

Somers Board of Education #1 BOE MEETING
Monday, March 12, 2018 7:00 PM
Somers High School Auditorium, [Address], [City], CT [Zip]

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. STUDENT REPRESENTATIVES' REPORT
Somers High School Representatives will update the Board of Education on Somers High School events.
4. AWARDS AND RECOGNITIONS
 1. Student Award to Danila Babushkin
Somers High School Student Danila Babushkin is a National Merit Scholarship Finalist.
5. APPROVAL OF MINUTES
 1. Draft Minutes of 2/26/2018 3
The Board will review and approve the Board Minutes of 2/26/18.
6. AUDIENCE TO CITIZENS/STAFF/STUDENTS
7. CORRESPONDENCE
8. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
9. CONSENT AGENDA
 1. Warrant of 3/12/2018 9
Warrant of 3/12/2018
 2. 2nd Warning on Somers DBS 4118.11 15
The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 4118.11.
 3. 2nd Warning on Somers DBS Policy 5118.11 18
The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 5118.11.
 4. 2nd Warning on Somers DBS Policy 5141.3 22
The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 5141.3.
 5. 2nd Warning on Somers DBS Policy 5145.5111 25
The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 5145.5111.
 6. 2nd Warning - Somers DBS Policy 0521 28
The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 0521.
 7. 2nd Warning of Somers DBS Policy 6172.5 31
The Policy Committee will answer any questions on this 2nd Warning of Somers DBS Policy 6172.5.
 8. Proposed Job Share of 4th Grade - N. Dzicek/M. Shannon 34
The Board is to review and approve the proposed Job Share of 4th Grade - N. Dzicek/M. Shannon.
10. NEW BUSINESS
 1. 1st Warning 5114 - Suspension & Expulsion/Due Process 38
1st Warning 5114 - Suspension & Expulsion/Due Process
 2. 1st Warning Somers DBS Policy 5118- Nonresident Attendance 40
1st Warning Somers DBS Policy 5118- Nonresident Attendance
 3. 1st Warning Somers DBS Policy 5142.4 - School Resource Officer 43
1st Warning Somers DBS Policy 5142.4 - School Resource Officer
 4. 1st Warning Somers DBS Policy 5145.53 - Transgender and Gender Non-Conforming Youth 46
1st Warning Somers DBS Policy 5145.53 - Transgender and Gender Non-Conforming Youth

5.	1st Warning Somers DBS Policy 6153 - Field Trips, School-Sponsored Tours, Non-School Sponsored Tours	52
	1st Warning Somers DBS Policy 6153 - Field Trips, School-Sponsored Tours, Non-School Sponsored Tours	
6.	1st Warning -Curriculum - PreAlgebra Course Proposal	56
	Board of Education to review - 1st Warning -Curriculum - PreAlgebra Course Proposal	
7.	1st Warning - Curriculum Proposal New Textbook Acquisition: Discovery Education-Science/Mabelle B. Avery Middle School	75
	The Board is to review the 1st Warning - Curriculum Proposal	
	New Textbook Acquisition: Discovery Education-Science/Mabelle B. Avery Middle School	
11.	OLD BUSINESS	
1.	SESA Pension	
	Board to review and approve the change of the SESA Pension Management team to Forma Group.	
2.	Somers Public Schools 2018-2019 Budget	
	The Board to approve the 2018-2019 Somers Public Schools Budget and to send it to the Board of Finance.	
12.	ADMINISTRATIVE REPORTS	
1.	Somers Education Education Technology Presentation	
	Staff from Somers High School will be presenting the Board what they are doing in classroom technology	
2.	Social Studies Program Report	83
	Dr. Irene Zytka will update the Board with the Social Studies Program Report.	
3.	Superintendent Update	
	The Superintendent will update the Board of Education.	
13.	COMMITTEE REPORTS	
1.	BUDGET	
2.	CURRICULUM	
3.	POLICY	
4.	SALARY & NEGOTIATION	
5.	PLANNING	
6.	OTHER COMMITTEES	
14.	OTHER	
15.	ADJOURNMENT	

DRAFT MINUTES

Board of Education Meeting

February 26, 2018

7:00 PM

Board of Education Room

Attendance Taken at 7:03 PM:

Present Board Members: Bruce Devlin, Chairman, Rick Lees, Jeremy Anderson, David Palmer, Barbara Capuano, Jan Martin (at 7:12 pm), Anne Kirkpatrick (at 7:12 pm)

Absent Board Members: Sarah Bollinger, Kate McLellan

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:03 p.m. by Chairman Devlin in the Mabelle B. Avery Middle School Board of Education Meeting Room.

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. Recognition for Halle Raina of SHS

Discussion: The Board of Education recognized Halle Raina, Freshman at SHS, for her innovative graphic design for the proposed SPS Budget. Superintendent Czapla challenged students to produce a graphic design, and Halle demonstrated a great understanding of the project expectations. The BOE presented her with a gift.

4. STUDENT REPRESENTATIVES' REPORT

Discussion: Student representatives were absent due to illness.

5. APPROVAL OF MINUTES of 1/22/2018

Motion Passed: Motion to approve the minutes from 1/22/2018 passed with a motion by Barbara Capuano and a second by David Palmer. **Passed 5-0**

6. AUDIENCE TO CITIZENS/STAFF/STUDENTS

7. CORRESPONDENCE

8. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

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9. CONSENT AGENDA

9.1. Warrant of 2/12/18

Rationale: The Board is to review the warrant of bills for 2/12/18.

9.2. Warrant of 2/26/18

Rationale: The Board is to review the warrant of bills for 2/26/18.

9.3. Resignation of SHS Nurse

Rationale: Ms. Katherine Burchard, resignation letter as of 2/21/18.

9.4. Resignation of IT Specialist

Rationale: Brian Silliber's resignation letter as of 2/22/2018.

Motion Passed: Motion to approve Consent Agenda passed with a motion by David Palmer and a second by Jeremy Anderson. **Passed 5-0**

10. NEW BUSINESS

10.1. 1st Warning - Somers DBS Policy 4118.11 - PERSONNEL - CERTIFICATED/NON-CERTIFICATED

Rationale: The Policy Committee recommends that the Board review 1st Warning of Somers DBS Policy 4118.11 for passage at the next meeting.

Discussion: Any questions should be directed to the Policy Committee.

10.2. 1st Warning Somers DBS Policy 0521 - Nondiscrimination

Rationale: The Policy Committee recommends that the Board review Somers Policy DBS 0521 on Nondiscrimination for passage at the next meeting.

Discussion: Any questions should be directed to the Policy Committee.

10.3. 1st Warning - Somers DBS Policy 5118.11 - Resident Students

Rationale: The Policy Committee recommends that the Board review DBS Policy 5118.11 on Resident Students for passage at the next meeting.

Discussion: Any questions should be directed to the Policy Committee.

10.4. 1st Warning Somers DBS Policy 5141.3 - Students Health

Rationale: The Policy Committee recommends the Board review Policy 5141.3 Students - Health for passage at the next meeting.

Discussion: Any questions should be directed to the Policy Committee.

10.5. 1st Warning - Somers DBS Policy 5145.5111-Students-Sexual Harassment

Rationale: The Policy Committee recommends the Board review Somers Policy DBS 5145.5111 -Students - Sexual Harassment for passage at the next meeting.

Discussion: Any questions should be directed to the Policy Committee.

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10.6. 1st Warning - Somers DBS Policy 6172.5 - Title I Parent Involvement

Rationale: The Policy Committee recommends that the Board review Somers DBS Policy 6172.5 - Title I Parent Involvement for passage at the next meeting.

Discussion: Any questions should be directed to the Policy Committee.

11. OLD BUSINESS

11.1. Somers Public Schools 2018-2019 Calendar

Rationale: The Board to review and approve the 2018-2019 School Calendar. There was a change in the June 2019 dates.

Motion Passed: Motion to approve the revised 2018-2019 school calendar passed with a motion by David Palmer and a second by Barbara Capuano.

Passed 5-0

11.2. 2nd Warning DBS Policy 6146 - Graduation Requirements

Rationale: The Policy Committee recommends that the Board of Education accept the changes in the DBS Policy 6146 - Graduation Requirements

Motion Passed: Motion to accept DBS Policy 6146 - Graduation Requirements passed with a motion by Jeremy Anderson and a second by Barbara Capuano.

Passed 7-0

11.3. The 2018-2019 Somers Public Schools Budget

Rationale: The Board will vote on the 2018-2019 Budget

Motion Passed: Motion to approve The 2018-2019 Somers Public Schools Budget as presented passed with a motion by David Palmer and a second by Barbara Capuano. **Passed 7-0**

12. ADMINISTRATIVE REPORTS

12.1. MBA Staff Member give a Technology Update

Rationale: MBA Teacher Mrs. Jackie Rivard will give a presentation on Technology at MBA.

Discussion: Mr. C. Krevolin, MBA Principal, introduced Mrs. J. Rivard, MBA Language Arts Teacher, to discuss how the use of technology has been integrated to purposely support the curriculum and Common Core Standards. Students and staff utilize the Chromebook. Google Classroom is a program students use to receive assignments, send out materials, as well as organizing students in classes. Teachers and students may also communicate with each other. Students are held accountable for submitting their work which marks it as complete. Students Receive a weekly document whereby they either journal, practice SBAC, or Twitterature. Spelling quizzes are still on paper; however, vocabulary quizzes are performed on a Google Doc where the information is compiled to a spreadsheet, automatically graded, and updates the teacher on anyone receiving a 70% or lower. Weekly spelling is introduced through the Kahoot program. C. Albano, seventh-grade student, described how she used Google Drawings to create blackout

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poetry whereby certain words are highlighted in text and the rest of the words are "blacked out." The highlighted words are then cropped and displayed on images/background pertaining to the poem. B. Rogers, seventh-grade student, described how he created a slideshow during Genius Hour on a specific topic (i.e. Greek Mythology) containing notes, citations, and images. The slideshow was then presented to a small group.

