Materials
GLENCOE GEOMETRY TEACHER EDITION	978-0-07-663930-4	2	\$105.00	\$0.00	\$210.00
GLENCOE GEOMETRY ONLINE TEACHER EDITION 6 YR SUBS	978-0-07-664003-4	2	\$106.98	\$213.96	*Free Materials
GLENCOE GEOMETRY TEACHER CLASSROOM RESOURCES	978-0-07-892099-8	2	\$189.00	\$0.00	\$378.00
GEOMETRY Subtotal:				\$4,110.96	\$5,446.20

VALUE OF ALL MATERIALS	\$9,557.16
FREE MATERIALS	(\$4,110.96)
PRODUCT TOTAL*	\$5,446.20
ESTIMATED SHIPPING & HANDLING**	\$335.56
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$5,781.76

Comments:

School Purchase Order Number:

 Name of School Official (Please Print)

 Signature of School Official

A new and recommended policy to consider.

Business/Non-Instructional Operations

Safety

Safe and Secure School Facilities, Equipment, and Grounds

Goal: It is the goal of the Board of Education (Board) to ensure that all facilities, grounds, equipment, and vehicles meet accepted injury and violence prevention standards for design, installation, use, and maintenance.

Safety and Hazard Assessments: *Schools/District* shall develop and implement a written school security and safety plan to conduct regular safety and hazard assessments of all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment, and buses and other vehicles used to transport students.

The school security and safety plan shall be an all-hazards approach to emergencies at schools and shall include, but not be limited to:

1. Involvement of local officials, including the First Selectman/Mayor/Town Manager, Superintendent of Schools, law enforcement, fire, public health, emergency management and emergency medical services, in the plan's development.
2. A command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization.
3. A requirement that a school security and safety committee be established of each school.
4. Crisis management procedures.
5. A requirement that local law enforcement and other local public safety officials evaluate, score and provide feedback on fire drills and crisis response drills.
6. A requirement that the Board of Education submit annually reports to the Department of Emergency Services and Public Protection regarding fire drills and crisis response drills.
7. Procedures for managing various types of emergencies.
8. A requirement that the Board of Education conduct a security and vulnerability assessment for each school in the district every two (2) years and develop a school security and safety plan for each school based upon the school security and safety plan standards developed by the Department of Emergency Services and Public Protection. (DESPP)

Business/Non-Instructional Operations

Safety

Safe and Secure School Facilities, Equipment, and Grounds (continued)

9. A requirement that the Safe School Climate Committee of each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the statutory definition of bullying.
10. A requirement that each school provide an orientation pertaining to the security and safety plan to each employee and provide violence prevention training as prescribed in the school security and safety plan.

The Board will annually submit each school's security and safety plan to the Department of Emergency Services and Public Protection.

Note: *The development implementation of a school security and safety plan for each school, based upon the DESSP standards is required for the school year commencing July 1, 2014, and each school year thereafter.*

The plan shall include provisions for reporting hazards to appropriate staff, prompt repairs or upgrade of identified hazards and other shortcomings, and appropriate communication of repair/upgrade plans to staff, students and family members.

Safety and hazard assessments shall be conducted *annually/other* for building facilities and grounds and *monthly/other* for classrooms, gymnasiums, playgrounds, sports-related equipment, laboratories, and industrial arts facilities. The *school/district* shall report annually on safety and hazard assessments to the Superintendent of Schools or his or her designee. Written inspection reports shall be kept on file for *10/other* years. *School/District* shall correct identified hazards before used by students, staff, or community members.

Maintenance: *Schools/District* shall develop maintenance plans for all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment, and buses and other vehicles used to transport students. The plan shall include provisions for reporting maintenance needs to appropriate staff, schedules of maintenance activities, and communication of details to appropriate staff, students, and family members. Maintenance reports shall be kept on file for *10/other* years.

Supervision of Students: All school-related activities shall be supervised by adults to enforce safety rules and prevent injuries. At least one adult trained in first aid, cardiopulmonary resuscitation, and infection control shall always be available when students are present on school grounds to respond to injuries and medical emergencies. All adults supervising playgrounds,

athletic fields, gymnasiums, science classrooms, industrial arts classrooms and cafeterias shall have easy access to appropriate first aid supplies. Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.

