

Board of Education Meeting
Monday, June 25, 2018 7:00 PM

Board of Education Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
 1. Draft Minutes of June 11, 2018 Board of Education Meeting 3
Draft Minutes of June 11, 2018 Board of Education Meeting for the Board to review and approve.
 2. Draft Minutes of the Special Board of Education Meeting on June 12, 2018 7
Draft Minutes of the Special Board of Education Meeting on June 12, 2018 for the Board to review and approve.
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Warrant of June 25, 2018 8
Warrant of June 25, 2018 for the Board to review and consent.
 2. Retirement of Barbara Jacques, Grade 8 MBA Language Arts Teacher
Retirement of Barbara Jacques, Grade 8 MBA Language Arts Teacher on July 1, 2018.
 3. Resignation of Occupational Therapy Assistant at SES
Mrs. Ellen Stevenson, the Occupational Therapy Assistant at Somers Elementary School has handed in her resignation.
8. NEW BUSINESS
 1. Appointment of New Assistant Principal at Somers Elementary School
Appointment of new Assistant Principal at Somers Elementary School.
 2. 1st Warning - Somers Policy DBS - 5127 - Graduation 15
1st Warning - Somers Policy DBS - 5127 - Graduation
The Board will review the policy and ask the Committee if they have any questions.
 3. 1st Warning - Somers Policy DBS - 6159 - Individualized Education Program - to delete 21
1st Warning - Somers Policy DBS - 6159 - Individualized Education Program - to delete
The Board will review the policy and ask the Committee if they have any questions.
 4. 1st Warning - Somers Policy DBS - 6171 - Special Education 28
1st Warning - Somers Policy DBS - 6171 - Special Education
The Board will review the policy and ask the Committee if they have any questions.
 5. 1st Warning - Somers Policy DBS - 9129-Bylaws of the Board: Student Liaison to delete 31
1st Warning - Somers Policy DBS -9129 - Bylaws of the Board: Student Liaison to delete.
The Board will review the policy and ask the Committee if they have any questions.
 6. 1st Warning - Somers Policy DBS -9310 - Bylaws of the Board: 32
Development...distribution of policy manuals.
1st Warning - Somers Policy DBS -9310 - Bylaws of the Board: Development...distribution of policy manuals.
The Board will review the policy and ask the Committee if they have any questions.
 7. 1st Warning - Somers Policy DBS - 9240 - Bylaws of the Board: Development of In- 33
service
1st Warning - Somers Policy DBS - 9240 - Bylaws of the Board: Development of In-service
The Board will review the policy and ask the Committee if they have any questions.

8.	1st Warning of Textbook for Somers High School Science - College Physics . AP 11th Edition	35
	1st Warning of Textbook for Somers High School Science - College Physics . AP 11th Edition	
9.	1st Warning of Textbook for Somers High School Science - World of Chemistry	37
	1st Warning of Textbook for Somers High School Science - World of Chemistry	
10.	1st Warning of Textbook for Somers High School Science - Physical Science with Earth Science	39
	1st Warning of Textbook for Somers High School Science - Physical Science with Earth Science	
9.	OLD BUSINESS	
1.	2nd Warning - Somers Policy DBS 1110.2 Instruction _ Parent Involvement/Title I Parent Involvement	43
	2nd Warning Somers Policy DBS 1110.2 Instruction _ Parent Involvement/Title I Parent Involvement	
	The Board has reviewed the policy and will vote on it.	
2.	2nd Warning Somers Policy DBS 1120 - Community Relations - Public Participation at Board of Education Meetings	45
	2nd Warning Somers Policy DBS 1120 - Community Relations - Public Participation at Board of Education Meetings - The Board has reviewed the policy and will vote on it.	
3.	2nd Warning Somers Policy DBS 1325 - Community Relations/Advertising..	47
	2nd Warning Somers Policy DBS 1325 - Community Relations/Advertising..	
	The Board has reviewed the policy and will vote on it.	
4.	2nd Warning Somers Policy 6162.51 - Instruction Survey of Students	48
	2nd Warning Somers Policy 6162.51 - Instruction Survey of Students.	
	The Board has reviewed the policy and will vote on it.	
5.	2nd Warning Somers Policy DBS 5131.6 Students/Drugs/Alcohol /Tobacco	51
	2nd Warning Somers Policy DBS 5131.6 Students / Drugs/Alcohol /Tobacco	
	The Board has reviewed the policy and will vote on it.	
6.	2nd Warning Somers Policy DBS 3280 - Business - Gifts/Grants...	55
	2nd Warning Somers Policy DBS 3280 - Business - Gifts/Grants...	
	The Board has reviewed the policy and will vote on it.	
7.	2nd Warning Somers Policy 2400.1 - Evaluation of the Superintendent	56
	2nd Warning Somers Policy 2400.1 - Evaluation of the Superintendent	
	The Board has reviewed the policy and will vote on it.	
8.	2nd Warning Somers Policy 1250 - Community Relations - Visitations to Schools	59
	2nd Warning Somers Policy 1250 - Community Relations - Visitations to Schools	
	The Board has reviewed the policy and will vote on it.	
10.	ADMINISTRATIVE REPORTS	
1.	Superintendent Update	
	The Superintendent will update the Board on events at Somers Public Schools.	
11.	COMMITTEE REPORTS	
1.	BUDGET	
2.	CURRICULUM	
3.	POLICY	
4.	SALARY & NEGOTIATION	
5.	PLANNING	
12.	OTHER	
13.	EXECUTIVE SESSION	
1.	The Board will go into Executive Session to discuss the SESA Contract for ratification.	
	The Board will invite the Superintendent and Director of Business Services into Executive Session to discuss the ratification of the SESA contract.	
14.	ADJOURNMENT	

DRAFT

Somers Board of Education Meeting

June 11, 2018 - 7:00 PM

Board of Education Room

Attendance Taken at 7:00 pm:

Present Board Members: Jan Martin, Sarah Bollinger, Barbara Capuano, David Palmer,
Bruce Devlin, Rick Lees, Jeremy Anderson, Kate McLellan, Anne Kirkpatrick

Present Staff: Brian Czapla, Jennifer Oliver, Carolyn Stetson, Kathy Mangini, Frances White,
Dina Senecal, Kathryn White

Others: Tony White

1. CALL TO ORDER

Discussion: Meeting called to order at 7:00 pm in the MBA meeting room by Chairman Devlin.

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. Board will honor four staff members retiring in June.

Discussion: The Board of Education honored four staff members that are retiring at the of this school year with a presentation of a glass apple – Mrs. Jennifer Oliver, Principal of Somers Elementary School, Ms. Carolyn Stetson, Teacher at Somers Elementary School, Mrs. Kathy Mangini, Teacher at Somers Elementary School, Mrs. Frances White, Paraeducator at Somers Elementary School

4. APPROVAL OF MINUTES

Approval of Draft Minutes of 5/29/17 Motion Passed: PASSED with a motion by Kate McLellan and a second by Barbara Capuano. **9 Yeas - 0 Nays.**

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. CORRESPONDENCE

7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8. CONSENT AGENDA

8.1. Warrant of Bills 6-11-18

Rationale: Warrant of Bills 6-11-18

8.2. IDEA Grant Approval

Rationale: IDEA Grant Approval

8.3. Resignation of Joanne Gadbois, Secretary to AP Principal

Rationale: Resignation of Joanne Gadbois, Secretary to AP Principal on June 26th.

Motion Passed: PASSED Consent with a motion by David Palmer and a second by Jeremy Anderson. **9 Yeas - 0 Nays.**

9. NEW BUSINESS

Discussion: First warning on policies listed under 9.1 to 9.8. Please forward any questions to the Policy Committee.

9.1. 1st Warning - Somers Policy DBS 1110.2 Instruction _ Parent Involvement/Title I Parent Involvement

Rationale: 1st Warning Somers Policy DBS 1110.2 Instruction _ Parent Involvement/Title I Parent Involvement

The board will reviewed the policy and ask Policy Committee members if they have any questions

9.2. 1st Warning Somers Policy DBS 1120 - Community Relations - Public participation at Board of Education Meetings

Rationale: 1st Warning Somers Policy DBS 1120 - Community Relations - Public participation at Board of Education Meetings - The board will reviewed the policy and ask Policy Committee members if they have any questions.

9.3. 1st Warning Somers Policy DBS 1325 - Community Relations/Advertising..

Rationale: 1st Warning Somers Policy DBS 1325 - Community

The Board will review and ask the Policy Committee members if there are any questions.

9.4. 1st Warning Somers Policy 6162.51 - Instruction Survey of Students

Rationale:

1st Warning Somers Policy 6162.51 - Instruction Survey of Students.