12.2. Review of SESA Pension Report

Rationale: The Salary and Negotiating Committee will present the Board the SESA Pension Report.

Discussion: Chairman Devlin introduced T. Forma and K. Nichols of Morgan Stanley to the BOE to review the SESA Pension. The BOE members were provided a packet by Morgan Stanley. They work extensively with public institutions and help to invest in a conservative manner. They currently are working with the employee pension plan in the Town of Somers. They stated they would work with the BOE and the BOE policies as an independent institution, developing and/or modifying investment policies. Superintendent Czapla recommended the Board vote on accepting Morgan Stanley to represent the SESA Pension at the next Board meeting.

12.3. Curriculum Report on World Language and Math

Rationale: Dr. Irene Zytka will update the Board of Curriculum for World Language and Math.

Discussion: Superintendent Czapla introduced Dr. I. Zytka, Director of Curriculum, to update the BOE on World Language and Mathematics in SPS. In World Language, SES students are exposed to the Spanish culture through Comprehensive Input strategies. There have been no major changes in the SES curriculum. At MBA, sixth graders are practicing their executive functioning and implementing it in their organizational skills (i.e. taking notes off of the whiteboard in the target language, including dates on each class, etc.) Sixth-graders have also incorporated more culture-based projects. Spanish students were assigned a Spanish-speaking country, researched the country, and prepared a presentation. French students will be assigned a French-speaking country and will work in pairs as "travel agents" and prepare a brochure. Seventh and eighth graders are piloting the use of IXL Spanish in their Chromebooks. At SHS, C. Gustafson, French Teacher, was recognized as a semi-finalist for CT Teacher of the Year. Level 5 Honors Spanish students are doing peer presentations. SHS will add a new French I course and will complete the implementation of a new book series. In the future, the World Language Department would like to explore a more technology-based curriculum to enhance listening and speaking skills as well as improve upon a more vertical alignment among all three schools. In Mathematics, there has been significant progress with inputting the curriculum into Atlas. At SES, useful information has been obtained from the NWEA Growth testing. The Growth Mindset initiative has helped students stay positive. In the math workshop, students are instructed in a lesson and then work in small stations. Technology is incorporated as a station activity. MAP Screeners are used

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for practice and as a teaching tool. There may be a possible need for additional tutors in the future. At MBA, students are assigned two "mappers" per week which will generate NWEA MAP test scores to personalize study recommendations per student. The sixth grade math curriculum differed this year by teaching fractions and decimals, integers and equations prior to teaching ratios. M. Luginbuhl, Sixth Grade Math Teacher, is working with UCONN to test math problem solving software, "MathBrainius," and will report on the quality of the product and the feasibility of using it in the classroom. There continues to be a need for a Math Interventionist at MBA. At SHS, Honors Calculus enrollment doubled. Students in an AP course had to sign a contract committing to take the AP exam and implementing a grade minimum in order to be exempt from their final exam. Teachers are minimizing student reliance on calculator use. This year, Elementary Functions and Trigonometry courses were streamlined into a Precalculus course. There is a course proposal for Pre-Algebra. Data analysis will continue to be conducted in order to decide on curriculum and instruction as a district. IXL and NWEA screeners will continue to be analyzed.

12.4. Superintendent Update

Rationale: Our Superintendent will update the Board on School issues. BOE members. He decided to consolidate information and distribute it to every resident three times a year. He will also be working with consultants to analyze possible utility cost savings. He is awaiting responses from vendors regarding a new phone system. Based on the success of the After School Program, Superintendent Czaplá has had conversations with the Parks and Rec. Dept. and will be looking into a Before School Program based on the needs from parents which would have no impact on the budget. In light of the tragedy in Florida, he will be looking into the security of SPS. A task force has been convened. Evacuation protocols, access control, communications, and potential staffing needs will be analyzed. Two vulnerability studies will be conducted by local and State police as well as an independent contractor who is Chief of Security in a school system. He will relay the results to the BOE members. Communications will also be sent out to parents regarding the budget as well as security plans.

13. COMMITTEE REPORTS

13.1. BUDGET

No report.

13.2. CURRICULUM

No report.

13.3. POLICY

Discussion: A. Kirkpatrick reported that the committee is catching up and working on Board bylaws. There will be five bylaws in March. The next meeting will be held in April.

13.4. SALARY & NEGOTIATION

No report.

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13.5. PLANNING

No report.

13.6. OTHER COMMITTEES

None.

14. OTHER

15. ADJOURNMENT

Motion Passed: Adjournment at 8:45 p.m. passed with a motion by Jan Martin and a second by Jeremy Anderson. Passed 7-0

Rick Lees, Board of Education Secretary

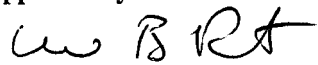
Date

Shannin Burns, BOE Recording Secretary

Somers Board of Education General Budget Treasury Warrant

Check Batch: 19477
 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:** 3/7/18
 William B. Boutwell, Director of Business Services

19477	14737	03/12/2018	V61397	All-Phase Electric Supply Co.	0.00	707.47
	14738	03/12/2018	V52404	Allstate Fire Equipment	0.00	700.00
	14739	03/12/2018	V60790	Alternative Access Assistive Technology	0.00	1,110.00
	14740	03/12/2018	V52670	SYNCB/AMAZON	0.00	3,457.20
	14742	03/12/2018	V52306	AmeriPride Services, Inc	0.00	290.49
	14743	03/12/2018	V60041	Anthem BCBS	0.00	172,089.42
	14744	03/12/2018	V60040	Anthem Life Insurance Company	0.00	2,314.77
	14745	03/12/2018	V60313	Apperson	0.00	179.44
	14746	03/12/2018	V61115	Ben Bronz Foundation, Inc	0.00	5,200.00
	14747	03/12/2018	V02406	Billings Sports, Inc.	0.00	1,405.95
	14748	03/12/2018	E00810	Burchard, Katherine	0.00	110.00
	14749	03/12/2018	V00121	CABE	0.00	47.50
	14750	03/12/2018	V00129	Carolina Biological Supply Co.	0.00	43.69
	14751	03/12/2018	E00576	Carroll, Daniel	0.00	54.66
	14752	03/12/2018	V51942	CBS	0.00	6,374.21
	14754	03/12/2018	V60025	CCP Industries	0.00	233.60
	14755	03/12/2018	V00204	CREC	0.00	16,612.16
	14756	03/12/2018	V60709	DBS Financial Services LLC	0.00	1,012.55
	14757	03/12/2018	V60416	DG Graphics	0.00	2,426.80
	14758	03/12/2018	V51849	East River Energy	0.00	2,097.99

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14759	03/12/2018	V00605	Electrical Wholesalers	0.00	96.11
	14760	03/12/2018	V52317	Ellington Board of Education	0.00	7,046.83
	14761	03/12/2018	V61230	ENGIE Resources	0.00	3,062.52
	14762	03/12/2018	V00159	Eversource Energy	0.00	22,089.84
	14763	03/12/2018	V54168	First Student, Inc	0.00	71,259.12
	14764	03/12/2018	V02186	Flinn Scientific, Inc.	0.00	321.35
	14765	03/12/2018	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
	14766	03/12/2018	V00511	Grainger	0.00	2,735.04
	14767	03/12/2018	V53439	Group Dynamic	0.00	27.75
	14768	03/12/2018	V54174	GTM Sportwear	0.00	85.95
	14769	03/12/2018	V00407	Hartford Courant Media Group	0.00	322.75
	14770	03/12/2018	V51232	Hartford Hospital	0.00	4,672.00
	14771	03/12/2018	V21177	Home Depot CRC	0.00	297.70
	14772	03/12/2018	V60548	Johnson Memorial Hospital	0.00	8,000.00
	14773	03/12/2018	V00438	Journal Inquirer	0.00	321.10
	14774	03/12/2018	V02625	K & S Distributors	0.00	261.30
	14775	03/12/2018	V01827	Kamco Supply Corp.	0.00	564.48
	14776	03/12/2018	E00793	Keener, Jeff	0.00	26.62
	14777	03/12/2018	V00451	Kittredge Equipment Company, Inc.	0.00	111.61
	14778	03/12/2018	E00178	Nicholas Kosloski	0.00	302.10
	14779	03/12/2018	E00731	Krevolin, Clay	0.00	42.13
	14780	03/12/2018	V61398	Lacrosse Balls Direct	0.00	303.00
	14781	03/12/2018	V51340	Life Safety Service & Supply LLC	0.00	624.15
	14782	03/12/2018	E00198	Lund, Jill	0.00	50.00
	14783	03/12/2018	V60983	OMNI Group, The	0.00	24.00
	14784	03/12/2018	V60560	Oriental Trading Company, Inc.	0.00	507.99
	14785	03/12/2018	V60568	Pediatric Services of America Inc	0.00	2,688.00
	14786	03/12/2018	V52686	Plimpton & Hills	0.00	108.96
	14787	03/12/2018	V53356	ProCom Telecommunications Corp	0.00	1,325.00
	14788	03/12/2018	V61342	Ramsey Communications Services	0.00	187.96
	14789	03/12/2018	V61382	Rugby Holdings, LLC	0.00	1,564.98
	14790	03/12/2018	V01292	School Specialty, Inc.	0.00	2,224.59
	14791	03/12/2018	V02325	Sheffield Pottery, Inc.	0.00	271.80
	14792	03/12/2018	V51324	Sherwin-Williams Co., The	0.00	261.52
	14793	03/12/2018	V00548	Somers Sanitation Service, Inc.	0.00	1,189.70
	14794	03/12/2018	V01591	Town of Somers	0.00	6,905.91
	14795	03/12/2018	M02015	T. J. Conway Company	0.00	570.90