3516(c)

Business/Non-Instructional Operations

Safety

Safe and Secure School Facilities, Equipment, and Grounds (continued)

Staff Training: All school personnel, including bus drivers and athletic program coaches, shall receive adequate preparation and participate in ongoing professional development activities relating to preventing and responding appropriately to unintentional injuries and acts of violence at school. The professional development program shall include at a minimum the following topics:

- emergency response procedures, including the use of fire extinguishers;
- proper use of protective gear by students and staff when appropriate;
- identifying students in need of medical attention and referring them for appropriate services;
- administering first aid and cardiopulmonary resuscitation;
- methods of responding to bullying, sexual harassment, and threats of violence;
- identifying students who have been victims of crime or violent behavior and referring them for appropriate services; and
- maintaining student confidentiality.

School Security and Safety Committee

Beginning with the school year commencing July 1, 2014, and each school year thereafter, each District school shall have a school security and safety committee under the jurisdiction of the Board. Such committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan.

Membership must consist of a local police officer, a local first responder, a teacher at the school, a school administrator, a mental health professional (guidance counselor, social worker, school psychologist, school nurse, or child mental health specialist), a parent/guardian of an enrolled student and any other person the Board finds necessary.

Parents/guardians on the committee shall not have access to information about disturbing or threatening student behavior reported to the committee, as such access may compromise student confidentiality.

Policy Evaluation: The *Principal, school health coordinator/other* shall regularly monitor, evaluate, and submit an annual report to the *School Health Advisory Council/Board of Education/other* on the implementation of this policy and its effectiveness in reducing injuries at school. The report shall include recommendations for improvements to the policy and its implementation.

(cf. 3517 – Security of Buildings and Grounds)

(cf. 4148.1/4248.1 – An Act Concerning Gun Violence Prevention and Children’s Safety)

3516(d)

Business/Non-Instructional Operations

Safety

Legal Reference: Connecticut General Statutes

10-203 Sanitation

10-207 Duties of medical advisers

10-231 Fire Drills

29-389 Stairways and fire escapes on certain buildings

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children’s Safety

Policy adopted:

cps 2/13

cps 6/13

NON-INSTRUCTIONAL OPERATIONS:

Safety:

It shall be the responsibility of all school personnel acting individually through their designated organizations to be alert to any hazard within or outside school buildings which may jeopardize the safety of school children, school employees, or the public; and it shall be the responsibility of all school personnel to report promptly to the nearest school authority any condition, incident or suspicion which in their judgment warrants investigation. Nothing stated herein is intended to conflict with the jurisdiction of teachers in supervision of pupils or the authority of principals in implementing policies of the Board of Education.

Precautionary measures against fire, explosion or other hazards shall be established together with appropriate instructions and drill for pupils and other school personnel in procedures to be followed in event of potential emergencies.

Precautionary measures for safety of pupils on streets and sidewalks in the vicinity of school buildings shall be established and observed.

- Precautionary measures for safety of pupils within school buildings shall be established and observed. For example, rules established by administrators in charge should:
 1. Prevent the accumulation of materials anywhere, especially in industrial arts shop areas, which are flammable, noxious or otherwise dangerous unless adequate safeguards are provided.
 2. Keep stage and auditorium areas free of debris. Stage managers shall observe standing instructions to discard anything not part of regular stage equipment within 24 hours following the completion of performance.
 3. Keep walkways clear of snow or other obstructions and safe for pedestrian traffic at all times.

Cross Reference: OSHA Regulation, U.S. Department of Labor
Part 1910 Subpart 2
Toxic and Hazardous Substances
Subsections 1200 &1450

Legal Reference: Connecticut General Statute
10-203 Sanitation
10-207 Duties of medical advisors
10-231 Fire drills
29-389 Stairways and fire escapes on certain buildings

Adopted: May 12 1980
Revised: December 11, 2000
July 9, 2009

.Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

The Board of Education may seek Medicaid reimbursement for eligible medically related services* provided to Medicaid eligible special education students in accordance with federal and state law.