The Board will review and ask Policy Committee members if there are any questions.

9.5. 1st Warning Somers Policy DBS 5131.6 Students / Drugs/Alcohol /Tobacco

Rationale:

1st Warning Somers Policy DBS 5131.6 Students / Drugs/Alcohol /Tobacco

The Board will review policy and ask Policy Committee members if there are any questions.

9.6. 1st Warning Somers Policy DBS 3280 - Business - Gifts/Grants...

Rationale:

1st Warning Somers Policy DBS 3280 - Business - Gifts/Grants...

The Board will review the policy and ask Policy Committee members if they have questions.

9.7. 1st Warning Somers Policy 2400.1 - Evaluation of the Superintendent

Rationale: 1st Warning Somers Policy 2400.1 - Evaluation of the Superintendent

The Board will review policy and ask Policy Committee members if they have any questions.

9.8. 1st Warning Somers Policy 1250 - Community Relations - Visitations to Schools

Rationale: 1st Warning Somers Policy 1250 - Community Relations – Visitations to Schools

The Board will review the policy and ask Policy Committee members if they have any questions.

10. OLD BUSINESS

10.1. 2nd Warning DBS Policy 6163.32

Rationale: 2nd Warning DBS Policy 6163.32 - Instruction - live animals. The Board has reviewed this policy and will vote on it.

Motion Passed: PASSED with a motion by Anne Kirkpatrick and a second by Jan Martin. **9 Yeas - 0 Nays.**

11. ADMINISTRATIVE REPORTS

11.1. Annual Technology Report

Rationale: Mr. Rob Wilson will do a presentation on the Annual Technology Report.

Discussion: Mr. Rob Wilson presented the technology report to the Board. He highlighted the accomplishments and challenges of the past school year.

11.2. 2017-2018 Budget Updates

Rationale: Mr. Bill Boutwell will update the Board on the 2017-2018 Budget

Discussion: Mr. Bill Boutwell updated the Board on the status of the 2017-18 budget.

11.3. Somers Elementary School's Building Goals Results

Rationale: Mrs. Oliver will discuss with the Board the Somers Elementary School's Building Goals Results

Discussion: Mrs. Oliver and Mrs. Senecal reviewed their building goals with the BOE.

11.4. Superintendent's Update

Rationale: The Superintendent will update the Board on any current issues.

Discussion: Superintendent Czapla updated the BOE on end of the year activities.

12. COMMITTEE REPORTS

12.1. BUDGET - above

12.2. CURRICULUM - no report

12.3. POLICY - no report

12.4. SALARY & NEGOTIATION - no report

12.5. PLANNING - no report

13. OTHER

14. EXECUTIVE SESSION - Personnel Matters - Non-Union, Non-Certified Staff

Rationale: The Board will go into Executive Session for the purpose to discuss Superintendent's Evaluation and the salary recommendations for non-union, non certified staff.

Motion Passed: The Board will go into Executive Session for the purpose to

discuss Superintendent's Evaluation and the salary recommendations for non-union, non certified staff at 8:32 pm.

PASSED with a motion by David Palmer and a second by Sarah Bollinger.

9 Yeas - 0 Nays.

Out of Executive Session: The board came out of executive session at 9:05 pm

PASSED with a motion by David Palmer and a second by Sarah Bollinger.

9 Yeas - 0 Nays.

Motion Passed: Motion to increase compensation for the Superintendent by \$5,000.00, extend the Superintendent's contract by one year and instructed the Superintendent to contact counsel to draft language around deferred insurance benefit.

PASSED with a motion by Kate McLellan and a second by Sarah Bollinger.

9 Yeas - 0 Nays.

Motion Passed: Motion to make a salary adjustment of \$7,500 for the Director of Business Services and then to adjust all non-affiliated staff salaries upward by 2.5%.

PASSED with a motion by Jeremy Anderson and a second by Anne Kirkpatrick.

9 Yeas - 0 Nays.

15. ADJOURNMENT

Motion Passed: Motion to adjourn at 9:07 pm passed with a motion by Jan Martin and a second by Sarah Bollinger. **PASSED - 9 Yeas - 0 Nays.**

Rick Lees, Board of Education Secretary (Recording)

DRAFT

SOMERS BOARD OF EDUCATION
MINUTES OF SPECIAL MEETING JUNE 12, 2018

The Somers Board of Education (the “Board”) convened a special meeting on June 14, 2018 to hear the recommendation of the Superintendent of Schools (the “Superintendent”) that a student be expelled from the Somers Public Schools. The following Board members were in attendance at the meeting: Chairman Bruce Devlin; Rick Lees, Jr., Kate McLellan and Anne Kirkpatrick.

Chairman Devlin called the meeting to order at 7:25 p.m.

Anne Kirkpatrick moved that the Board enter into executive session for the purpose of conducting a student expulsion hearing, during which matters of personal privacy of the student involved were likely to be discussed and further moved that the Board invite Superintendent of Schools Brian Czapla and Board Attorney Zachary D. Schurin into the executive session.

The motion was seconded by Kate McLellan. The motion carried 4-0.

The Board returned to public session at approximately 7:55 p.m. At that time, Anne Kirkpatrick moved that the Board of Education adopt in its entirety the parties Stipulated Statement of Facts and Joint Recommendation subject to the amendments discussed and adopted by the Board of Education in executive session regarding the student who was the subject of the hearing.

The motion was seconded by Kate McLellan. The motion carried 4-0.

Thereafter, a motion to adjourn was made by Kate McLellan seconded by Anne Kirkpatrick. The motion carried 4-0.


The meeting adjourned at approximately 7:57 p.m.

Somers Board of Education General Budget Treasury Warrant

Report # 52684

Check Batch: 20408
 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
---------	---------	------------	-------------	-------------	-------------------	--------------

Approved by:  Date: 6/21/18

 William B. Boutwell, Director of Business Services

20408	15297	06/25/2018	V02129	Alarm New England LLC	0.00	70,597.08
	15298	06/25/2018	V52670	SYNCB/AMAZON	0.00	1,132.84
	15299	06/25/2018	V60064	Angeloni Refrigeration, Inc.	0.00	777.20
	15300	06/25/2018	V54164	Auto Tek LLC	0.00	187.95
	15301	06/25/2018	V00884	Avery Septic Service	0.00	150.00
	15302	06/25/2018	V51604	Awards & More	0.00	1,145.80
	15303	06/25/2018	V60312	Barnes Pools,Stones & Stuff	0.00	210.00
	15304	06/25/2018	E00576	Carroll, Daniel	0.00	141.70
	15305	06/25/2018	V60226	Carson-Dellosa Publishing	0.00	35.95
	15306	06/25/2018	V51942	CBS	0.00	3,804.57
	15308	06/25/2018	V00167	Colonial Flower Shop	0.00	528.00
	15309	06/25/2018	E00076	Cotzin, Gary	0.00	187.48
	15310	06/25/2018	V61443	Dawn Enterprises Inc	0.00	1,500.00
	15311	06/25/2018	V00236	Demco, Inc.	0.00	581.77
	15312	06/25/2018	V60416	DG Graphics	0.00	1,889.28
	15313	06/25/2018	V00381	Discovery Education, Inc.	0.00	764.67
	15314	06/25/2018	V61450	Domus Kids, Inc	0.00	10,725.00
	15315	06/25/2018	V53643	East Coast Sign & Supply, Inc.	0.00	125.00
	15316	06/25/2018	V51849	East River Energy	0.00	17,039.04
	15317	06/25/2018	V00605	Electrical Wholesalers	0.00	620.10