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14796	03/12/2018	M53099	Tull Brothers, Inc.	0.00	160.00
	14797	03/12/2018	V54059	Verizon Wireless	0.00	636.22
	14798	03/12/2018	V53413	W. B. Mason Co., Inc.	0.00	3,127.27
	14799	03/12/2018	V61164	Why Try LLC	0.00	99.00
	14800	03/12/2018	V02738	William V. MacGill & Co.	0.00	1,136.78
Totals:					0.00	\$362,247.93

62 Checks Listed.

Somers Board of Education General Journal Register

Report # 50685
Batch: 19442
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
19442	\$362,247.93	Posted	Lbergamini	03/05/2018	Lbergamini	03/07/2018

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
March, 2018						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			361,186.01	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	361,186.01
		Total Generated Distributions			\$361,186.01	\$361,186.01
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			202.09	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	362,450.02
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			391.80	0.00
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			4,697.21	0.00
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			0.00	79.06
	10-100-2-2-14-242-611-01-5-00846	K-5 - THIRD GRADE SUPPLIES			50.00	0.00
	10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			204.02	0.00
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			374.19	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			1,867.08	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			87.31	0.00
	10-100-2-4-18-220-641-01-5-00127	HS - MATH TEXTBOOKS			0.00	11.05
	10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			226.15	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES		Yes	365.04	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			1,351.89	0.00
	10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			179.44	0.00
	10-100-8-4-66-910-730-01-5-00965	HS - TECH ED CAPITAL OUTLAY			1,487.73	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			1,110.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			2,688.00	0.00
	10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES			40.00	0.00
	10-210-2-5-32-242-611-01-5-01681	SW - PBIS SUPPLIES			507.99	0.00
	10-212-2-3-46-242-611-02-5-00224	MA - GUIDANCE INSTRUCT. SUPPLY			99.00	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			1,649.16	0.00
	10-221-1-3-50-251-580-05-5-00264	MA - PRINCIPAL'S TRAVEL			42.13	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			110.00	0.00
	10-221-1-4-50-251-580-05-5-00269	HS - PRINCIPAL'S TRAVEL			14.66	0.00
	10-222-2-5-44-233-611-03-5-00149	SW - A.V. MATERIALS			221.29	0.00

Somers Board of Education General Journal Register

Report # 50685

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
19442	\$362,247.93	Posted	Lbergamini	03/05/2018	Lbergamini	03/07/2018
					24.00	0.00
		B.O.E. - OTHER PROF. SERVICES			2,210.80	0.00
		B.O.E. - PRINTING			37.50	0.00
		B.O.E. - COMMUNITY RELATIONS			643.85	0.00
		CO - ADVERTISING			10.00	0.00
		CO - TRAVEL/IN-SERVICE			93.74	0.00
		CO - OFFICE SUPPLIES			258.34	0.00
		CO - COPIER MAINTENANCE			104.00	0.00
		CO - COPIER SUPPLIES			200.89	0.00
		MA - OFFICE SUPPLIES			230.00	0.00
		K-5 - COPIER SUPPLIES		Yes	2,450.74	0.00
		K-5 - COPIER MAINTENANCE			104.00	0.00
		MA - COPIER SUPPLIES		Yes	1,386.64	0.00
		MA - COPIER MAINTENANCE			230.00	0.00
		HS - COPIER SUPPLIES		Yes	1,610.49	0.00
		HS - COPIER MAINTENANCE			216.00	0.00
		HS - FORMS & PRINTING			1,325.00	0.00
		SW - COMMUNICATION SUPPLIES			2,439.24	0.00
		K-5 BUILDING REPAIRS			0.00	108.01
		K-5 BUILDING REPAIRS			102.54	0.00
		K-5 - TELEPHONE			112.54	0.00
		MA - TELEPHONE			290.49	0.00
		HS - QUANTITY FOODS MAINT.		Yes	104.78	0.00
		HS - TELEPHONE			316.36	0.00
		CO - TELEPHONE		Yes	2,281.88	0.00
		SW - CUSTODIAL SUPPLIES			86.95	0.00
		MA - BUILDING MAINTENANCE			727.06	0.00
		HS - BUILDING MAINTENANCE			261.30	0.00
		SW - EQUIPMENT REPAIR			1,189.70	0.00
		SW - RUBBISH REMOVAL		Yes	301.67	0.00
		SW - TOOL SUPPLY			0.00	3.97
		SW - TOOL SUPPLY			173.79	0.00
		SW - GENERAL REPAIR			166.00	0.00
		SW - EXTERMINATING			109.88	0.00
		SW - ELECTRICAL SUPPLIES			2,097.99	0.00
		K-5 - FUEL #2			8,039.61	0.00
		K-5 - ELECTRICITY			12,593.16	0.00
		MA - ELECTRICITY			5,396.03	0.00
		HS - ELECTRICITY				

Somers Board of Education General Journal Register

Report # 50685

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
19442	\$362,247.93	Posted	Lbergamini	03/05/2018	Lbergamini	03/07/2018
					136.11	0.00
					700.00	0.00
					23,183.83	0.00
					27,848.45	0.00
					6,567.49	0.00
					1,638.00	0.00
					18,588.84	0.00
					338.42	0.00
					27.75	0.00
					2,314.77	0.00
					172,089.42	0.00
					8,000.00	0.00
					1,794.90	0.00
					14,395.50	0.00
					19,135.49	0.00
					<u>\$362,652.11</u>	<u>\$362,652.11</u>
					<u>\$723,838.12</u>	<u>\$723,838.12</u>
					<u>\$723,838.12</u>	<u>\$723,838.12</u>

293 Transactions Listed.

Note: This has the same wording changes as 0521. Many legal references not in our current policy.

PERSONNEL - CERTIFICATED/NON-CERTIFICATED

Nondiscrimination:

The conditions or privileges of employment in this school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, **age**, sex, sexual orientation, **gender identity or expression**, national origin, **marital status**, **national origin**, ancestry, physical disability, present or past history of mental disorder, developmental disability, **pregnancy or age**. **Veteran status, or genetic information, except in the case of occupational qualification**. The Board of Education seeks to extend the advantages of public education with full equality of educational opportunity to all pupils and personnel. Neither the Board nor any employee, nor any other person may aid or compel the performance of an unfair labor practice as defined by law. **For purposes of this policy, genetic information means the information about genes, gene products or inherited characteristics that may derive from an individual or family members.**

Harassment:

No member of the Board or any agent of the Board or any agent of any employee organization may harass any employee or person seeking employment or any member on the basis of sex. "Sexual harassment" as defined by Law includes any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature affecting a person's employment, continuity of employment or work performance or creates an offensive working environment.

Discipline:

No employee will be disciplined, reprimanded, reduced in rank or compensation or deprived of any profession advantage without just cause.

Association Membership:

No employee shall suffer any professional disadvantage by reason of the employee's membership in an employee association or participation in its lawful activities.

Grievances:

No employee, employee association representative, member of any employee organization or any other participant in a grievance procedure shall suffer reprisals in any way or suffer any professional disadvantage by reason of his/her being opposed to any unfair labor practices or because of participation in the processing of any grievance. The Superintendent will provide procedures for alleged violations of Board policies, administrative regulations, Title IX, the Equal Educational Opportunity Act and school district operations in general when not otherwise covered in employee organization agreements.

Cross Reference in Manual: [0521](#), [4111](#), 4211, [4135](#), 4234.4

Legal Reference: Connecticut General Statutes

[31-127](#) Procedure

[31-127a](#) Injunctive powers

[31-128](#) Enforcement of orders. Appeals

Title VII Civil Rights Act as amended by Title IX

Equal Employment Act.

[80-285](#) An Act Concerning Harassment As An Unfair

Employment Practice.

Legal References: [Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.](#)
[Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.](#)
[Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.](#)
[Age Discrimination in Employment Act, 29 U.S.C. § 621](#)
[Americans with Disabilities Act, 42 U.S.C. § 12101](#)
[Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794](#)
[Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L. 110 233, 42 USC 2000ff; 34 CFR 1635](#)
Connecticut General Statutes
[10-153](#) Discrimination on basis of marital status
[46a-51](#) Definitions (as amended by PA 17-127)
[46a-58](#) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

[46a-60 Connecticut Fair Employment Practices Act \(as amended by PA 17-127\)](#)

[46a-81a Discrimination on basis of sexual orientation: Definitions](#)

[46a-81c Sexual orientation discrimination: Employment.](#)

[Public Act 11-55, An Act Concerning Discrimination.](#)

Adopted: May 11, 1981

Revised: May 27, 2008

July 9, 2009

STUDENTS:

Admission of Resident Students:

Children of school age who are residents of the town of Somers may attend school without payment of tuition. For the specific purpose of determining whether a child must pay tuition to attend the public schools of Somers, a determination of the child's residence will be made as follows:

- A. The location where a child lives on a permanent or indefinite basis is his/her residence.
- B. The residence of the parents or legal guardian of the child will not be considered in determining whether the child is a resident for tuition purposes.
- C. A child who lives temporarily at a location is not a resident.
- D. In the instance where students live within the school district with persons other than natural parents or legal guardians, the Superintendent of Schools shall require completion of an affidavit which attests to the permanency of the residence and that it is provided without pay.
- E. When a child is taken out of the home and placed in a home in the district by a court or public agency, requirement of the state statutes shall be followed.