The Board will provide written notification to the parent/guardian of the student before accessing the student's or parent's or guardian's public benefits or insurance for the first time and prior to the one-time parental or guardian consent and annually thereafter.

The Board will provide, not later than July 1, 2013, written notification to all parents and guardians of children who are Medicaid eligible and currently receiving School Based Child Health (SBCH) services under an individualized education plan (IEP) prior to obtaining parental consent and prior to the continuation of billing Medicaid for the services. After such date, the Board will obtain parental consent from all parents and guardians who are Medicaid eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA.

***Note:** *Districts can bill for health-related services that are outlined in the student's IEP. In general, services for which a school district may bill Medicaid are: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and social work services.*

Legal Reference: Connecticut General Statutes
 10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. (as amended by P.A. 99-279 An Act Concerning Programs and Modifications Necessary to Implement the Budget Relative to the Department of Social Services.)
 42 CFR Parts 431, 433 and 440, Medicaid Program; Elimination of Reimbursement Under Medicaid for School Administration Expenditures and Costs Related to Transportation of School-Age Children Between Home and School
 5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007
 34 C.F.R. §300.154(d) – Individuals with Disabilities Act (IDEA) Part B, related to parental consent to access public benefits or insurance

Policy adopted

*Required policy to meet the requirement of the
Drug-Free Workplace/Schools and Community Act.*

Personnel - Certified/Non-Certified

Alcohol, Drugs, and Tobacco

The Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

Alcohol and Drugs

The Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawful manufacture, distribution, dispensing, possession or use on or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Controlled drugs are further defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Each employee shall notify his or her supervisor of his or her conviction occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

Tobacco

There shall be no smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

Personnel -- Certified/Non-Certified

Alcohol, Drugs, and Tobacco

Tobacco (continued)

For the purposes of this policy, “tobacco product” is defined to include, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products, such as electronic cigarettes.

A copy of this policy and the consequences of violating the policy shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal Reference: Drug-Free Workplace Act. 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989)

Connecticut General Statutes

1-21b Smoking prohibited in certain places.

Policy adopted:
rev 11/13

An optional policy to consider. This version is much broader than just “conflict of interest.”

Bylaws of the Board

Conflict of Interest

Civility Code (Version #1)

As a member of the _____ Board of Education, I will strive to improve education, and to that end I will:

- Attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
- Clearly distinguish opinions from facts. And, render all decisions based on the available and verifiable facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- Ensure that all sides have a fair opportunity to present their respective positions;
- Encourage others to become informed and involved. Seek systematic communications between the Board and parents, students, staff, and all elements of the community;
- Respect all Board members through words and actions, demonstrate respect for the diverse views of all citizens in our increasingly multicultural society;
- When advocating for a belief or position, ensure that criticism of opposing viewpoints is expressed as criticism of a position, not a person;
- Be a positive role model for public discourse – practice courtesy, politeness, and consideration;
- Engage in respectful, non-judgmental listening;
- Exercise my rights and responsibilities as a citizen;
- While working toward the will of the majority, respect the rights of the minority, and, recognize the importance of achieving consensus as an important tool in community-building;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the superintendent;
- Communicate to other Board members and the superintendent expressions of public reaction to Board policies and school programs;
- Inform myself about current educational issues by individual study and through participation in programs providing needed information;
- Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;

- Avoid being placed in a position of conflict of interest;
- Conduct all business in an open and transparent manner, consistent with the intent and spirit of the open meeting law requirements; using confidential processes only in regard to information that is privileged under applicable law;

Bylaws of the Board

Conflict of Interest

Civility Code (Version #1) (continued)

- Take no private action that will compromise the Board and administration, and
- Remember always that my first and greatest concern must be the educational welfare of the students attending the _____ Public Schools.