Somers Board of Education General Budget Treasury Warrant

Report # 52684

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15318	06/25/2018	V61230	ENGIE Resources	0.00	12,609.92
	15319	06/25/2018	V00159	Eversource Energy	0.00	9,470.89
	15320	06/25/2018	V61448	FireTech	0.00	468.00
	15321	06/25/2018	V54168	First Student, Inc	0.00	67,824.25
	15326	06/25/2018	V60951	Follett School Solutions, Inc	0.00	843.08
	15327	06/25/2018	E00257	Ford, Linda	0.00	100.00
	15328	06/25/2018	V61017	Frontier Communications	0.00	1,122.39
	15329	06/25/2018	V61236	Gateway Enterprise Corporation	0.00	9,064.00
	15330	06/25/2018	V01830	Gerry's Music Shop, Inc.	0.00	502.85
	15331	06/25/2018	V61324	Global Site Services	0.00	150.00
	15332	06/25/2018	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
	15333	06/25/2018	V00511	Grainger	0.00	339.45
	15334	06/25/2018	V51232	Hartford Hospital-Grace Webb School	0.00	6,424.00
	15335	06/25/2018	V60090	High Grade Gas Service, Inc	0.00	6,544.57
	15336	06/25/2018	V54063	HSABank	0.00	187.25
	15337	06/25/2018	V60043	IVEY Industries	0.00	15.20
	15338	06/25/2018	V00999	J.W. Pepper & Son, Inc.	0.00	80.99
	15339	06/25/2018	V51502	Jostens, Inc.	0.00	2,191.50
	15340	06/25/2018	V02625	K & S Distributors	0.00	1,088.44
	15341	06/25/2018	V00718	King Ward Coach Lines	0.00	1,395.00
	15342	06/25/2018	V61449	Klingberg Family Centers, Inc	0.00	4,333.34
	15343	06/25/2018	V00039	Leonards Auto Parts Co.	0.00	174.35
	15344	06/25/2018	V60859	Mark F. Granville	0.00	250.00
	15345	06/25/2018	V60053	Microbac Laboratories, Inc	0.00	160.00
	15346	06/25/2018	V61444	Morgan Stanley	0.00	60,000.00
	15347	06/25/2018	V21005	MSC Industrial Supply Co.	0.00	60.47
	15348	06/25/2018	V60104	Nixon Company Inc., The	0.00	364.50
	15349	06/25/2018	V60560	Oriental Trading Company, Inc.	0.00	541.25
	15350	06/25/2018	V61447	Paper Barn LTD, The	0.00	495.00
	15351	06/25/2018	V60568	Pediatric Services of America Inc	0.00	4,056.00
	15352	06/25/2018	V60864	Pullman & Comley, LLC	0.00	7,422.00
	15353	06/25/2018	V60925	ReadyNurse Staffing Services	0.00	6,174.14
	15354	06/25/2018	V53593	ReadyRefresh by Nestle	0.00	61.89
	15355	06/25/2018	V52074	Really Good Stuff, Inc.	0.00	298.80
	15356	06/25/2018	V61420	Redshelf	0.00	37.36
	15357	06/25/2018	V53811	RJ Mase, LLC	0.00	140.00
	15358	06/25/2018	V60913	School Outlet.com	0.00	1,327.03

**Somers Board of Education
General Budget Treasury Warrant**

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	15359	06/25/2018	V01292	School Specialty, Inc.	0.00	788.83
	15360	06/25/2018	V60979	Shanahan, Jim	0.00	400.00
	15361	06/25/2018	V61387	Shipman & Goodman, LLP	0.00	6,752.00
	15362	06/25/2018	V01485	Social Studies School Services	0.00	109.90
	15363	06/25/2018	V00486	Somers High School	0.00	58.00
	15364	06/25/2018	V00486	Somers High School	0.00	36.50
	15365	06/25/2018	V60616	Somers Public Schools	0.00	10,597.76
	15366	06/25/2018	V02225	Staples Credit Plan	0.00	37.94
	15367	06/25/2018	V60056	Supplyworks	0.00	77.82
	15368	06/25/2018	E00416	Szafir, Michael	0.00	156.96
	15369	06/25/2018	V00645	Taylor Rental	0.00	1,227.00
	15370	06/25/2018	V61076	Teachers Synergy, LLC	0.00	459.53
	15371	06/25/2018	V61413	TelaTemp Corporation	0.00	225.67
	15372	06/25/2018	V60776	UCONN	0.00	115.00
	15373	06/25/2018	V60949	USSC	0.00	177.70
	15374	06/25/2018	V60464	VEX Robotics Inc	0.00	637.79
	15375	06/25/2018	V53413	W. B. Mason Co., Inc.	0.00	369.62
	15376	06/25/2018	E00342	Walker, Alan	0.00	636.56
	15377	06/25/2018	V60641	William H Sadler, Inc.	0.00	6,594.00
Totals:					0.00	\$348,085.92

76 Checks Listed.

Somers Board of Education General Journal Register

Report # 52683
Batch: 20381
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20381	\$348,085.92	Posted	Lbergamini	06/19/2018	Lbergamini	06/21/2018

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
June, 2018						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			265,006.58	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	265,006.58
		Total Generated Distributions			\$265,006.58	\$265,006.58
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			67.91	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	348,153.83
	10-100-2-2-14-242-611-01-5-00771	K-5 - FIRST GRADE SUPPLIES		Yes	164.82	0.00
	10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			396.54	0.00
	10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES		Yes	141.52	0.00
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES		Yes	263.40	0.00
	10-100-2-2-22-242-611-01-5-00193	K-5 - PHYSICAL ED SUPPLIES			577.03	0.00
	10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK		Yes	6,594.00	0.00
	10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			225.67	0.00
	10-100-2-2-30-242-611-01-5-00208	K-5 - SOCIAL STUDIES SUPPLIES			915.35	0.00
	10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			209.64	0.00
	10-100-2-3-27-242-611-01-5-01682	MA - REMEDIAL READING SUPPLIES			35.95	0.00
	10-100-2-3-28-220-641-01-5-01067	MA - SCIENCE TEXTS			764.67	0.00
	10-100-2-4-02-242-611-01-5-00165	HS - ART SUPPLIES			788.83	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES		Yes	637.79	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			159.98	0.00
	10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES			239.45	0.00
	10-100-2-4-20-243-611-01-5-00247	HS - MUSIC WORKBOOKS			80.99	0.00
	10-100-2-4-99-242-611-01-5-00809	HS - RENAISSANCE PROGRAM			58.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES		Yes	4,056.00	0.00
	10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES			76.50	0.00
	10-210-2-5-32-242-611-01-5-01681	SW - PBIS SUPPLIES			541.25	0.00
	10-212-2-4-46-242-611-02-5-00178	HS - GUIDANCE SUPPLY			28.88	0.00
	10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	3,046.14	0.00
	10-215-9-9-94-242-611-02-5-00219	SPEECH/HEARING SUPPLIES			37.36	0.00
	10-221-1-3-52-231-690-05-5-00282	MA - PROFESSIONAL LIBRARY			31.77	0.00

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20381	\$348,085.92	Posted	Lbergamini	06/19/2018	Lbergamini	06/21/2018
		10-260-5-6-62-722-430-08-5-00654	SW - ASBESTOS INSPECTION		250.00	0.00
		10-260-5-6-62-722-430-08-5-00801	SW - EXTERMINATING	Yes	166.00	0.00
		10-260-5-6-62-722-430-08-5-00884	MAINT. - BUILDING MAINTENANCE	Yes	5,093.52	0.00
		10-260-5-6-62-722-430-08-5-00885	SW - ELECTRICAL SUPPLIES		688.01	0.00
		10-260-5-6-62-722-430-08-5-00885	SW - ELECTRICAL SUPPLIES		0.00	67.91
		10-260-5-6-62-722-430-08-5-00886	SW - PLUMBING SUPPLIES		77.82	0.00
		10-260-5-6-62-722-430-08-5-01646	SW - SECURITY	Yes	70,597.08	0.00
		10-260-5-6-64-630-620-05-5-00354	K-5 - FUEL #2		7,959.22	0.00
		10-260-5-6-64-630-620-05-5-00356	HS - FUEL #2	Yes	8,749.63	0.00
		10-260-5-6-64-641-620-05-5-00358	K-5 - ELECTRICITY		1,530.22	0.00
		10-260-5-6-64-641-620-05-5-00360	MA - ELECTRICITY	Yes	8,438.87	0.00
		10-260-5-6-64-641-620-05-5-00361	HS - ELECTRICITY		11,892.84	0.00
		10-260-5-6-64-641-620-05-5-00362	MAINTENANCE - ELECTRICITY	Yes	218.88	0.00
		10-260-5-6-64-643-690-05-5-00369	K-5 - PROPANE GAS	Yes	1,099.37	0.00
		10-260-5-6-64-643-690-05-5-00371	MA - PROPANE GAS	Yes	687.60	0.00
		10-260-5-6-64-643-690-05-5-00372	HS - PROPANE GAS	Yes	1,164.08	0.00
		10-260-6-5-62-722-430-04-5-00452	SW - MAINTENANCE CONTRACTS		160.00	0.00
		10-270-4-5-84-521-510-12-5-00325	TRANSPORTATION - ELEMENTARY		18,989.57	0.00
		10-270-4-5-84-521-510-12-5-00326	TRANSPORTATION - SECONDARY		22,810.28	0.00
		10-270-9-9-84-522-510-12-5-00329	SP ED - VANS		15,225.87	0.00
		10-270-9-9-84-522-510-12-5-00332	SP ED - ADDITIONAL MILEAGE	Yes	3,128.00	0.00
		10-279-4-4-42-530-580-06-5-00337	HS - ATHLETIC TRIPS		12,193.53	0.00
		10-279-4-5-84-722-627-12-5-00341	SW - GASOLINE SCHOOL VEHICLES		330.19	0.00
		10-280-6-5-82-820-200-13-5-00855	PENSION	Yes	60,000.00	0.00
		10-280-6-5-82-820-200-13-5-01228	SW - HEALTH SAVINGS ACCOUNT		187.25	0.00
		10-320-2-4-54-880-690-07-5-00602	HS - ACADEMIC AWARDS		483.50	0.00
		10-320-7-4-42-880-590-06-5-00597	HS - OFFICIALS		10,597.76	0.00
		10-320-7-4-42-880-690-06-5-00601	HS - ATHLETIC AWARDS		814.80	0.00
		10-613-9-9-88-955-561-14-5-00673	SP ED - TUITION		21,482.34	0.00
Total User-Entered Distributions					<u>\$348,221.74</u>	<u>\$348,221.74</u>
Total for June, 2018					<u>\$613,228.32</u>	<u>\$613,228.32</u>
Grand Total for Batch # 20381					<u>\$613,228.32</u>	<u>\$613,228.32</u>