~~Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on lack of proof of residency or due to barriers such as fines, fees and absences. No Board policy, administrative regulations, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.~~

~~Homeless students will be provided services comparable to other students in the District in compliance with federal and state law. Access to District programs include public preschool programs administered by the District.~~

~~The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent and detailed in the administrative regulation accompanying this policy. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.~~

Homeless Students

The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
2. provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the District, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs, and preschools operated by the District, if they meet the established criteria for these services.

The Superintendent of Schools shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families (DCF).

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the

homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
7. The Board will provide any homeless student, who is not in the physical custody of a parent/guardian, full access to his/her educational records, including medical records, in the Board possession.
8. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.
9. The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

The District's educational liaison for homeless children is the Director of Pupil Services

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
2. pay tuition to the district in which the temporary shelter is located.

The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

Legal Reference: Connecticut General Statutes

[10-253\(e\)](#) School privileges for children in certain placements, non-resident children and children in temporary shelters.

[17a](#) 101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.

[17a](#) 103 Reports by others.

[17a](#) 106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

[46b](#) 120 Definitions.

McKinney-Vento Homeless Assistance Act, (P.L. 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.

Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.

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

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011

Adopted: March 10, 1986

Revised: January 9, 2017

Note: only change needed is under item 6

STUDENTS:

Health Examination and Immunizations:

1. All kindergarten and first entry school children must have a preschool physical examination and must have completed full immunization requirements, as specified by the current regulations of the State Department of Health, before school entry.
2. Physical exams are required for all students in grades 6 and 10. All starred items on the medical evaluation form (HAR-3) must be completed by the person doing the physical exam. Physical exams should be no more than one year old prior to the start of the new school year. This will be waived if a parent can show proof that an exam is scheduled during the current school year. No student will be allowed to enter grade 7 or grade 11 without state-mandated immunizations and proof of a physical exam being completed.
3. Students entering, both inter and intra-state, will be required to produce written documentation that all requirements have been met or present a certificate from their physician stating immunizations are medically contraindicated or provide a statement from a parent or guardian that immunizations are contrary to religious beliefs.
4. Parents/guardians wanting their children excused from immunizations on religious grounds (prior to kindergarten entry and grade 7 entry) must request such exemption in writing to the Superintendent of Schools if such immunization is contrary to the religious beliefs of the child or of the parent/guardian of the child. The request must be officially acknowledged by a notary public or a judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, a Connecticut-licensed attorney or a school nurse.
5. Students entering from within the state must show evidence of a physical examination done by a physician in compliance with state requirements.
6. Health screenings shall be required for all students in the following schedule:

Physical screening to detect scoliosis will be done for females in Grades 5 and 7 and for males in Grades 8 or 9. Students that have scoliosis screening done by a physician within one calendar year will be exempted from school nurse screenings.

Vision screening will be done in Grades K, 1, 3, 4, and 5 by the nurses.

Hearing will be screened in grades K, 1, 3, 4, and 5 by the nurses.

The school system shall provide these screening to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, registered nurse, physician assistant or by the School Medical Advisor.)

7. Parents will be notified in writing via the student handbooks of the screening procedures. Parents will be notified regarding any defects found during the screenings.
8. School administration shall assure compliance with all Connecticut General Statutes pertaining to health examination and immunizations.
9. Expulsion procedures for those transfer students not complying with the above requirements will be covered in Administrative Regulations.

The school nurse who is required to verify the immunization status for children enrolled in District schools, pre-K to grade 12, inclusive, pursuant to C.G.S. [10-204a](#), shall be provided with sufficient information on the children living within his/her jurisdiction and is listed on the Department of Public Health's registry of immunization status. The school nurse is authorized to determine which children in their jurisdiction are overdue for scheduled immunizations and provide outreach to help get them vaccinated.

Legal References: Connecticut General Statutes

[10-204a](#) Required Immunizations (as amended by P.A. 15-174 and P.A. 15-242)

[10-206](#) Health Assessments

[10-214.4](#) Vision, audiometric and postural screenings

Notification of parents re defects; record of results, as amended by P.A. 96-229,

14-230, An Act Concerning Minor Revisions to the Education Statutes.

[3a](#), [10-204a-4](#)

Section 4 of P.A. 14-231

Cross Reference: Interscholastic competition 6145.2

Adopted: November 13, 1979

Revised: May 29, 1984

October 26, 1992

February 9, 1998

Revised: March 23, 1998

January 27, 2003

September 22, 2014

March 9, 2015

November 9, 2015

New mandated policy.....

STUDENTS

Exploitation: Sexual Harassment

Sexual Abuse Prevention and Education Program

Program

The Somers Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with CGS 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.
 - b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.

- c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
- d. Intervention and counseling options for child victims of sexual abuse and assault.
- e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
- f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines

[Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.]

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:

- a. Provided with resources and referrals to handle these potentially dangerous situations.
- b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy [#5141.4](#), "Reporting of Suspected Child Abuse," and its accompanying regulations.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation

(cf. [5131.911](#) - Bullying)

(cf. [5141.4](#) - Reporting of Suspected Child Abuse)

(cf. [5145.5](#) - Sexual Harassment)

Legal Reference: Connecticut General Statutes

[17a-101q](#) Statewide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-5)

A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.

Policy adopted:

Note: This is a mandated policy.

Mission – Goals – Objectives

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, genetic information, marital status or age of any other persons with whom the individual associates or status as a Veteran.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

(cf. 4111 – Recruitment and Selection)

(cf. [4111.1](#)/4211.1 – Affirmative Action)

(cf. [4118.11](#) – Nondiscrimination)

(cf. 4118.111 – Grievance Procedure-Title IX)

(cf. 4118.113/4218.113 – Harassment)

(cf. [5145.4](#) – Nondiscrimination)

(cf. [5145.5](#) – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 5145.52 – Harassment)

(cf. [5145.6](#) – Student Grievance Procedure)

(cf. [6121](#) – Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes

[46a-60](#) Discriminatory employment practices prohibited.

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include “sexual orientation”)

[10-153](#) Discrimination on account of marital status.

17a-101 Protection of children from abuse.

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008
Connecticut General Statutes

46a-51 Definitions. (as amended by PA 17-127)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127)

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Adopted: 3/24/08

Revised: 6/23/08

INSTRUCTION

~~Title I Parent Involvement~~ Parent and Family Engagement Policy for Title I Students

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental ~~involvement~~ and family engagement.

In addition to the required annual meeting, additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.
5. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;
6. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence-based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I staff to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.
4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of

school programs and to increase support to parent’s efforts at home to assist their children on learning activities.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

(cf. [1110.1](#) – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference: Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

Improving America's Schools Act (IASA), P.L. 103-382.

PL 107-110, “No Child Left Behind Act of 2001,” Title I– Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

Connecticut General Statutes

10-220(c) Duties of boards of education

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 14-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Adopted: 6/23/08

**Proposed Job Share
2018-2019 School Year
Fourth 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 2018-2019 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.

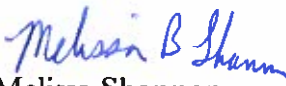
12. Field Trips:

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


Melissa Shannon

Note: The additional wording is only under section “K. Alternative Educational Opportunity.”

Students

Suspension and Expulsion/Due Process

K. Alternative Educational Opportunity (Blue wording is from Brian)

(There have been some clarifications on this. In early January, the State BOE adopted the standards and revisions to the regulations. I suggest new language as follows based on the new standards☺)

The Board of Education recognizes its responsibility to offer an alternative educational opportunity, as prescribed by the *Connecticut State Department of Education Standards for Alternative Educational Opportunities for Students Who Have Been Expelled*, to (a) any student under 16 years old who has been expelled; and (b) any student between 16 and 18 years old who has been expelled for the first time, wishes to continue with his/her education and complies with conditions set by the Board of Education or Superintendent as designated by the Board of Education.

Now the clarification. We do have an alternative ed program that in most cases we would utilize, but there could be some instances in which we think that expelled students at SHS may not be appropriate. This gives us the flexibility to send them to another school district alt ed. program or an Adult Ed program where appropriate (at a cost though.)

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity, which shall be equivalent to alternative education, as defined by C.G.S. 10-74j, with an individualized learning plan, (1) if he Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education which includes the kind of instruction to be provided and the number of hours to be provided during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational ~~program~~ opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered such an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems, which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct, which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon,
or
2. Offering an illegal drug for sale or distribution.