Version #2

In order to promote mutual respect, civility, and orderly conduct among the members of the Board of Education (Board), this bylaw shall provide the ground rules to be followed by the members of the Board. This bylaw is not intended to deprive any member of the Board of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free meeting place for the activities of the Board. In the interest of presenting the Board and its individual members as positive role models to the staff, students, and the community, the Board encourages positive communication and discourages volatile, hostile, or aggressive behavior. To achieve this objective the following guidelines will be followed:

1. We will communicate openly and honestly.
2. What is said in the group stays in the group.
3. We will not allow side conversations.
4. Everyone will listen attentively to each other.
5. We will not personalize ideas.
6. We will respect the dignity of each other.
7. We will not allow interruptions.
8. Everyone will contribute, there will be no observers.
9. The meeting will begin and end on time.

(cf. 9005 – Statement of Integrity)

(cf. 9270 – Conflict of Interest)

(cf. 9271 – Code of Ethics)

Bylaw adopted by the Board:

cps 1/14

Norwalk's version to consider.

Bylaws of the Board

Conflict of Interest

Civility Code

Norwalk Board of Education Civility Code

As a Member of the Norwalk Board of Education, I will strive to improve education, and to that end I will:

1. Attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
3. Clearly distinguish opinions from facts. And, render all decisions based on the available and verifiable facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Respect all Board members through words and actions, and demonstrate respect for the diverse views of all citizens in our society;
5. When advocating for a belief or position, ensure that criticism of opposing viewpoints is expressed as criticism of a position, not a person;
6. Be a positive role model for public discourse - practice courtesy, politeness, and consideration;
7. Ensure that all sides have a fair opportunity to present their respective positions;
8. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;
9. Take no private action that will compromise the Board and administration; and
10. Remember always that my first and greatest concern must be the educational welfare of the students attending the Norwalk Public Schools.

Note: *The members of the Norwalk Board of Education sign this document.*

Bylaw adopted by the Board:

cps 1/14

An optional policy to consider.

Community Relations

Civility

I. Policy Statement

The _____ Board of Education (Board) values diversity and commonality and is committed to a culture that fosters free and open communication. The Board believes that an environment of mutual respect and civil conduct between and among students, school system employees, parents, volunteers, and the general public is critical to the achievement of students and staff. The Board is committed to maintaining a culture that recognizes the worth and dignity of the individual in support of academic achievement and social development.

II. Purpose

The purpose of this policy is to set clear expectations for civil behavior that support a safe, welcoming, and nurturing environment on school property and at school-related activities.

III. Definitions

Within the context of this policy, the following definitions apply.

- A. Civility** - Mutual respect and consideration reflected in language, attitudes, and behaviors.
- B. Bullying** - Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's or staff member's educational benefits, opportunities, or performance, or with their physical or psychological well-being and is:
 - 1. Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity or expression, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
 - 2. Threatening or seriously intimidating; and,
 - 3. Occurs on school property, at a school activity or event, or on a school bus; or,
 - 4. Substantially disrupts the orderly operation of a school or workplace.

- C. **Harassment** - A sufficiently severe action or persistent, pervasive pattern of actions or statements, directed at an identifiable individual or group, that is intended to be, or which a reasonable person would perceive as, ridiculing or demeaning.

Community Relations

Civility

Definitions (continued)

- D. **Intimidation** - Subjection to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects one's ability to participate in or benefit from the educational or work setting.
- E. **School Property** - Any property owned or leased by the Board. The concept of property shall extend to school activities such as field trips, use of parks and recreation facilities, proms at hotels, etc. This means that when a facility is scheduled for student use, it will be considered an extension of school property.
- F. **School-related Activity** - On or off premises activity in which a student directly participates (e.g., field trip, school system-sponsored athletic event, or class/graduation activity), or in which the student does not directly participate, but represents the school or student body simply by being there (e.g. spectator at a school system-sponsored event).