**Somers Board of Education
General Journal Register**

Report # 52683

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
20381	\$348,085.92	Posted	Lbergamini	06/19/2018	Lbergamini	06/21/2018

446 Transactions Listed.

STUDENTS:

Graduation/Separation:

The superintendent will establish detailed requirements to agree with the goals for our schools as adopted by the Board of Education and the requirements will be published in the student handbook and course of studies guide. The faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant his/her graduation. Graduation may involve awarding to students a Somers High School diploma or a Certificate of Completion of a Program of Special Studies.

~~a) Effective July 1, 2002:~~

a) Effective July 18, 2022:

Credits

To graduate from Somers High School a student must have earned ~~22~~ 23 credits according to the credit distribution ~~plan AND achieve a 5 on the Somers Science Competency Profile AND achieve 5 on the Somers Mathematics Competency Profile and achieve a 6 on the Somers Social Studies Competency Profile AND achieve a 6 on the Somers Language Arts Competency Profile AND pass a course designated as a technology application course and the approved technology unit within the course in the student's junior or senior year.~~

To be considered a full-time student, freshmen and sophomores must carry a minimum of 6 1/2 credits each year and juniors and seniors 6 3/4 credits. In the areas indicated below, 6 class periods of instruction must be scheduled within the 7 period day over the six-day STRIVE rotation. After consultation with the Guidance Department, approval for a reduced schedule load may be obtained from the Administration for extenuating circumstances.

Required Courses

English (9, 10, 11, 12) 4 credits

Social Studies 3 credits

World Cultures

U.S. History/Civics I and U.S. History/Civics II^{*}

~~(*Note: These courses meet the State mandated requirements for a 1/2 credit course in Civics beginning with the Class of 2004.)~~

Mathematics ~~3~~ 4 credits

~~(Computer Science does not count towards mathematics credit)~~

Physical Education (9, 10) 1 credit

Science 3 credits

Freshmen Integrated Science

Biology

One additional credit

~~Health Education~~

Health Education 0.5 credit

In addition to the P.E./Health requirements for 9th and 10th grades, students must successfully complete 1/4 credit of health instruction each year in grades 11 and 12.

Fine Arts (art or music) ~~1/2~~ 0.5 credit

Practical Arts ~~1/2~~ 0.5 credit

Computer Literacy

Students must successfully complete a major technology unit within an existing (LRIT) pre-approved 11th or 12th grade course. The applicable courses are enumerated in the SHS Program of Studies.

b) Effective July 1, ~~2016~~ 2018 (Class of ~~2020-2023~~)

~~Commencing with the graduating class of 2020, in order to graduate and be granted a diploma students must satisfactorily complete:~~

~~(1) a minimum of twenty-five credits, including not fewer than:~~

~~(A) nine credits in the Humanities, including not fewer than~~

~~(i) four credits in English, including Composition;~~

~~(ii) three credits in Social Studies, including at least one credit in American History and at least one-half credit in Civics and American Government;~~

~~(iii) one credit in Fine Arts; and~~

~~(iv) one credit in a Humanities elective;~~

~~(B) eight credits in Science, Technology, Engineering and Mathematics, including not fewer than~~

~~(i) four credits in Mathematics, including Algebra I, Geometry and Algebra II or Probability and Statistics;~~

~~(ii) three credits in Science, including at least one credit in Life Science and at least one credit in Physical Science; and~~

~~(iii) one credit in a Science, Technology, Engineering and Mathematics elective;~~

~~(C) three and one-half credits in Career and Life Skills, including not fewer than~~

~~(i) one credit in Physical Education;~~

~~(ii) one-half credit in Health and Safety Education and~~

~~(iii) two credits in Career and Life Skills electives, such as Career and Technical Education, English as a Second Language, Community Service, Personal Finance, Public Speaking and Nutrition and Physical Activity;~~

~~(D) two credits in World Language~~

~~(E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and end of the school year examinations for the following courses: Algebra I, Geometry, Biology, American History, and Grade 10 English.~~

Credits

To graduate from Somers High School a student must have earned 24 credits according to the credit distribution plan.

To be considered a full-time student, freshmen and sophomores must carry a minimum of 6 1/2 credits each year and juniors and seniors 6 3/4 credits. In the areas indicated below, 6 class periods of instruction must be scheduled within the 7 period day over the six-day STRIVE rotation. After consultation with the Guidance Department, approval for a reduced schedule load may be obtained from the Administration for extenuating circumstances.

Required Courses

English (9, 10, 11, 12) 4 credits

Social Studies 3 credits

World History

U.S. History/Civics I and U.S. History/Civics II

Mathematics 4 credits

Physical Education (9, 10) 1 credit

Science 3 credits

Freshmen Integrated Science

Biology

1 additional science credit

Health Education .5 credits

In addition to the P.E./Health requirements for 9th and 10th grades, students must successfully complete 1/4 credit of health instruction each year in grades 11 and 12.

Fine Arts (art or music) 0.5 credit

Practical Arts 0.5 credit

Electives 7.5 credits

Computer Literacy

Students must successfully complete a major technology unit within an existing (LRIT) pre-approved 11th or 12th grade course. The applicable courses are enumerated in the SHS Program of Studies.

In addition, also beginning with the graduating class of 2020, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2014-2015 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, or end of the school year examinations, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Beginning with the Class of 2017, one credit of math and/or one credit of foreign language can be earned towards high school graduation upon the successful completion of an Algebra I or world language course in grades six, seven or eight, or an online course successfully completed.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, “Virtual/On-line Courses.”

Beginning July 1, 2014 the Board shall create a student success plan for each enrolled student, beginning in grade six. Such plans shall include students’ career and academic choices in grades six to twelve inclusive.

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

(cf. [5121](#) – Examination/Grading/Rating)

(cf. [6111](#) – School Calendar)

(cf. [6146.2](#) – Statewide Proficiency/Mastery Examinations)

(cf. [6172.6](#) – Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes

[10-14n](#) Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

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

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, and P.A. 10-111, An Act Concerning Education Reform in Connecticut and PA 11-35 An Act Concerning Implementation Dates for Secondary School Reform.

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

Adopted: December 27, 1979

Revised: June 26, 1989

May 8, 2000

January 14, 2002

May 28, 2002

July 9, 2009

December 6, 2010

October 11, 2011

June 25, 2012

Instruction (delete policy-covered in 6171)

Individualized Education Program/Special Education Program

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

In addition to district staff, a parent, physician, social worker, or other outside agency may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Prior to the referring of a student for special education, the pre-referral process should be completed. This process assures that strategies in the regular education classroom have been developed, implemented and evaluated. If it is determined that the alternative strategies have been attempted and that significant progress towards meeting the student's identified needs has not been made, then the student shall be referred to the Planning and Placement Team in order to determine whether special education services are necessary.

Each child, who has been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance, shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -

- (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- (II) is knowledgeable about the general education curriculum; and
- (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language or who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) *General.* The IEP for each child must include -

- (1) A statement of the child's present levels of educational performance based upon

parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals, related to -
- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability.

Alternate Assessments

- (iii) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodations or use of an alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
- (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (5) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

Instruction

Individualized Education Program/Special Education Program (continued)

- (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (7) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
 - (8) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.
- (b) *Transition services.*
- (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

Instruction

Individualized Education Program/Special Education Program (continued)

- (iii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) *Transfer of rights.* Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) *Students with disabilities convicted as adults and incarcerated in adult prisons.* Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop and IEP which includes a language and communication plan which shall address:
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

6159

Instruction

Individualized Education Program/Special Education Program (continued)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. . (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

PA 06-18 An Act Concerning Special Education

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education.