If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, or deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. [10-76a](#). The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

STUDENTS:

Nonresident Attendance:

Nonresident students may attend the Somers Public Schools based upon the following criteria set forth in this policy:

1. Attendance Criteria:

- a) When required by State law.
- b) When the nonresident student is part of a specialized program (e.g. Project Choice). The specialized program must be approved by the Somers Board of Education.
- c) Individual requests recommended by the Superintendent and approved by the Somers Board of Education. Such individual requests may include a waiver, pro-ration, or reduction of tuition.
- d) When documentation is provided to the Superintendent that the student will become a resident of Somers within the school year. Parents of the student must produce verifiable documents that they have purchased a current residence or will have completed construction of a new residence within the school year. The Superintendent may waive or pro-rate any applicable tuition costs dependent on individual circumstances.
- e) When the student attends school as part of a recognized foreign exchange program.
- f) When the nonresident student is a child of a Somers Board of Education employee the child may be enrolled subject to the following:
 - (i) There is classroom space and facilities available. This shall be in effect only at the time of the student's potential enrollment.
 - (ii) A tuition fee assessed at 50% of the rate as determined by Section 2 of this policy for all employees hired after March 1, 2001.

[\(NOTE: All nonresident students of Somers Board of Education employees currently enrolled in the district as of October 1, 2000 will remain at 25% of the rate as determined by Section 2 of this policy.\)](#)

(NOTE: All current employees of the Somers Board of Education hired before March 1, 2001 shall be eligible to enroll students at 40% of the rate as determined by Section 2 of this policy.)

- (iii) The reduced tuition rate is predicated on continuous, unbroken enrollment in the Somers Public Schools. Students forfeit their eligibility and will be subject to possible rate adjustment as determined by this policy if they leave the district and then wish to re-enroll. Recognized foreign exchange programs or extended illnesses are not subject to this forfeiture.

2. Tuition Rate

The stipulated tuition rate will be based on the most current expenditure data as reported for Somers by the Connecticut State Department of Education. The following expenditure categories will be used in the calculation of the tuition: regular instruction; pupil support services; administration; fiscal and other support services; and operation/maintenance of plant. ~~Kindergarten tuition shall be 50% of stipulated rate, with all other levels being 100% of the stipulated rate, except as specified in paragraph "f" of section one.~~

- 3. Nonresident students attending Somers Public Schools will be governed by the same student discipline and behavior policies applicable to resident students.
- 4. Any nonresident student accepted into the Somers Public Schools who requires special education services, or who after admission is considered to be a candidate for special education services, shall not be referred to a Somers planning and placement team, but shall be referred to the planning and placement team in the community where the student would otherwise be attending school for all special education decisions. The Somers Board of Education will not be responsible for any special education costs of nonresident students unless required by law.
- 5. Any nonresident student enrolled in the Somers Public Schools, pursuant to this policy, may be entitled to transportation services within the Town of Somers. Upon acceptance for attendance, the parents or guardians should specify whether they will transport the child to and from school or whether they will transport the child to and from a mutually acceptable bus stop in Somers. The Board reserves the right to determine what constitutes an acceptable bus stop.

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act.
10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.
10-253 School privileges for students in certain placements and temporary shelters.

Adopted: March 10, 1986
Revised: May 9, 1994
May 8, 1995
June 14, 1999
Reviewed: May 10, 2000
Revised: October 10, 2000
February 26, 2001
July 9, 2009
August 28, 2017

Students

Safety

School Resource Officer

In order to make schools more orderly, safer and secure, the district may employ police officers to deliver security services as school resources officers (SROs).

~~The utilization of school resource officers in district schools is to accomplish the following goals:~~

- ~~• To provide a safe learning environment and help reduce school violence.~~
- ~~• To improve school/law enforcement collaboration.~~
- ~~• To improve perceptions and relations among students, staff and law enforcement officials.~~
- ~~• To collaborate with designated members of the school and District staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.~~

~~Duties include, but are not limited to:~~

- ~~1. The observation and reporting of any unlawful act;~~
- ~~2. The prevention of theft or misappropriation of any item of value;~~
- ~~3. The control of access to premises being protected;~~
- ~~4. The maintenance of order and safety at public activities;~~
- ~~5. Protection of district property, students, staff and persons and property on or about district property or while attending district sponsored activities.~~

The School Resource Officer supports and facilitates the educational process within the Somers Public School System by providing a safe and secure environment through establishing and maintaining meaningful relationships with students and staff. He/she proactively interacts with the school community to ensure the enforcement of city and state laws, preserves public order, protection of life and property and the prevention, detection or investigation of crimes. The SRO works effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. He/she monitors district property (internally and externally) to protect students, staff and visitors from physical harm and prevents loss to district property resulting from criminal activity.

Essential Duties

- Maintain high visibility in all schools on a daily basis including but not limited to hallways, cafeteria and classrooms.
- Assists managing traffic during morning drop off and afternoon dismissals at each school.
- Monitors district property for suspicious activity, unauthorized persons on campus or unauthorized entry to buildings.
- Attends local and regional emergency management meetings.
- Works with school officials to develop and implement safety and security protocols.
- Provides occasional in-service training to help administrators with security, effective investigation techniques and other law related topics.
- Attends staff, leadership and student intervention meetings when requested.
- Takes law enforcement action to protect against unwanted intruders.
- Helps administration identify and prevent delinquent behaviors and substance abuse. Makes arrest on campus only when necessary to protect students, staff and school property from imminent danger.
- Assists other law enforcement agencies with incidents involving local criminal activity that may impact the safety of students and staff.
- Serves as the initial first responder.
- Provides occasional classroom presentations upon request and in collaboration with teachers (e.g. law, forensics, safety.)
- Conducts security building assessments for schools and campus.

The Board shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities.

(cf. [5114](#) - Suspension/Expulsion; Student Due Process)

(cf. 5131 - Student Conduct)

(cf. 5131.2 - Assault)

(cf. [5131.21](#) - Terrorist Acts/Threats)

(cf. 5131.4 - School Grounds Disturbances)

(cf. 5131.41 - In-School Disturbances)

(cf. [5131.5](#) - Vandalism)

(cf. [5131.6](#) - Drugs, Tobacco, Alcohol)

(cf. 5131.61 - Inhalant Abuse)

(cf. 5131.612 - Surrender of Physical Evidenced Obtained from Students)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

(cf. [5131.8](#) - Off School Grounds Misconduct)

(cf. [5131.9](#) - Gang Activity or Association)

(cf. [5141.6](#) - Crisis Management)

(cf. 5142 - Safety)

(cf. [5144](#) - Use of Physical Force)

(cf. 5145.11 - Questioning and Apprehension)

(cf. [5145.12](#) - Search and Seizure)

(cf. 5145.121 - Vehicle Searches on School Grounds)

Legal Reference: Connecticut General Statutes

[4-176e](#) through [4-180a](#). Contested Cases. Notice. Record.

[10-220](#) Duties of boards of education.

[10-233a](#) through [10-233f](#). Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

[53a-3](#) Definitions.

[53a-217b](#) Possession of Firearms and Deadly Weapons on School Grounds.

PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests.

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

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

18 U.S.C. 921 Definitions.

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

Sec. 314 (Local Control Over Violence)

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

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

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Adopted: December 7, 2015

There is little to no law on transgender student accommodations. In September, the CSDE put out a guidance document that we are operating under until there is legislation or a legal case that will set future precedent. The guiding document can be accessed at http://www.sde.ct.gov/sde/lib/sde/pdf/equity/title_ix/transgender_guidance.pdf

Note: Changes are on pages 2-3 and a new legal reference on the last page.

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Transition" is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student's property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Guidance

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

~~When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.~~

Official Records

~~The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.~~

All schools will maintain and update records as prescribed by the Connecticut State Department of Education Guidelines on Civil Rights Protections and Supports for Transgender Students (September 2017)

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility and Locker Room Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the

underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. A meeting will be held between school administration and the parents of the transgender student prior to the beginning of each year to develop a plan for restroom and locker room accessibility for their child.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

(cf. [0521](#) - Nondiscrimination)

(cf. [4131](#) - Staff Development)

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

(cf. 5131 - Conduct)

(cf. [5131.21](#) - Violent and Aggressive Behavior)

(cf. [5131.8](#) - Out-of-School Misconduct)

(cf. 5131.912 - Aggressive Behavior)

(cf. [5131.913](#) - Cyberbullying)

(cf. 5131.91 - Hazing)

(cf. [5144](#) - Discipline/Punishment)

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

(cf. [5145.5](#) - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

(cf. [5145.52](#) - Harassment)

(cf. [5145.6](#) - Student Grievance Procedure)

(cf. [6121](#) - Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

[10-15c](#) Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

[46a-60](#) Discriminatory employment practices prohibited Federal Law.

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

[46a-60](#) Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

[Guidance on Civil Rights Protections and Supports for Transgender Students \(Connecticut State Department of Education, September 2017\)](#)

Policy adopted: August 26, 2013

INSTRUCTION (new section added for international field trips)

Field Trips, School-Sponsored Tours, Non-School Sponsored Tours:

General:

The Somers Board of Education recognizes that surrounding communities, in-state and regional geographic areas, offer expanded teaching and learning resources for teachers, advisors, and coaches. The Board also recognizes that international experiences are beneficial to student learning and foster the ideal of global citizenship. The Board, therefore, encourages field trips and/or tours that supplement, enhance or enrich classroom or program-based activities.

Field trips must be approved by the Building Principal, subject to notification of the Superintendent. Tours must be recommended by the Building Principal and the Superintendent and approved by the Board of Education.