IV. Standards

- A. Expected behaviors include but are not limited to:
 - 1. Respect and courtesy in language, demeanor, and actions
 - 2. Moderate tone and volume of voice
 - 3. Active and respectful listening
 - 4. Respectful acknowledgment of cultural differences
 - 5. Respect for the personal, civil, and property rights of others
 - 6. Appropriate and courteous use of telephone, public address systems, two-way radios, and any other verbal communication device
 - 7. Appropriate and courteous written communication, including notes, letters, email, and text messages.
- B. Unacceptable behaviors include but are not limited to:
 - 1. Rude, insulting, or demeaning language and/or actions
 - 2. Persistently unreasonable demands
 - 3. Intrusive and/or interruptive behavior
 - 4. Displays of temper
 - 5. Harassment and intimidation

6. Threatening and/or abusive gestures and behavior.

C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

Community Relations

Civility (continued)

V. Compliance

- A. Each individual is responsible for behaving in a civil manner and for cooperating in resolving incidents of uncivil behavior.
- B. The Superintendent/designee is responsible for determining whether an incident occurring on school property violates an existing Board policy and for responding appropriately.
- C. The Superintendent/designee will provide for annual notification of this policy to students, staff, parents, and community members.

VI. Delegation of Authority

The Superintendent is authorized to develop appropriate procedures for the implementation of this policy.

(cf. 0521 – Nondiscrimination)

(cf. 1120 – Public Participation at Board of Education Meetings)

(cf. 1250 – Visits to the Schools)

(cf. 1251 – Loitering or Causing Disturbances)

(cf. 1316 – Conduct on School Property)

(cf. 1320 – Relations between the Public and School Personnel)

(cf. 1330 – Use of School Facilities)

(cf. 1700 – Otherwise Lawful Possession of Firearms on School Property)

(cf. 3517.2 – Vandalism)

(cf. 5131.911 – Bullying)

(cf. 5145.51 – Sexual Harassment)

(cf. 5145.53 – Civility)

(cf. 6114.7 – Safe Schools)

(cf. 6145.22 – Sportsmanship)

(cf. 9273 – Civility Code)

Legal Reference: Connecticut General Statutes
1-225 Meetings of the government agents to be public.
1-232 Conduct of the meeting.
10-220 Duties of boards of education.
10-221 Boards of education to prescribe rule(s), policies, and procedures.
10-239 Use of school facilities for other purposes.
53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:

cps 1/14

A sample administrative regulation to consider.

Community Relations

Civility

I. Training and Resources

- A. The Superintendent/designee will communicate expectations for civil behavior outlined in the policy to all school administrators and central office personnel.
- B. The principal/supervisor or designee will communicate expectations of civil behavior annually to their staffs, students, parents, and community groups as appropriate.
- C. The principal/supervisor or designee will provide appropriate resources, guidance, and professional development with the goal of promoting civil behavior and addressing related concerns within the school system.

II. Process for Addressing Concerns and Issues

A. Resolution through Cooperative Agreement

Individuals who feel they have been subjected to uncivil conduct are encouraged to resolve the concern/issue with the person or persons directly involved when appropriate. Through a process of cooperative agreement, the affected individuals may be able to reach a mutually effective resolution.

B. General Steps when Resolution is not reached through Cooperative Agreement

1. Either party may cite this policy and notify the other person that they are ending the conversation or the interaction and removing themselves from the situation (for instance, ending a phone call, walking out of the room, or requesting the other individual leave the room).
2. There are many existing policies and procedures that cover specific circumstances or general behaviors. In these cases, the appropriate policy or procedure should be followed. (See cross-references in policy)
3. If the issue/situation is not addressed in another policy or procedure, either party may notify the appropriate principal/supervisor or designee. The principal/supervisor or designee will assist the individuals in reaching a resolution.

C. **Employees:** If employees believe they have been treated in an uncivil manner by an adult member of the community, another employee, or student of the District, the following steps should be followed:

Community Relations

Civility

Process for Addressing Concerns and Issues (continued)

Step 1: Within two days of the incident, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis. (If the individual is a student, the employee may also speak with the student's parent/guardian.)

Step 2: At any time after Step 1 has been attempted, if civil discussion cannot be resumed, the employee should ask a co-worker or administrator/supervisor to facilitate a conversation with the individual perceived to have been uncivil. Such a facilitated conversation should focus on the expectation of civility and requirements for achieving civil exchanges in the future.