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Adopted: February 9, 2009

Revised: _____ 2013

Instruction

Special Education

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the ~~No Child Left Behind Act~~ [Every Student Succeeds Act](#), lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy. Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

The Director of Pupil Services shall implement a comprehensive program, which meets all of the requirements of Federal and State law for the education of students with disabilities residing or attending school in the district. Since the district may not be able to provide all of the facilities and programs needed to meet the particular problems of each individual with exceptional needs, the Board of Education expects that the Superintendent will make use of Federal and State programs, the State Board of Education, the Commissioner of Education and cooperative agreements with other school districts and private schools.

Legal Reference: Connecticut General Statutes
 10-76a Definitions. (as amended by PA 00-48 and PA 06-18)
 10-76b State supervision of special education programs and services. (as amended by PA 12-173)
 10-76c Receipt and use of money and personal property.
 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

[*Andrew F. v. Douglas County School District RE-1*, 15-827 U.S. \(2017\)](#)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Adopted: May 24, 1982

Revised: July 13, 2009

BYLAWS OF THE BOARD Delete this policy

Student Liaison:

~~A liaison elected by the Student Council and certified by the High School Principal shall have the privilege of taking part in open discussions of the Board, which are of interest to the High School, at the discretion of the Board Chairman.~~

~~The student liaison may provide a written report from the Student Council at a time designated on the agenda.~~

Adopted: January 26, 1981

Revised: February 14, 1984

DBS CODE 9310

BYLAWS OF THE BOARD:

Development, Distribution and Maintenance of Manual of Policies, Rules and Bylaws:

Adoption of new policies, or changing existing policies, is solely the responsibility of the Board.

Proposals for new policies, or change of existing policies, may be initiated in writing by any Board member, by any citizen, by any employee of the Board. Any policy thus proposed shall be referred to the Policy Committee of the Board for detailed study prior to any public discussion of the proposal.

~~Policy manuals shall be distributed to Board members, Administration, School Libraries, Public Libraries, Town Counsel, Town Clerk, Teachers Association and P.T.A.~~

~~A policy manual shall be available in the Central Office for reference.~~

[All Board of Education policies are available online on the district website.](#)

Cross Reference: [9311](#)

Adopted: November 9, 1981

Reviewed: May 10, 2000

BYLAWS OF THE BOARD

Development In-Service:

Members of the Board of Education are charged by law with the management of the public schools of Somers. This charge places Board members in the position of making critical decisions in a vast array of management areas. Board members will find a need for knowledge of law, education, finance, personnel management, and human relations, among other things. To acquire the necessary level of understanding of these areas, each member of the Board of Education shall have the opportunity **and are encouraged** to participate in appropriate in-service training activities at the local, state and national levels. These training sessions can be local work sessions, state conventions and seminars, and national workshops, seminars, and conventions, such as those conducted by the National School Boards Association.

~~All board members should participate in at least one development activity, such as those listed above, per year.~~

Adopted: June 11, 1984

Revised: June 12, 2000

ADMIN. REG: 9240

BYLAWS OF THE BOARD:

Development In-Service:

~~In keeping with its stated position on the need for continuing in-service training and development for its members, the Board encourages the participation of all members at appropriate school board conferences, workshops, and conventions. However, in order to control both the investment of time and funds necessary to implement this Bylaw, the Board establishes these principles and procedures for its guidance:~~

- ~~1. The Board will be kept informed about upcoming school board conferences, conventions, and workshops by appropriate officers of the Board.~~
- ~~2. The Board will annually budget sufficient funds for two (2) members to attend the annual convention of the National School Boards Association and, in addition, fund for Board members to attend appropriate local and state workshops, seminars and conferences. These funds will include registration fees, meals, lodging, transportation, and other expenses as appropriate.~~

~~3. To determine which two Board members will attend the national convention, an eligibility list shall be prepared each year by the Board Chairman. The list will rank the Board in order of priority for having the right of first acceptance. Should the first listed person be unable to attend, the right of acceptance will transfer to the second person and so forth until two representatives have accepted.~~

~~4. In preparing the list the Chairman will attempt to give each member the opportunity to attend on a rotating basis. Consideration will also be given to the eventual benefit to be gained from the member's attendance. Therefore, the list will be developed as follows:—First consideration will be given those members who:~~

~~(a) are in the third year of their team~~

~~(b) are in their second year on the Board~~

~~(c) are in their first year on the Board~~

~~(d) are in their fourth year on the Board~~

~~(e) who have not attended the NSBA convention~~

~~(f) who have attended but less recently than other Board members~~

~~(g) who have the longest service on the Board of Education.~~

~~5. Reimbursement to Board members for their travel expenses will be paid when an appropriate voucher has been submitted.~~

~~6. Board members will be paid mileage for personal use of their automobile at the current rate allowed for business travel by the I.R.S.~~

~~7. When conferences, workshops, or conventions are not attended by the full Board, those attended will be required to share information, recommendations, and materials acquired at the meeting. The report shall be in writing and distributed to other Board members.~~

Instructional Resource 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: 6/15/18

Person(s) submitting: Erin Maynard

Content Area: Science Grade(s) 11 & 12 Course: Honors Physics

Recommended Purchase:

Title or Name of Resource: College Physics 11th Edition AP Edition

Type of Resource: Textbook and On-line Resources ISBN#
9781337735339

Copyright: 2018 Vendor: Cengage

Address: 10650 Toeppen Drive Independence, KY 41051

Background: (Why this purchase is being proposed?)

To replace outdated version of textbook and add on-line resources to the curriculum.

Process used to select this curriculum resource:

Contacted multiple vendors and requested samples. Team reviewed samples and book included all topics to be covered clearly and coherently.

Is this the only curriculum resource for this course? _____ If not, what other resource(s) will be used?

The on-line resources, called WebAssign, which includes an electronic version of the textbook, PowerPoint Lectures, videos, and problem sets.

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

The textbook includes all topics to be covered under the curriculum. The AP edition contains all topics covered in high school physics and the new edition of WebAssign provides a multitude of resources for both teacher and students.



Confidential Price Quote (2958018)

6/18/2018

Pricing on this Proposal Guaranteed: 9/16/2018

Presented To: Susan Cormier, sue.cormier@somers.k12.ct.usPrepared By: Daniel Gasparino, (860) 881-6982, daniel.gasparino@cengage.com

SHIP TO: Somers High School
Susan Cormier
9Th District Rd
Somers, CT 06071
USA

BILL TO: Somers High School
Susan Cormier
9Th District Rd
Somers, CT 06071
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupport>
SchoolCustomerService@Cengage.com

Free S&H - NGLSEPT18

Quoted Products: Physics and chem - Somers HS

Qty	Product	Price	Quoted Price	Total
60	Bundle: World of Chemistry, 3rd Student Edition + OWL™v2 (6-year access) Zumdahl/Zumdahl/Decoste 3rd Edition [K12, 2013] 9781337369671 / 1337369675	\$96.75	\$96.75	\$5,805.00
2	Instructor's Edition for Zumdahl/Zumdahl/DeCoste's World of Chemistry, 3rd ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133111757 / 1133111750	\$152.50	\$0.00	FREE
2	Transparencies for Zumdahl/Zumdahl/Decoste's World of Chemistry, 3rd ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110477 / 1133110479	\$114.50	\$0.00	FREE
2	World of Chemistry, 3rd: Teacher's Resource DVD-ROM ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110668 / 1133110665	\$166.50	\$0.00	FREE
2	World of Chemistry, 3rd: Laboratory Experiments ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110460 / 1133110460	\$5.50	\$0.00	FREE
2	World of Chemistry, 3rd: Teacher's Solutions Guide ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110453 / 1133110452	\$36.75	\$0.00	FREE
2	World of Chemistry, 3rd: Standardized Test Practice with Print Test Bank ZUMDAHL 3rd Edition [K12, 2013] 9781133112693 / 1133112692	\$31.50	\$0.00	FREE
2	Chapter Tests for Zumdahl/Zumdahl/Decoste's World of Chemistry, 3rd ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110354 / 1133110355	\$17.50	\$0.00	FREE
2	World of Chemistry, 3rd: Laboratory Worksheets ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110323 / 1133110320	\$26.50	\$0.00	FREE
2	Meeting Individual Needs Toolkit for Zumdahl/Zumdahl/Decoste's World of Chemistry, 3rd	\$137.50	\$0.00	FREE

Instructional Resource 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: June 15, 2018

Person(s) submitting: Mary Neyssen

Content Area: Science Grade(s) 10-12 Course: Chemistry

Recommended Purchase:

Title or Name of Resource: World of Chemistry

Type of Resource: Text book, e-book 6 year package ISBN# 9781337369671

Copyright: 2013 Vendor: Cengage Brooks/Cole

Address: 20 Davis Drive, Belmont CA 94002-3098

Background: (Why this purchase is being proposed?)