The following ratios are suggested as to approximate proportion of adult chaperones (inclusive of the teacher-sponsor) to students in terms of grade level, and depending upon the activity and other circumstances, may be changed on the authority of the superintendent:

Grades K-8:	One: Six
Grades 9-12:	One: Eight

In no case shall there be fewer than two chaperones regardless of the number of field trip/tour participants.

Definitions:

A school-sponsored field trip/tour is any excursion of students which is organized on school time by school personnel, and is classroom or program-based. All school-sponsored field trips/tours shall be scheduled and reviewed in detail by the Building Principal. If budgetary implications exist, the trip/tour must be submitted before budget submission, but no later than February 1 preceding the new fiscal year.

1. A school-sponsored field trip/program is short term in travel distance and duration and is concluded within a day. A field trip is normally open to all students involved with a specific classroom or program experience. The field trip/program may be affiliated with other town departments.
2. A school-sponsored tour is defined as any overnight trip, which may include non-school days. The tour may be program or classroom-based, but may also be limited to the number of students that can be accommodated or are eligible by some set of administratively approved criteria.

3. A non-school sponsored trip/program is defined as one that is:
- a) planned by a school employee(s) who acts as private agent(s);
 - b) occurs on non-school time;
 - c) results in a profit for the school employee; or
 - d) is not considered essential to classroom or program-based activities as determined by the building principal or Superintendent.

Tours or trips that fall within these criteria will not be covered or endorsed by the Somers Board of Education policy. The use of school facilities for planning, distribution of materials, or other communications in school is prohibited.

Approval:

The Board delegates to the Superintendent authority to approve field trips provided each individual trip meets all of the following conditions:

1. has educational value in the opinion of the Superintendent;
2. is directly related to either the curriculum or a school-sponsored and school approved extracurricular activity;
3. is completed within one day; and
4. ensures equity for all students within grades at the primary and elementary level and by class at the middle/senior high school levels.

Exceptions to any of the above conditions must receive specific approval of the Board of Education before the field trip may be taken.

Funding:

Students may be asked to pay all or part of the expense of a field trip/tour.

No child shall be excluded from a field trip because of inability to pay.

The building administrator may seek alternate funding sources or methods of payment for those students who do not have the ability to pay.

Fund-raising activities may be used to fund in whole or in part the cost of field trips/tours.

Other:

Participants on school-sponsored tours must show evidence of accident and health insurance. The building administrator will have on file appropriate documents, including insurance policy numbers ensuring each participant is covered by insurance.

Student and adult participants are responsible for personal travel and living expenses on the tour.

The Superintendent and/or principal will be responsible to see that all Board of Education policies and administrative procedures are followed:

Building Principals will be responsible for reviewing all details of field trips/tours with staff. The Building Principal will forward a recommendation on all suggested tours to the Superintendent for review and approval. The Superintendent shall then forward a recommendation on all suggested tours to the Board of Education for approval.

International Trips/Tours:

Any trip out of the country shall be forwarded to the Board of Education by the Superintendent with a recommendation for Board of Education consideration and approval. Recommendation will take into account any foreign travel warnings or cautions issued by the United States State Department.

A mandatory information meeting with students and their parents/guardians shall be held prior to the initiation of the trip. Parents and students shall be provided with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary

School district staff shall review acceptable standards of conduct with the students in advance of the trip.

All international field trips must utilize a reputable tour company to manage and facilitate the trip. The tour company's contract is to be reviewed by the board's attorney prior to signature.

All international field trips must register with the local United States Embassy via the State Department's Smart Traveler Enrollment Program (STEP).

The sponsoring chaperone(s) must check and recheck the United States State Department Travel Advisories (travel.state.gov) and the Centers for Disease Control and Prevention (cdc.gov). Any travel advisories must be reported to the Superintendent.

The Board of Education and/or Superintendent reserves the right to cancel any international field trip due to travel advisories, disease outbreaks, civil unrest, war, natural disasters, or any other issues that would jeopardize the safety and well-being of students, staff and chaperones. In the event of a cancellation, the Board assumes no responsibility for losses incurred by parents.

Trip cancellation insurance, if available, shall be offered to the parents and shall be optional

All trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school and central offices. Any changes before or during the trip must be communicated to the building principal and Superintendent immediately.

Chaperones must be aware of special medical problems, allergies, handicaps, special prescriptions, etc of students who are participants on the trip. Chaperones must also carry a list of any medications that students require and such medications must be carried by the Somers Public Schools staff member or the parent of the student. Pre-arrangements must be made for administering medication.

Adult chaperones who accompany the group must be briefed by the teachers or sponsor as the purpose of the trip, procedures, possible hazards, supervisory responsibilities, etc., and must receive a copy of any written procedures.

Parents are responsible for any cost incurred for students who are sent home early because of a behavioral infraction or are returning home early for any other reason.

All trips must be conducted during school vacations or when school is not in session. In special circumstances, school time may be used for trips abroad. The Superintendent and Board of Education must approve all requests for trips involving school time.

All students must be in good standing in both academics and behavior. Students must not be failing any subject, must not have repeated offenses, and must exhibit appropriate conduct both in and out of school.

The primary chaperone must be a certified teacher or administrator employed by the Somers Board of Education. Non-certified coach chaperones must be approved by school administration.

Travel that financially benefits the sponsoring teacher is expressly forbidden.

A final itinerary and roster of participants must be filed in the appropriate school office 10 days prior to departure

Adopted: October 26, 1981
Revised: October 28, 1996
 July 14, 2008

Course Proposal Form

Date: 1/31/2018

Proposed Title: Pre-Algebra

Content Area: Math

Semester(s): Full year

(a) What need(s) does this course address?

Students who lack the prerequisite skills for successful completion of Algebra 1.

(b) How was the need identified? What data was considered?

The need was identified through teacher observations of student's class performance. Quarter grades and midterm grades were analyzed.

(c) Who was involved in determining the need?

The high school math department

(d) Who designed the course?

The high school math department

(e) What implications does this course have on staffing, other curricular areas, and/or space?

None

(f) What special background, if any, would the teacher need to have to teach this elective successfully?

Secondary Math (7-12) Certification - 029 endorsement

(g) This course is designed for: (circle any or all choices)

Freshmen

Sophomore

Juniors

Seniors

Middle School

(h) What prerequisites must the student fulfill to take this course?

Teacher recommendation

(i) Insert curriculum standards this course will address:

Content Standard

4.NF.3: a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

6.EE.2.a Write expressions that record operations with numbers and with letters standing for numbers.

6.EE.2.b Identify parts of an expression using mathematical terms (sum, terms, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems.

6.EE.3 Apply the properties of operations to generate equivalent expressions.

6.EE.4 Identify when two expressions are equivalent

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real world and mathematical problems by writing and solving equations of the form $x+p=q$ and $px=q$ for cases in which p , q , and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.NS.1: Interpret and compute quotients of fractions.

6.NS.4 Use Distributive Property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

6.NS.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts...

6.NS.6: Extend number line diagrams from previous grades to represent points on the line with negative number coordinates

6.NS.6.a: Recognize opposite signs of numbers as indicative locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite

6.NS.6.b Understand signs of numbers in ordered pairs as indicated locations in quadrants of the coordinate plane.

6.NS.6.c Find and position integers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7: Understand ordering and absolute value of rational numbers

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.2 Understand the concept of a unit rate, and use rate language in the context of a ratio relationship

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems.

6.RP.3.a Make tables of equivalent ratios relating quantities with whole-number measurements and find missing values in tables.

6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed.

7.NS.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram

7.NS.1.c: Understand subtraction of rational numbers as addition of the additive inverse

7.NS.2: Apply and extend previous understanding of multiplication and division of fractions to multiply and divide rational numbers

7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.

7.RP.2 Recognize and represent proportional relationships between quantities.

7.RP.2.a Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

7.RP.2.b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal description of proportional relationships.

7.RP.2.c Represent proportional relationships by equations.

7.RP.2.d Explain what a point (x, y) on the graphs of a proportional relationship means in terms of the situation, with special attention to the point $(0, 0)$ and $(1, r)$ where r is the unit rate.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.4.a Solve word problem leading to equations of the form $px+q=r$ and $p(x+q)=r$, where p , q , and r are specific rational numbers.

7.G.1 Solve problems involving scale drawings of geometric figures

8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities...

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities...

8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a line intercepting the vertical axis at b .

8.EE.7 Solve linear equations in one variable.

8.EE.7.b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.EE.8 Analyze and solve pairs of simultaneous linear equations.

8.EE.8.a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

8.EE.8.c Solve real-world and mathematical problems leading to two linear equations in two variables.

8.F.3 Interpret the equation $y=mx+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

8.F.4 Construct a function to model a linear relationship between two quantities.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g. where the function is increasing and decreasing).

8.SP.1 Construct and interpret scatter plots for bi-variate measurement data to investigate patterns of association between two quantities.

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in a real-world and mathematical problems in two and three dimensions.

Mathematical Practices

MP1: Make sense of problems and persevere in solving them

MP2: Reason abstractly and quantitatively

MP3: Construct viable arguments and critique the reasoning of others

MP4: Model with mathematics

MP5: Use appropriate tools strategically

MP6: Attend to precision

MP7: Look for and make use of structure

(j) How will student learning be assessed?

- In-class summative and formative assessment (including: tests, quizzes, projects, exit tickets, warmups,...)
- Homework
- iXL

(k) **What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.**

Possible Textbook: Meets curricular standards and will get students familiar with the Algebra 1, Geometry, and Algebra 2 textbooks that are in the same series. Online access will make for more dynamic instruction and work.