Step 3: At any time after Step 2 has been attempted, if it is determined that civil communications and appropriate problem-solving cannot be restored between/among the individuals affected, the employee's supervisor should help the employee to establish requirements for further communications (i.e., the presence of a specified third person, restrictions on physical access to the employee's work space) in order to protect the employee's rights. The supervisor may also suggest such additional resources as mentoring, specific training, and/or written materials that address the employee's needs.

Step 4: At any time after Step 3 has been implemented, if uncivil conduct toward an employee continues, the employee and his/her supervisor will discuss and select remedies available to all employees of the District.

- D. Students:** If students believe they have been treated in an uncivil manner by an employee, volunteer, or another student within the District, the following steps should be followed:

Step 1: Within two days of the incident, seek advice from a counselor, teacher, or other trusted staff member of the school, as well as from a parent. If advisable, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis.

Step 2: If direct, personal contact with the individual is not advised or does not produce a satisfactory result, the student should ask a counselor, teacher, or administrator to facilitate a conversation between the student and the individual

perceived to have been uncivil. Such a facilitated conversation should occur with the knowledge of the student's parent/guardian and should focus on the expectation of civility and requirements for achieving civil exchanges in the future.

Community Relations

Civility

Process for Addressing Concerns and Issues (continued)

Step 3: At any time after Steps 1 and 2 have been attempted, it is determined that civil communications and appropriate problem-solving cannot be restored between/among the individuals affected, the Principal or designee may modify the conditions under which the individuals interact with one another and may suggest or require the use of additional resources to help address needs.

Step 4: At any time after Steps 1, 2, and 3 have been attempted, if uncivil conduct toward a student continues, the student and administrator will discuss and select remedies available to all students of the District.

Retaliation toward any person making proper use of District policies and procedure is unacceptable and will not be tolerated.

(cf. 0521 – Nondiscrimination)

(cf. 1120 – Public Participation at Board of Education Meetings)

(cf. 1250 – Visits to the Schools)

(cf. 1251 – Loitering or Causing Disturbances)

(cf. 1316 – Conduct on School Property)

(cf. 1320 – Relations between the Public and School Personnel)

(cf. 1330 – Use of School Facilities)

(cf. 1700 – Otherwise Lawful Possession of Firearms on School Property)

(cf. 3517.2 – Vandalism)

(cf. 5131.911 – Bullying)

(cf. 5145.51 – Sexual Harassment)

(cf. 5145.53 – Civility)

(cf. 6114.7 – Safe Schools)

(cf. 6145.22 – Sportsmanship)

(cf. 9273 – Civility Code)

Regulation approved:

cps 1/14

Another version of this optional policy to consider.

Community Relations

Civility

It is the Board of Education's expectation that all personnel will be responsive to parents' concerns and attempt to resolve problems at the most appropriate level. Failing that, it should be referred to the Principal or designee and, if necessary, subsequently to the Superintendent or his/her designee. It is neither required nor desirable that an employee face abusive language or behavior.

This policy promotes mutual respect, civility, and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting district employees as positive role models to the students of this district as well as the community, the _____ School District encourages positive communication and discourages volatile, hostile, or aggressive behavior.

- (cf. 0521 – Nondiscrimination)
- (cf. 1120 – Public Participation at Board of Education Meetings)
- (cf. 1250 – Visits to the Schools)
- (cf. 1251 – Loitering or Causing Disturbances)
- (cf. 1316 – Conduct on School Property)
- (cf. 1320 – Relations between the Public and School Personnel)
- (cf. 1330 – Use of School Facilities)
- (cf. 1700 – Otherwise Lawful Possession of Firearms on School Property)
- (cf. 3517.2 – Vandalism)
- (cf. 5131.911 – Bullying)
- (cf. 5145.51 – Sexual Harassment)
- (cf. 5145.53 – Civility)
- (cf. 6114.7 – Safe Schools)
- (cf. 6145.22 – Sportsmanship)
- (cf. 9273 – Civility Code)

Legal Reference: Connecticut General Statutes
 1-225 Meetings of the government agents to be public.
 1-232 Conduct of the meeting.
 10-220 Duties of boards of education.
 10-221 Boards of education to prescribe rule(s), policies, and procedures.
 10-239 Use of school facilities for other purposes.
 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:

cps 1/14

Another version of this policy to consider.