Our previous books are in disrepair and out of date. They are not aligned with the current standards.

Process used to select this curriculum resource:

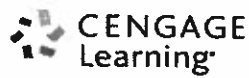
I researched features that are included with the book (digital package, lab book). I also researched reviews from other teachers online for the books I was choosing from.

Is this the only curriculum resource for this course? yes If not, what other resource(s) will be used?

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

It fits our current curriculum but also expands on it. It is a more comprehensive book than the previous one.

Attach a standard budget sheet to detail the purchase costs.



Confidential Price Quote (2958018)

6/18/2018

Pricing on this Proposal Guaranteed: 9/16/2018

Presented To: Susan Cormier, sue.cormier@somers.k12.ct.usPrepared By: Daniel Gasparino, (860) 881-6982, daniel.gasparino@cengage.com

SHIP TO: Somers High School
Susan Cormier
9Th District Rd
Somers, CT 06071
USA

BILL TO: Somers High School
Susan Cormier
9Th District Rd
Somers, CT 06071
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupport>
SchoolCustomerService@Cengage.com

Free S&H - NGLSEPT18

Quoted Products: Physics and chem - Somers HS

Qty	Product	Price	Quoted Price	Total
60	Bundle: World of Chemistry, 3rd Student Edition + OWL™ v2 (6-year access) Zumdahl/Zumdahl/Decoste 3rd Edition [K12, 2013] 9781337369671 / 1337369675	\$96.75	\$96.75	\$5,805.00
2	Instructor's Edition for Zumdahl/Zumdahl/DeCoste's World of Chemistry, 3rd ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133111757 / 1133111750	\$152.50	\$0.00	FREE
2	Transparencies for Zumdahl/Zumdahl/Decoste's World of Chemistry, 3rd ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110477 / 1133110479	\$114.50	\$0.00	FREE
2	World of Chemistry, 3rd: Teacher's Resource DVD-ROM ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110668 / 1133110665	\$166.50	\$0.00	FREE
2	World of Chemistry, 3rd: Laboratory Experiments ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110460 / 1133110460	\$5.50	\$0.00	FREE
2	World of Chemistry, 3rd: Teacher's Solutions Guide ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110453 / 1133110452	\$36.75	\$0.00	FREE
2	World of Chemistry, 3rd: Standardized Test Practice with Print Test Bank ZUMDAHL 3rd Edition [K12, 2013] 9781133112693 / 1133112692	\$31.50	\$0.00	FREE
2	Chapter Tests for Zumdahl/Zumdahl/Decoste's World of Chemistry, 3rd ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110354 / 1133110355	\$17.50	\$0.00	FREE
2	World of Chemistry, 3rd: Laboratory Worksheets ZUMDAHL/ZUMDAHL/DECOSTE 3rd Edition [K12, 2013] 9781133110323 / 1133110320	\$26.50	\$0.00	FREE
2	Meeting Individual Needs Toolkit for Zumdahl/Zumdahl/Decoste's World of Chemistry, 3rd	\$137.50	\$0.00	FREE

Instructional Resource 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: 6/15/18

Person(s) submitting: Michelle Kelleher and Erin Maynard

Content Area: Science Grade(s) 9 Course: Integrated Science

Recommended Purchase:

Title or Name of Resource: Physical Science with Earth Science

Type of Resource: Textbook and On-line Resources
ISBN# 978-0-07-896293-6

Copyright: 2012 Vendor: McGraw Hill

Address: 8787 Orion Place Columbus, OH 43240-4027

Background: (Why this purchase is being proposed?)

To replace outdated version of textbook and add on-line resources to the curriculum.

Process used to select this curriculum resource:

Contacted multiple vendors and requested samples. Team reviewed samples and book included all topics to be covered under NGSS standards.

Is this the only curriculum resource for this course? _____ If not, what other resource(s) will be used?

The on-line resources, the teacher edition, and a Spanish version of the textbook

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

The textbook includes all topics to be covered under the NGSS standards and includes NGSS practices.



Because learning changes e

QUOTE PREPARED FOR:

Somers High School
5 VISION BLVD
SOMERS, CT 06071-1946
ACCOUNT NUMBER 240317

SUBSCRIPTION/DIGITAL C

Susan Cormier
sue.cormier@somers.k12.ct

CONTACT:

Susan Cormier
sue.cormier@somers.k12.ct.us

SALES REP INFORMA

Carol Rossi
carol.rossi@mheducation.c

Section Summary	Value of All Materials	Free Materials
GLENCOE ISCIENCE PHYSICAL W/EARTH SCIENCE	\$13,362.42	(\$1,198.35)
PRODUCT TOTAL*	\$13,362.42	(\$1,198.35)
ESTIMATED S&H**		
ESTIMATED TAX**		
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 are not included in the quote total. Actual shipping and handling charges will be applied at time of order. Taxes are quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

[Empty box for 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: 1-800-953-8691

QUOTE DATE: 06/15/2018

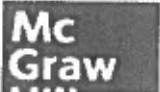
ACCOUNT NAME: Somers High School

EXPIRATION DATE

QUOTE NUMBER: AASPA-06152018-001

ACCOUNT #: 240317

PAGE #:



Because learning changes e



Learning changes e

Product Description	ISBN	Qty	Unit Price	Free Materials
GLENCOE ISCIENCE PHYSICAL W/EARTH SCIENCE				
GLENCOE ISCIENCE PHYSICAL W/EARTH SCIENCE SE W/SWKS PLUS ONLINE 6 YR SUBSCRIPT	978-0-07-660215-5	130	\$91.47	\$0.00
GLENCOE PHYSICAL SCIENCE WITH EARTH SPANISH STUDENT EDITION	978-0-07-896295-0	3	\$90.99	\$0.00
PHYSICAL SCI W/EARTH SCI TE/ETE/EMBEDDED LRNSMRT 6YR COMPLETE TCHR LRNSMRT BNDL	978-0-07-670887-1	3	\$150.66	\$451.98
GLENCOE PHYSICAL WITH EARTH SCIENCE NOTEBOOK STUDENT EDITION	978-0-07-896278-3	3	\$12.60	\$37.80
GLENCOE PHYSICAL WITH EARTH SCIENCE NOTEBOOK TEACHER ANNOTATED EDITION	978-0-07-896280-6	3	\$27.60	\$82.80
GLENCOE PHYSICAL SCIENCE W/EARTH SCIENCE TEACHER CLASSROOM RESOURCE PACKAGE	978-0-07-895233-3	3	\$208.59	\$625.77

GLENCOE ISCIENCE PHYSICAL W/EARTH SCIENCE Subtotal: \$1,198.35

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: 06/15/2018 ACCOUNT NAME: Somers High School EXPIRATION DATE:
QUOTE NUMBER: AASPA-06152018-001 ACCOUNT #: 240317 PAGE #:



Because learning changes e

QUOTE PREPARED FOR:

Somers High School

5 VISION BLVD
SOMERS, CT 06071-1946
ACCOUNT NUMBER: 240317

CONTACT:

Susan Cormier
sue.cormier@somers.k12.ct.us

VALUE OF ALL MATERIALS
FREE MATERIALS
PRODUCT TOTAL*
ESTIMATED SHIPPING & HANDLING**
ESTIMATED TAX**
GRAND TOTAL

SUBSCRIPTION/DIGITAL CONTACT:

Susan Cormier
sue.cormier@somers.k12.ct.us

Comments:

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

Terms of Service:

By placing an order for digital products (the "Subscribed Materials"), the entity that this price quote has been prepared for ("Subscriber") agrees to be bound by the Terms of Service. Subject to Subscriber's payment of the fees set out above, McGraw-Hill School Education, LLC hereby grants to Subscriber a non-exclusive license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service. The subscription term for the Subscribed Materials shall be as set forth in the Product Description. If a subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the "Initial Subscription Term"), and thereafter the for additional one (1) year terms (each a "Subscription Renewal Term"), provided MHE has chosen to renew the subscription and has sent an invoice for the Renewal Term to Subscriber.

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 06/15/2018, we 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 1-800-338-3987 or by visiting 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: 06/15/2018 ACCOUNT NAME: Somers High School EXPIRATION DATE:
QUOTE NUMBER: AASPA-06152018-001 ACCOUNT #: 240317 PAGE #:

Portions can be struck out because we have recently approved policy 6172.5 which addresses this. This will eliminate a redundancy.