Glencoe Pre-Algebra
McGraw-Hill Education
Copyright: 2012
ISBN-13: 9780078960017

Cost (for enrollment of 15 students): \$ 1520.03

Software:

iXL

Cost: \$0 (the district already has a subscription to this program)

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)



Course Department Sign-Off

Proposed Title: Pre-Algebra

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

NAME	CONTENT AREA	DATE
Carla Castro <i>Carla Castro</i>	Math	1/29/18
Mary Bedyga <i>Mary Bedyga</i>	Math	1/29/18
GREGORY JACKSON <i>GREGORY JACKSON</i>	MATH	1-29-18
Stan Kargonski <i>Stan Kargonski</i>	Math	1-29-18
Jenna Collins <i>Jenna Collins</i>	Math	1/29/18
Kendra Anderson <i>Kendra Anderson</i>	Mathematics	29 Jan. 2018
Sarah McNamee <i>Sarah McNamee</i>	Math	1/29/2018

Date: 11/28/17	PLC Department <hr/> Math	Location: rm. 135
Members in Attendance		
Greg Jackson Kendra Anderson Mary Baldyga	Carla Castro Sarah McNamee Jenna Collins	
Guests		
Goals	Major Discussion Points	Next Steps
1. Critical Friends	<ol style="list-style-type: none"> 1. Word problems in precalc <ol style="list-style-type: none"> a. Brainstormed word problems for content b. Word problems for each section 2. Intervention Update <ol style="list-style-type: none"> a. Teachers got list of students currently enrolled b. Should there be extra time for students on homework if they are in intervention? No c. Can we have access to who is referred? d. Mary will send out update after meetings of what was discussed 3. SAT and Khan Academy link <ol style="list-style-type: none"> a. Each teacher created Khan Academy account b. Setup account as coaches c. Brainstormed process and how to use 4. Algebra 1 for all concern <ol style="list-style-type: none"> a. SPED students were grouped heavily into one section of Algebra 1, making 	

	<p>differentiation and support difficult</p> <ul style="list-style-type: none"> b. Some students showing struggle beyond intervention and differentiation support c. Students who pass Algebra 1 with a D, can they be successful in Geometry and Algebra 2? d. How do we make all students successful in Algebra 1? e. Building pre-requisite skill in in Pre-Algebra course? This would allow students to then continue on the college prep level courses 	
<p>2. Curriculum Writing</p>	<ul style="list-style-type: none"> 1. Carla and Jenna: Algebra 1 2. Kendra and Greg: Algebra 2 3. Sarah: Consumer 4. Mary: Algebra 1 Test Translation 	

3.		
4.		
Action Items	Person Responsible	Completion Date
Date & Location of the Next Meeting	Agenda Items for the Next Meeting	

Date: 01-02-18	PLC Department _____ Math _____	Location: rm. 135
Members in Attendance		
Stan Targonski Greg Jackson Kendra Anderson	Carla Castro Sarah McNamee Jenna Collins	
Guests		
Goals	Major Discussion Points	Next Steps
1. Course of Studies	<ul style="list-style-type: none"> • Thoughts of offering a Pre-Algebra course or an Intermediate course • This would benefit students by developing strong prerequisite skills to ensure more success • Teacher recommendation required • Students who cannot be successful in Algebra 1 and currently get moved to fundamentals go where after that? • What about students who fail regular ed classes and get placed in lower level without teacher approval? • Developmentally some students need more time before they are ready for the abstract concepts of Algebra 1 • Some students currently in Alg 1, according to Gr 8 teacher, only passed because of para support, we don't have those types of resources at the HS • Reviewed course of studies document 	Carla will meet with Gary and Irene on 1/4/18
2. Rigor	<ul style="list-style-type: none"> • Using iXL as homework grade because it is accuracy based • Removing completion grades for homework from all honors courses • Lowering %age of homework grade 	

	per term for college level courses freshman and sophomore year	
--	---	--

3.		
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4.		
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Action Items	Person Responsible	Completion Date
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Date & Location of the Next Meeting	Agenda Items for the Next Meeting
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Date: 1/29/18	<p style="text-align: center;">PLC Department</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Math</p>	Location: rm. 135
Members in Attendance		
Stan Targonski Greg Jackson Kendra Anderson Mary Baldyga	Carla Castro Sarah McNamee Jenna Collins	
Guests		
Goals	Major Discussion Points	Next Steps
1. Pre-Algebra	<ul style="list-style-type: none"> • Wrote course proposal for Pre-Algebra • Discussed curriculum standards • Began book evaluation process with samples that were available 	
2.		

3.		
4.		
Action Items	Person Responsible	Completion Date
Date & Location of the Next Meeting	Agenda Items for the Next Meeting	

Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

Proposed Title: Pre-Algebra

Submitted by: Carla Castro Date 1/31/18

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$ 0	\$0	\$0
Professional Development	\$ 0	\$0	\$0
Additional Space	\$ 0	\$0	\$0
Contracted Services/Licensing	\$ 0	\$0	\$0
Textbooks	\$ 1175.85	\$0	\$0
Consumable Books	\$ 0	\$0	\$0
Resources/Support Materials	\$	\$0	\$0
Teacher Resource Books	\$ 238.74	\$0	\$0
Journals/Magazines	\$ 0	\$0	\$0
Consumable Supplies	\$ 0	\$0	\$0
Equipment under \$200	\$ 0	\$0	\$0
Software	\$ 0	\$0	\$0
Field Trips	\$ 0	\$0	\$0
Speakers	\$ 0	\$0	\$0
Other:	\$	\$0	\$0
Other:	\$	\$0	\$0
20% shipping/handling materials & books	\$ 105.44	\$0	\$0
TOTAL	\$ 1520.03	\$ 0	\$ 0

Signatures of person(s) submitting this proposal:

Name  Date 2/5/18

Name _____ Date _____

Signature of Principal _____ Date _____

Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.



Because learning changes everything.™

QUOTE PREPARED FOR:
 Somers High School
 5 VISION BLVD
 SOMERS, CT 06071-1946
 ACCOUNT NUMBER: 240317

CONTACT:
 Carla Castro
 carla.castro@somers.k12.ct.us
 (860) 749-2270

SUBSCRIPTION/DIGITAL CONTACT:
 Carla Castro
 carla.castro@somers.k12.ct.us
 (860) 749-2270

SALES REP INFORMATION:
 Carol Rossi
 carol.rossi@mheducation.com

Section Summary		Value of All Materials	Free Materials	Product Subtotal
Pre-Algebra		\$2,536.23	(\$1,121.64)	\$1,414.59
		\$2,536.23	(\$1,121.64)	\$1,414.59
	PRODUCT TOTAL*			\$105.44
	ESTIMATED S&H**			TBD
	ESTIMATED TAX**			\$1,520.03
	GRAND TOTAL*			

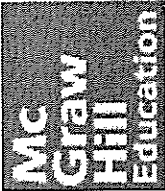
* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.
 **Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-963-8691

QUOTE DATE: 01/31/2018 **ACCOUNT NAME:** Somers High School **EXPIRATION DATE:** 03/17/2018
QUOTE NUMBER: ZJOHN-01312018-002 **ACCOUNT #:** 240317 **PAGE #:** 1



Because learning changes everything.™

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Pre-Algebra					
GLENCOE PRE-ALGEBRA STUDENT EDITION	978-0-07-895773-4	15	\$78.39	\$0.00	\$1,175.85
GLENCOE PRE-ALGEBRA ONLINE E-STUDENT EDITION 6 YEAR SUBSCRIPTION	978-0-07-895998-1	15	\$58.86	\$882.90	*Free Materials
GLENCOE PRE-ALGEBRA TEACHER EDITION	978-0-07-895774-1	2	\$119.37	\$0.00	\$238.74
GLENCOE PRE-ALGEBRA ONLINE E-TEACHER EDITION 6 YEAR SUBSCRIPTION	978-0-07-896001-7	2	\$119.37	\$238.74	*Free Materials
Pre-Algebra Subtotal:					\$1,414.59

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheeducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 01/31/2018 ACCOUNT NAME: Somers High School EXPIRATION DATE: 03/17/2018
 QUOTE NUMBER: ZJOHN-01312018-002 ACCOUNT #: 240317 PAGE #: 2

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ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mheducation.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 01/31/2018

ACCOUNT NAME: Somers High School

EXPIRATION DATE: 03/17/2018

QUOTE NUMBER: ZJOHN-01312018-002

ACCOUNT #: 240317

PAGE #: 3

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 2/28/18

Person(s) submitting: Dr. Irene Zytka

Content Area: Science Grade(s) 6-8 Course: Science

Recommended Purchase:

Title or Name of Resource: Discovery Education

Type of Resource: Digital resource ISBN# n/a

Copyright: _____ Vendor: Discovery Education

Address: Rep: Sandy Carruthers/ sandy_carruthers@discovery.com

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

Yes X

No

Process used to select this curriculum resource:

Teachers had a 3 month access to the online materials and used it extensively in their classes.

Is this the only curriculum resource for this course? no If not, what other resource(s) will be used? Other already established online resources and books

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

This online resources matches with the new NGSS standards and provides the most current application of scientific principles.