Personnel – Certified/Non-Certified

Staff/Student Relationships

Staff members are expected to maintain courteous and professional relationships with students and maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries.

Alternate Language: The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

No Board of Education employee or volunteer shall engage in a sexual relationship of any kind with a student of the _____ Public Schools regardless of the age of the student while the student is enrolled in the school system. Violation of this policy will result in dismissal.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following:

1. Staff members shall not make derogatory comments to students regarding the school, ~~and/or~~ its staff and/or other students.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff-sponsored parties at which students are in attendance, unless they are part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Dating and/or sexual relations between staff members and students is prohibited.
7. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.

Personnel – Certified/Non-Certified

Staff/Student Relationships (continued)

8. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
9. Staff members shall not send students on personal errands.
10. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
11. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
12. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.

Electronic Communications

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communications regardless of whether the communication methods are provided by the District or the staff member uses his/her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The District's policies, regulations, and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional and student communications must be appropriate.

(cf. 4118.112/4218.112 – Sexual Harassment)

(cf. 4118.51/4218.51 –Social Networking Websites)

(cf. 4118.23/4218.23 – Conduct)

(cf. 5141.4 – Child Abuse/Neglect)

Personnel – Certified/Non-Certified

Staff/Student Relationships (continued)

Legal Reference: Connecticut General Statutes

10-53a-71 Sexual assault in the second degree: Class C or B felony.

10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal

Policy adopted:

cps 11/12

**Somers Public Schools
Long Range Plan -- FY 2016-2020**

Equipment/Technology

Item/Project	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20
SHS PE/Health/Fitness (fitness room/heart monitors)		2,400	18,000	18,000	
SHS Social Studies (cameras/tables)		1,200			
SHS Art (clay wheels/printers/computers)		1,200	2,200	1,200	1,000
SHS Food Service (stove/chairs/tables)		1,400	1,800	1,200	1,200
SHS Science (microscopes/scales/software)		1,500	2,300	1,900	2,400
SHS Business (software)		1,000			
SHS Math (software)	800	1,300			
SHS Music (instruments)		2,600	5,000		
SW Technology Education					
MBA	10,000	5,000	5,000	5,000	5,000
SHS	20,000	20,000	10,000	10,000	10,000
SW Computer Replacement	65,000	65,000	65,000	65,000	65,000
SW Technology Integration					
projectors	10,000	10,000			
ipads	100,000	100,000	100,000	100,000	
	205,800	212,600	209,300	202,300	84,600

**Somers Public Schools
Long Range Plan -- FY 2016-2020**

Facilities/Capital Planning

Item/Project	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20
SES Office Floor Replacement			3,000		
SES Classroom Floor Replacement (7 areas)	3,000	5,000			
SES Gym Doorway		7,000			
SES Courtyard Doorway		3,500			
SES Bleacher Replacement			50,000		
SES Auditorium Screen		8,200			
SES Auditorium Air Conditioning				40,000	
SES Cafeteria Tables		3,000	4,500		
SES Lavatory Partitions	10,000	10,000	10,000	10,000	
SES Gym Floor				22,000	
SES Media Center Air Conditioner Replacement				25,000	
SHS Art (tables/chairs/work surfaces)		2,000	3,500	1,500	
SHS Food Service (ovens/dishwashers/broiler)		6,000	3,500	6,000	3,600
SHS Food Service (cabinets/countertops)				12,000	12,000
SHS Science (hoods/vents/sinks)	4,000				
SHS Baseball Field	30,000				
SHS Outdoor Bleachers			50,000	50,000	50,000
SHS Wrestling Mats		14,300			
SHS Long Jump Pit			5,000		
SHS Gym Floor			28,000		
SW Baseball Field Groomer				20,000	
SW Maintenance Garage Security	3,000				
SW Network Upgrade				50,000	
SW Wireless Upgrade	20,000	20,000	20,000		
SW Resurface Student Parking Lot					
SW Crack Sealing					
SHS Site -- Office of Civil Rights Review					
accessible athletic fields, dugouts & bleachers					
wheelchair seating					
SHS Locker Rooms -- Office of Civil Rights Review					
accessible male/female coaches shower					