INSTRUCTION

Parent Involvement/Title I Parental Involvement

The Somers Board of Education encourages the regular and active participation of all parents in their child's education. We recognize that an excellent education for all students requires a cooperative effort between the school and parents.

In this policy, the word "parent" means:

- A natural or adoptive parent of a child;
- A legal guardian;
- A foster parent, if the foster parent has been given the right to make educational decisions on the child's behalf.

The Somers Public Schools will maintain a responsive and welcoming environment for all parents and the families of Somers students, and assure that various mechanisms for home-school communication keep parents well informed about school events, needs, awards, etc. The schools shall communicate in language and in a format easily understood by non-educators. For non-English speaking parents, every effort will be made to provide a translation of home-school communications.

The district and board encourage parents to be partners in educational decision-making for their children. The school involves parents in decisions about changes in educational programming, invites parents to participate in enrichment and cultural events, and offers opportunities for parents to attend special class events.

The district encourages strong, continuing parental involvement through organizations such as the PTA, PTSA, and Title I Parents' Committee, and volunteerism in the schools. The schools will make space and equipment such as projectors available for parent meetings or parent education programs. Any such program shall be developed with/by parent representatives to help assure that programs are an appropriate match for parents' expressed needs and to help identify any barriers to participation that can be addressed to increase accessibility.

This policy also addresses the legal requirement for a policy specifically addressing parental involvement for children who receive Title I services. Pursuant to the law, an annual meeting of all Title I parents will be held to provide parents with an opportunity to design, develop, and evaluate the Title I program for the next school year. Additional meetings will be held periodically each year to provide information about curriculum, assessment, expected proficiency levels, and strategies to employ at home to assist learning. Also, in compliance with the law, the school shall collaborate with parents in the development of a "School-Parent Compact", which outlines how the parents and school share responsibility for increased student learning, and will review the compact yearly to make any necessary revisions. This compact shall:

- Outline what communication is expected between school and home on an on-going basis;
- Describe the school's responsibility to provide high quality instruction and curriculum in an environment that supports high levels of student learning, and
- Describe the ways in which parents will be responsible for supporting their children's learning, possibly including homework completion and monitoring, setting appropriate limits on activities that may have an impact on homework completion or reading (such as television), participating in parent conferences, or reading communications from the school.

When a student is selected for Title I services or continues to receive services the next school year, the principal shall send a written explanation of the reasons supporting their child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Each school will send a Title I progress report with regularly scheduled classroom reports detailing students' progress toward attainment of their learning objectives. Title I parent conferences will be held during regularly scheduled school conference periods.

Legal Reference: PL 107-110. "No Child Left Behind Act of 2001," Title I—Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

Adopted: 10/23/2006

Can eliminate posting meeting notice in the newspaper (see second paragraph)

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law. (Cross reference executive session)

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular and special meetings of the Board of Education is made through posting the agenda at Town Hall and on the School District website, ~~through notices to newspapers~~, and directly to citizens and community and professional organizations who specifically request such notification.

Board meetings are meetings held in public and are not open hearings. Once the Board moves into regular agenda the public may participate during "Audience To Citizens" and as allowed by the Chairperson and with the following restrictions:

1. A three (3) minute time limit may be allowed to each speaker with a maximum of 20 minutes per meeting being allocated per meeting. The Board may, by a majority vote, decide to cancel or adjust these time limits
2. No disruptive conduct shall be permitted. If disruptive conduct is interfering with the conduct of the Board meeting, the Chairman may terminate the offending person's right of addressing the Board, or, if necessary, clear the room of all non-members so the Board may continue the meeting.
3. If a member of the public makes an oral presentation about the performance of a Board member or employee, whether named or not, including charges or complaints, the Board shall not discuss such performance unless the topic is an explicit item on the agenda and the employee or Board member has been provided the requisite due process required by law. Members of the public who make such comments may be referred to Board Policy No. [1312](#) (Complaints Concerning School Personnel).
4. The Board is not obligated to take action on a citizen's concern at the meeting at which the concern is expressed. However, in certain instances, such as a

recommendation of the Superintendent, the Board may vote to consider action immediately.

Any citizen or citizen's group wishing to be heard by the School Board will be acknowledged upon their attendance at any Board meeting. Citizen comments will be limited to three (3) minutes. In the event a citizen or citizen's group desires to be heard regarding a specific topic, notification to the Chairman would be appreciated in advance, stating the nature of the matter to be brought before the Board. The Board will hear the matter and take it under advisement.

The Board encourages members of the public to address complaints concerning individual District personnel through the proper chain of command.

(cf. [1312](#) - Public Complaints)

Legal Reference: Connecticut General Statutes

[1-225](#) Meetings of government agents to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.

[1-226](#) Broadcasting or photographing meetings.

[19a-342](#) Smoking in public meetings in rooms of public building prohibited.

[1-227](#) Mailing of notice of meetings to persons filing written request. Fees.

[1-230](#) Regular meetings to be held pursuant to regulation, ordinance or resolution.

[1-232](#) Conduct of meetings.

[1-206](#) Denial of access to public records or meetings.

[10-238](#) Petition for hearing by board of education.

Adopted : July 7, 1980

Reviewed: February 3, 2000

Revised: September 9, 2002

Revised: November 9, 2015

(Allows Superintendent to make exceptions to solicitations)

COMMUNITY RELATIONS:

Public Activities Involving Staff, Students or School Facilities:

Relations Between Public and Students:

ADVERTISING AND PROMOTION:

Information Materials:

Materials to inform parents of Board of Education policies, positions, and programs, administration practices, procedures and regulations and, with the approval of the Superintendent of Schools, notices of parent-teacher group meetings and activities or announcements of programs offering cultural or physical educational opportunities for students, may be taken home by pupils. No non-school group, except as noted above, may distribute information materials to parents by pupils unless approved by the Superintendent.

Distribution of Advertising Materials to Students:

Materials advertising any individual, company, product or organization shall not normally be distributed to the students in the Somers Schools unless approved by the Superintendent. ~~The superintendent may bring individual requests before the board for consideration.~~

It is assumed by some students and their parents that the receipt of advertising materials at school constitutes an endorsement by the school of the product advertised.

Adopted: July 6, 1981

November 22, 1999

INSTRUCTION

Survey of Students (Student Privacy):

The Board of Education recognizes the staff's need to collect input from students and parents in order to assist decision-making related to curriculum and instruction, program development, and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained within this policy.

Administrators, teachers, other staff members, and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board of Education must approve all those that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations, or beliefs of the student or the student's parent.

In the event the District plans to survey students to gather information gathered in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given. Overall survey results following decisions must be shared with all parties who request such information.

~~Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to “opt the student out of participation,” in writing, in the following activities:~~

Marketing

It is the Board’s policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, or educational institutions, such as:

- ~~1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:~~
 - a. College or other post secondary education recruitment, or military recruitment;
 - b. Book clubs, magazines, and programs providing access to low-cost literary products;
 - c. Curriculum and instructional materials used in schools;
 - d. Tests and assessments;

e. Student recognition programs; and

f. The sale by students of products or services to raise funds for school-related activities.

~~2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or~~

~~3. The administration of any non-emergency, invasive physical examination, or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.~~

Notification

Parents/guardians of a student shall also have the right to inspect and review upon written request to the Building Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, after a parental request if received.

Invasive Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student's parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

~~Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.~~

Cross Reference: 6161 – Equipment, Books and Materials: Provision/Selection

6161.1 – Evaluation/Selection of Instructional Materials

6161.12 – Reconsideration of Materials

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

P.L. 107-110, (HR 1-“Leave No Child Behind”) § 1061/1062 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors.

Adopted: January 27, 2003

NOTE: Update to include vaping in “Tobacco” section

DBS CODE: 5131.6

STUDENTS:

Drugs/Alcohol/Tobacco:

Drugs and Alcohol

It is the policy of the Somers Board of Education to take positive actions to prevent drug and alcohol abuse. Recognizing the potential of each student that drug or alcohol abuse and dependency can seriously impair a student's ability to learn, these actions will be through education, early intervention, parental involvement, medical and/or assessment referral.

The Board of Education prohibits student possession, use, and/or distribution of any drugs, alcohol, or drug paraphernalia or being under the influence of any drug or alcohol on school premises or at any school-sponsored activity.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar,

electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, that is inhaled by the user of such product.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted and he/she will be suspended from school and considered for expulsion. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent.

Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulations. Any disciplinary actions imposed will ensure that similar violations will be treated consistently.