**Attach a standard budget sheet to detail the purchase costs.
See attached. Subscription is for 6 years plus 3 months (prorated)**

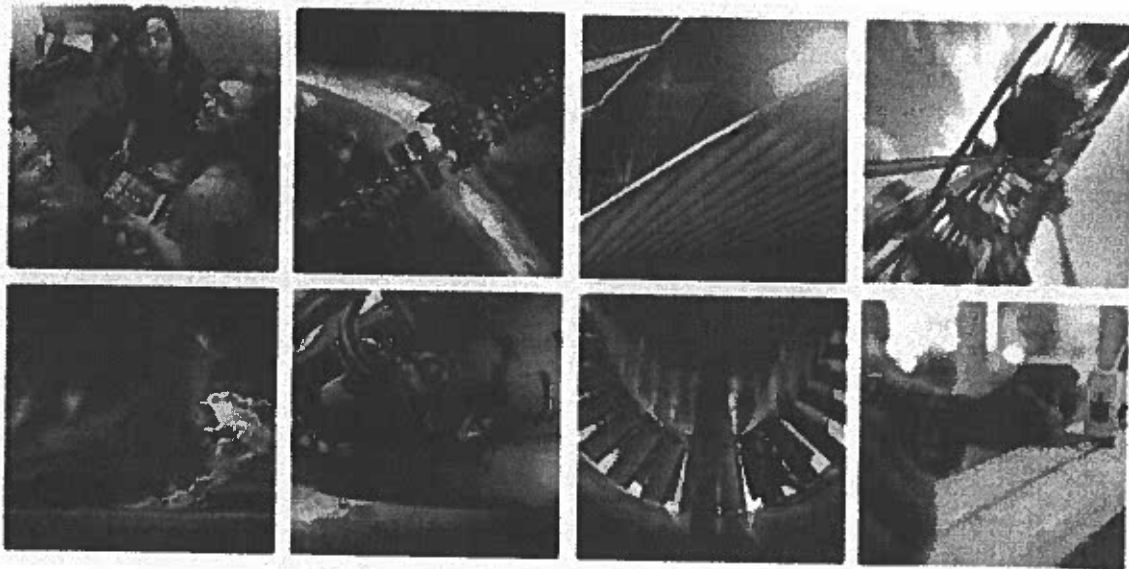


"Our Commitment to the Future"

Mabelle B. Avery Middle School

Partnership Proposal

February 20, 2018



Discovery Education is proud to partner with **Mabelle B. Avery Middle School** in creating systematic and sustainable change throughout all classrooms. Discovery Education's mission is to transform teaching and learning through innovative partnerships with districts, states, and like-minded organizations worldwide. To achieve this goal, Discovery Education leverages their extensive experience in providing comprehensive solutions through research-based professional development, robust digital content and immersive community engagements that have proven successful in positively impacting students, particularly in those schools with challenges associated with increasing the engagement and achievement of all students.

Partnership Goals

Though implementation of this partnership plan, Discovery Education will support Mabelle B. Avery Middle School's articulated goals of:

- Driving the digital transition
- Integrating digital content into middle school curriculum with professional development support
- Improving educators' content knowledge and efficacy
- Impacting academic achievement
- Increasing student engagement
- Fostering community, business and key stakeholder engagement
- Building educator and administrative leadership capacity
- Promoting college and career readiness
- Maximizing the investment in district technology

Partnership Outcomes

As a result of this successful partnership, **Mabelle B. Avery Middle School** will have:

- Middle school grade students have access to up-to-date, relevant, standards-aligned digital content
- One day of onsite professional development accelerating high-quality digital instruction

ABOUT DISCOVERY EDUCATION

Discovery Education is the global leader in standards-aligned digital content for K-12 classrooms and is empowering educators to transform teaching and learning through award-winning digital textbooks, multimedia content, professional development, and the largest professional learning community of its kind. Serving 4.5 million educators and over 50 million students around the globe, Discovery Education's services are in half of U.S. classrooms, 50 percent of all primary schools in the UK, and more than 50 countries worldwide.

Digital Solutions



Discovery Education Streaming Plus is a comprehensive K-12 digital service that motivates students to learn and helps teachers in every content area to transform their instruction. Containing thousands of standards-aligned resources, Streaming Plus provides teachers with the tools to teach students to think critically about the content they use, see, and experience in their daily lives and to ask questions about the world around them.



Discovery Education Math Techbook™ is a breakthrough digital textbook that will change the way students and teachers experience math. Using a balanced inquiry approach, Math Techbook engages students with real-world problems worth solving while supporting any device, anywhere, anytime in any secondary instructional setting.



Discovery Education Science Techbook™ is a powerful, simple-to-use, digital resource that boosts the rigor and relevance of your K-12 Science program, fuels digital transformation, and supports implementation of the Next Generation Science Standards. Built around the 5E model of instruction, Techbook™ is a non-linear curriculum pathway that promotes inquiry-based learning, enhances critical thinking, and improves student achievement.



Discovery Education Social Studies Techbook™ builds instruction around complex essential questions that students use to guide their inquiry, analyze issues, and propose solutions to better understand the present. Aligned with the C3 Framework, Social Studies Techbook™ emphasizes key literacy and writing skills and provides a multitude of resources to prepare students for college, career, and a civic life. Courses include: World Geography and Cultures, World History, a U.S. History series covering Prehistory to Present, and Civics and Government.

Deliverables		STUDENT LICENSE	
Discovery Education FREE Value-Add	Implementation Support <ul style="list-style-type: none"> • Dedicated Project Management • Ongoing Consultation Communications, Community & Awareness <ul style="list-style-type: none"> • Partner Update Meetings • Discovery Special Events • Teacher Professional Network • Student Engagement Opportunities 	FREE	FREE
Digital Content	SCIENCE TECHBOOK FOR USE WITH NGSS 359 LICENSES K-8	\$51/ student license	\$18,309
Digital Content	PRORATE FROM 4/1 – 6/30 SCIENCE TECHBOOK FOR USE WITH NGSS 359 LICENSES K-8	\$2.13/ student license	\$764.67
Professional Learning	INTERACTIVE LIVE WEBINAR SERIES	FREE	FREE
Professional Learning	ONE ONSITE DAY OF PROFESSIONAL LEARNING (MAXIMUM OF 25 EDUCATORS PER 6 HOUR SESSION)	\$2,800	\$2,800*
Total Investment			\$21,873.67**

EXECUTIVE INVESTMENT SUMMARY– 6 Year Investment

**** Pricing above is for 6 Years and 3 months.**

**** OPTIONAL**

TERMS

1. Upon award of this proposal, Discovery Education will provide a Subscriber Agreement to School District that must be signed before Discovery Education services will be provided.
2. This offer is valid till 12/31/17. The terms and conditions set forth herein shall not be binding on either party until such time as the parties enter into and execute a Subscriber Agreement.
3. Any rates, fees, or prices offered or proposed in connection with a multiple-year agreement are subject to the execution of a multiple-year agreement between School District and Discovery Education, such agreement not to include any right or option to terminate due to lack of funding or budget.
4. Maximum of 25 participants per Professional Development Session.
5. This proposal is for discussion purposes only. The terms contained herein are non-binding and nothing herein is intended to constitute an agreement between the parties. The terms herein are confidential and may not be disclosed without written consent of Discovery Education.

THANK YOU.

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PD Deliverables	Details
Session 1: Getting Started with Science Techbook™	<p>Audience: K-12 Science Educators</p> <p>Through active engagement in inquiry, teachers will explore how Discovery Education Science Techbook™ can help cultivate scientific thinking in and beyond the classroom. Not only will teachers leave with an understanding of the Techbook™ features, but also they will be immersed in collaborative activities that provoke conversation and serve to ground them in the 5E Instructional Model. Engaging uses of digital resources will be modeled as an effective means of inspiring inquiry and meeting the needs of diverse learners.</p>



**Somers Board of Education
Administrative Report**

Title of Report: Social Studies

Board Meeting Date: March 12, 2018

Action Report Information Discussion

Submitted by: Dr. Irene Zytka, Director of Curriculum

Executive Summary

Report

What is the sequence of courses in Grades K-12?

<i>Grades</i>	<i>Content</i>
PreK-5	PreK-5
6th	World Regions 6
7th	World Regions 7
8th	U.S. History 8
9th-12th	US History/Civics World History World Between Wars Ancient History Medieval History Philosophy Principles of Law Sociology Trial Law AP/UCONN ECE US History

What are some of the staff and student achievements this year?

District

All staff currently working on inputting curriculum into Atlas.

SES

4th grade - Students recently finished a group project about the NE region and a particular state. Integrated Google Slides presentation with collaboration in Google Docs.

5th Grade: Staff is integrating social studies curriculum with ELA.

MBA

Currently using the new textbooks that will follow the students with the 7th grade program of studies. Smooth transition with the online textbook and the new chromebooks.

SHS-

As a result of a recent generous SEF grant, the Social Studies Department at Somers High School has begun the process of developing an artifact archive to be used in our classrooms. The goal is to create a series of artifact collections pertaining to periods of time or specific events in US History that can be shared with the kids. The intent is to allow students to touch authentic tangible artifacts from various eras in our history.

Were there any major changes in your program's curriculum this past year?

SES - 4th: Regions of the U.S. with a focus on the overall government, economics, geography, and history of each region.

MBA - Major overall of previous curriculum, Now intro Unit and study of 4 World Regions

SHS- None at this time

What are the long-term plans for any changes?

There are no long-term changes planned for Social Studies.

What program objectives (current and future) have any financial implications?

None at this time for Somers Elementary School and Mabelle B. Avery Middle School.
Somers High School updated Street Law books that were purchased this year.