**Somers Public Schools
Long Range Plan -- FY 2016-2020**

Facilities/Capital Planning

	70,000	79,000	177,500	236,500	65,600

**Somers Public Schools
Long Range Plan -- FY 2016-2020**

Programs

Item/Project	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20
Curriculum Writing					
English/Language Arts; Math	8,600	8,800			
Science			4,100	4,200	4,300
World Language			1,900	2,000	2,000
STAR Assessment Programs (MBA)	3,800	3,800	3,800	3,800	3,800
STAR Assessment Programs (SHS)	5,900	5,900	5,900	5,900	5,900
NEASC Accreditation (SHS)	10,000	15,000			
	28,300	33,500	15,700	15,900	16,000

**Somers Public Schools
Long Range Plan -- FY 2016-2020**

Staffing

Item/Project	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20
SES 1.0 FTE Counselor			50,000		
SES 5.0 FTE Kindergarten Paraprofessionals		66,000	44,000		
SES 1.0 FTE Reading Consultant			60,000		
SES 1.0 FTE Math Specialist				50,000	
MBA 1.0 FTE Reading Specialist			35,000		
MBA Clubs (2)	1,504				
MBA Clubs (2)		1,504			
MBA Clubs (2)			1,504		
MBA Counselor (.5 FTE)				25,000	
SHS .5 FTE Social Studies Teacher (enrollment)			22,000		
SHS .4 FTE Art Teacher (enrollment)			11,000	11,000	
SHS .6 FTE World Language Teacher (potential SDE increased graduation requirements)			25,800		
SHS 1.0 FTE Reading Specialist			45,000		
SHS .2 FTE Intervention	10,000				
Pupil Services .5 FTE FAB Teacher (SES)	25,000				
Pupil Services 1.0 FTE Clinician (SES)	60,000				
Pupil Services .1 FTE Out of District Coordinator	10,000				
SW 1.0 FTE Technology Integration Specialist (certified staff)		75,000			
SW 1.0 FTE Licensed Maintenance			60,000		
	106,504	142,504	354,304	86,000	0

**Somers Public Schools
Long Range Plan -- FY 2016-2020**

Textbooks

Item/Project	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20
Mathematics	70,000	60,000			
English/Language Arts	5,000	15,000			
Science			45,000	45,000	45,000
World Language			30,000	30,000	30,000
Replacement	5,000	5,000	5,000	5,000	5,000
	80,000	80,000	80,000	80,000	80,000

technology trends may shift textbook requirements & funding to electronic media

INSTRUCTION:

Graduation Requirements/Standards of Proficiency:

The Administration shall submit to the Board of Education through the Superintendent their detailed requirements and standards of proficiency. The faculty will apply both objective and subjective measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation. Such requirements and standards shall be approved by the Board of Education.

Graduation requirements shall be established by the Board of Education. Any change of the requirements shall be submitted to the Board of Education by the Superintendent or his designee for approval.

Graduation may involve awarding to students a Somers High School Diploma or a Certificate of Completion of a Program of Special Studies. The Board of Education shall award a high school diploma to any World War II veteran, ~~or~~ veteran of the Korean hostilities, or Vietnam era requesting such diploma who left high school for military service as defined in the statutes.

Graduation shall not be held until 180 days (minimum 900 hours) of actual school work are completed. (CGS 10-16).

Cross Reference: Policy # 5127

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(l) Graduation exercises. (As amended by PA 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 11-17, An Act Concerning High School Diplomas to Korean Veterans, P.A. 13-

57, An Act Concerning Honorary Diplomas for Vietnam Veterans,
P.A. 13-122, An Act Concerning Minor Revisions to the Education
Statutes

10-233(a) Promotion and graduation policies. (as amended by PA
01-166)

Adopted: September 28, 1981
Revised: June 26, 1989
May 28, 2002
March 5, 2007
July 9, 2009
January 23, 2012