School properties may be inspected by school authorities in the interest of maintenance, health, and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel (cf. [5145.12](#) - Search and Seizure)

Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind. Personal privacy rights of students shall be protected as provided by law.

Tobacco/Vaping

Smoking, possession of smoking **or vapor** materials, or other use of tobacco **or vapor** products by students of Somers Public Schools is prohibited.

1. in all school buildings;

Any student found to be in violation of the tobacco/**vapor** policy will be subject to disciplinary action. Additionally, each student found to be in violation of the tobacco/**vapor** policy will be referred to the Connecticut State Police for prosecution under Connecticut General Statute [1-21b](#).

2. on school grounds and recreational fields;

3. on transportation provided by the Board of Education, or at any time when the student is subject to the supervision of designated school personnel such as when the student is at any school function, extracurricular event, field trip, or school-related activity such as a work-study program.

Disciplinary action will be in accordance with regulations provided by the administration.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Legal Reference: CT General Statutes

[1-21b](#) Smoking prohibited in certain places

[10-220b](#) Policy statement on drugs

[21a-242](#) Schedules of controlled substances

[10-221a](#) Board of Education to prescribe rules

[21a-240\(8\)](#) Definitions "Controlled Drugs," dependency producing drugs.

[21a-240\(9\)](#) Definitions "controlled substance."

[21a-243](#) Regulation re schedules of controlled substances.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

Adopted: September 11, 1989

Revised: September 24, 1990

February 26, 1996

February 22, 1999

April 12, 2006

June 25, 2012

March 9, 2015

November 9, 2015

BUSINESS

Gifts, Grants And Bequests:

~~The Board of Education may accept on behalf of and for the school district any bequest or gift of money or property for a purpose deemed by the governing Board to be suitable, and to utilize such money or property so designated.~~

~~The Superintendent of Schools shall set up criteria to be met in the acceptance of gifts, and the procedure for examining and evaluating offers of gifts to the District.~~

~~All gifts shall be given to the school district as a whole, and not to a particular school. At the discretion of the Superintendent, the gift may be used in a particular school.~~

The Board of Education authorizes the superintendent/designee to accept with appreciation, gifts from individuals or groups not exceeding an approximate value of \$10,000. Gifts valued in excess of that amount and gifts of lesser value which predictably would require significant Board of Education expenditures for their assumption, maintenance or installation, require approval by the Board of Education prior to their acceptance. All gifts to schools or the school system, no matter their value, shall be accepted in accordance with the following principles.

1. No gift or scholarship, which in the judgement of the superintendent or the Board of Education represents special interests prejudicial to any group, or is inappropriate, to use by the schools will be accepted.
2. Gifts accepted for the school system become the property of the Board of Education, to be expended or used at its discretion; however, every effort shall be made to honor the special request of donors.
3. No gift shall be accepted without verification that there are no encumbrances against said gift.
4. Gifts will not supplant Board of Education responsibility for educational funding, nor shall outside funding produce major educational inequities among schools.
5. All gifts accepted by the superintendent designee, other than those of nominal value, shall be reported to the Board of Education at the first meeting following the receipt of such gift.

Legal Reference:

Connecticut General Statutes 7-194 Powers

Adopted: November 26, 1979

Reviewed: May 4, 1998

NOTE:

- 1. Update domains to be evaluated to be consistent with job description**
- 2. Propose updated and streamlined evaluation timeline**

DBS CODE 2400.1

Evaluation of the Superintendent:

Through evaluation of the superintendent, the board will strive to accomplish the following:

1. Clarify for the superintendent his role in the school system as seen by the board.
2. Clarify for all board members the role of the superintendent in the light of his job description and the immediate priorities among his responsibilities as agreed upon by the board and the superintendent.
3. Develop harmonious working relationships between the board and the superintendent.
4. Provide effective administrative leadership for the school system.
5. Promote the professional improvement and growth of the superintendent, thus bringing about an improvement of his overall performance.
6. Provide a definite record of satisfactory or unsatisfactory semi-annual evaluations of the superintendent for both the protection of the superintendent from hasty or unjust criticism and, if necessary, to give the superintendent adequate opportunity for improvement.
7. Provide a systematic method of informing the superintendent whom, because of a lack of ability or desire to make the necessary professional growth, will be dismissed.

Evaluation Format:

The board shall evaluate and assess the performance of the superintendent twice annually. The evaluations shall be completed as of ~~January 31st~~ **December 30** and June 30 of each year. The evaluation and assessment shall be reasonably related to the goals and objectives of the district for the year in question. The evaluation format shall be reasonably objective and shall contain at least the following criteria: ~~Board-
Superintendent relations; community relations; personnel relations; educational program;~~

~~business matters; professional leadership; and personal qualities.~~ Board of Education interactions, educational leadership, community/public relations, organizational management, human resources management, personal qualities. The evaluation format shall provide for a rating system both as to overall performance and as to the specific criteria set forth in the evaluation format.

The board shall meet annually and discuss the evaluation format with the superintendent and attempt in good faith to agree on the development and adoption of a mutually agreeable evaluation format.

Evaluation Process Timeline

1st Board Meeting in September: Superintendent submits finalized goals for current school year.

By December 30: Board provides a verbal informal progress review with the superintendent.

Second Board Meeting in May: Board meets in executive session to discuss end of the year evaluation based on domains set forth in this policy. Board Chair compiles information to generate end of the year written evaluation.

First Board Meeting in June: The Superintendent submits to the board chairman a proposed compensation package.

Second Board Meeting in June: The Board meets with the Superintendent to review the evaluation. The Board votes on Superintendent compensation package.

~~1st Board Meeting in January:~~ An informal progress review is conducted. The Superintendent Evaluation Instrument will have been completed by each board member. A composite will be made and is shared with the superintendent. The composite is not placed in the superintendent's personnel file. The superintendent submits a summary of progress made toward achieving goals.

~~1st Board Meeting in May:~~ The evaluation instrument shall be completed by each board member and submitted to the chairman. A Superintendent Review Committee shall be selected. The committee meets and produces a draft composite.

~~The board determines if it wants to have an evaluation meeting without the superintendent prior to the evaluation meeting when the superintendent is present.~~

~~2nd Board Meeting in May:~~ The board meets with the superintendent to review the evaluation. The superintendent provides the board with a copy of his/her self-evaluation.

~~Prior to the 1st Board Meeting in June:~~ A draft evaluation worksheet/composite is provided to the board members by the Superintendent Review Committee.

~~1st Board Meeting in June: The superintendent submits to the board chairman a proposed compensation package. The board provides the Superintendent Review Committee compensation package parameters.~~

~~Prior to the 2nd Board Meeting in June: The Superintendent Review Committee negotiates a tentative compensation package with the superintendent. The committee also provides the board with the final evaluation composite.~~

~~2nd Board Meeting in June: The board votes on the superintendent's compensation package as presented by the Superintendent Review Committee.~~

Negotiations with the superintendent are to be completed by June 30th.

Adopted: January 26, 1987

Revised: November 23, 1998

COMMUNITY RELATIONS:

Visitations to the Schools:

With the increase in security and the expectation of confidentiality, the Board of Education usually does not accept school visitors unless they are volunteers. The principal, in consultation with the superintendent, may determine that a school visit is appropriate for parents/guardians or others, and will ensure that the visit will not hinder the educational program.

All school visitors shall register in the school office or where indicated. Staff members should be alert for unauthorized visitors and promptly report their presence to the principal.

Loitering on school grounds is not permitted.

~~The Board of Education encourages parents and interested members of the community to visit their schools.~~

~~The Superintendent is authorized to establish such regulations as will:~~

- ~~1. Encourage visitors to observe our schools.~~
- ~~2. Provide for appropriate hospitality for visitors.~~
- ~~3. Channel expressions of approval as well as constructive criticism to the Board of Education.~~
- ~~4. Ensure that such visits will enhance the educational program.~~
- ~~5. Require all visitors to register in the Office of the Principal upon their arrival at the School.~~

Adopted: April 13, 1981

Reviewed: February 3, 2000

ADMIN. REG: 1250

COMMUNITY RELATIONS:

Visitations to the Schools:

The Public Schools of Somers are reflective of the community's "commitment to the future".

As participants in the schools' original construction, support of programming and role in the future, all parents and taxpayers are welcome to visit our schools.

To allow this to happen without disruption to our educational program, we urge parents or taxpayers to:

1. Contact the office of the principal when planning to attend, to avoid conflicts with programs.
2. Register at the office of the principal upon arrival.
3. Following such a visit, please forward either commendations or critiques to the Principal, preferably in writing.

Cross Reference: DBS [1312](#)

Adopted: October 25, 1982

Reviewed: September 28, 2000

May 28, 2003