

Board of Education Meeting

Monday, October 28, 2019 7:00 PM

Board of Education Chambers, [Address], [City], CT [Zip]

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

1. Draft Minutes of October 15, 2019 to be approved

4. AUDIENCE TO CITIZENS/STAFF/STUDENTS

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

1. Warrant of October 28, 2019
2. Resignation of MBA Language Arts Teacher
3. 2nd Warning - Policy - DBS 5131.911 - Hazing/Bullying
4. 2nd Warning - DBS 0100 - Mission-Goals-Objectives
5. 2nd Warning - DBS Policy 6146 - Instruction Requirements/Standards of Proficiency

7. NEW BUSINESS

1. Approval of 2020-2021 Budget Process and Calendar
2. Approval of Five-Year Capital Improvement Plan

8. OLD BUSINESS

9. ADMINISTRATIVE REPORTS

1. Quarterly Budget Report
2. Textbook Long-Range Plan
3. District Diversity and Equity Plan Update
4. Music Replacement Plan
5. School Improvement Plans
6. Superintendent Update

10. COMMITTEE REPORTS

1. CURRICULUM
2. POLICY

3. SALARY & NEGOTIATION

4. PLANNING

11. **CREC UPDATE**

12. **ADJOURNMENT**

Somers Board of Education Meeting

Board of Education Room

October 15, 2019

7:00 PM

Attendance Taken at 6:59 PM:

Present Board Members: Sarah Bollinger, Bruce Devlin, Anne Kirkpatrick, Jan Martin, Kate McLellan

Absent Board Members: David Palmer, Jeremy Anderson, Rick Lees, Barbara Capuano

Others: Brian Czapla, Dr. Irene Zytka, Bill Boutwell, Giovanna Gioscia, Anthony Gioscia, Charlene Gioscia, Elizabeth O'Toole, Melissa Mucci, Dina Senecal, Fiona Cheyney, Gabby Tullock, Patrick Soucy, Jackie Nappo

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Chairman Devlin in the Mabelle B. Avery Board of Education meeting room.

2. PLEDGE OF ALLEGIANCE

3. AWARDS & RECOGNITIONS

3.1. The Board to honor Giovanna Gioscia from Somers High School

Rationale: Giovanna Gioscia, a Junior at Somers High, has been selected for the National Association for Music Education's 2019 All National Honor Ensemble.

Discussion: The BOE recognized Giovanna Gioscia, SHS Junior, who has been selected for the National Association for Music Education's 2019 All National Honor Ensemble to perform in Florida next month. Chairman Devlin read a letter from Mrs. Jessica Wolf, MBA and SHS Music Instrumental Teacher, to the BOE stating that Giovanna's contributions to band have been invaluable. She leads by example and encourages other students to become the best versions of themselves. To perform in the National Honor Ensemble is a testament to her hard work and dedication. The BOE presented Miss Gioscia with a gift.

SHS student representatives, Fiona Cheyney and Gabby Tullock, reported on SHS events to the BOE. PSAT's are scheduled for 10/16/19 with Seniors arriving at 11 a.m. Girls Soccer has an away game on Thursday. Spanish Heritage Week was held last week. SADD will hold their annual red ribbon awareness next week. Field hockey had an away game on 10/15/19, and Cross Country NCCC will occur on Thursday.

4. APPROVAL OF MINUTES

4.1. Board of Education Draft Minutes of September 9, 2019

Rationale: Board to approve the Draft Minutes of September 9, 2019.

Motion Passed: Motion to approve the BOE draft minutes from 9/9/19 passed with a motion by Jan Martin and a second by Kate McLellan. **5 Yeas - 0 Nays.**

4.2. Board of Education Draft Minutes of September 23, 2019

Rationale: Board to approve the Draft Minutes of September 23, 2019.

Motion Passed: Motion to approve the BOE draft minutes from 9/23/19 passed with a motion by Kate McLellan and a second by Jan Martin. **5 Yeas - 0 Nays.**

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

Motion Passed: Motion to approve the entire Consent Agenda passed with a motion by Anne Kirkpatrick and a second by Sarah Bollinger. **5 Yeas - 0 Nays.**

7.1. Warrant of September 23, 2019

Rationale: Board to consent to Warrant of September 23, 2019 in the amount of \$232,571.33.

7.2. Warrant of October 15, 2019

Rationale: Board to consent to Warrant of October 15, 2019 in the amount of \$342,181.06.

7.3. 2nd Warning of 2020 Board of Education Meeting Schedule

Rationale: The Board will review and approve the 2020 Board of Education Meeting Schedule.

7.4. 2nd Warning - Curriculum Course Proposal - SHS Robotics

Rationale: 2nd Warning - Curriculum Course Proposal - SHS Robotics for the Board to approve.

7.5. 2nd Warning - Curriculum Proposal - Book - "Unbroken"

Rationale: Board to approve 2nd Warning - Curriculum - Book - "Unbroken"

7.6. 2nd Warning - Curriculum - Book - "Woods Runner"

Rationale: Board to approve 2nd Warning - Curriculum - Book - "Woods Runner."

8. NEW BUSINESS

8.1. Update on Track Project

Rationale: The Superintendent will update the Board on the Track Project.

Discussion: Superintendent Czapla reported that the track project is coming along well and is on schedule for completion around the middle of November. He provided an updated financial form to the BOE. The BOE had approved the projected \$2.73 million budget; however, there have been other services to pay for and change orders to be applied. The change orders amounted to \$78,000 which is good for a project this size. After working with a local vendor regarding the scoreboard, the original bid of \$135,000 was brought down to \$96,000. The Class of 2017 and the Somers Park and Recreation Department generously made donations for the sound system. There are a number of projects that are coming in under budget which will offset some additional costs (i.e. oil tank, column repair savings at SES, and recycling track topsoil to be used for the baseball field).

8.2. Approval of Track Scoreboard

Rationale: The Board will approve the Track Scoreboard.

Motion Passed: Motion to approve the Track Scoreboard passed with a motion by Anne Kirkpatrick and a second by Kate McLellan. **5 Yeas - 0 Nays.**

8.3. Approval of Track Sound System

Rationale: The Board will review and approve the Track Sound System.

Motion Passed: Motion to approve the Track Sound System passed with a motion by Jan Martin and a second by Kate McLellan. **5 Yeas - 0 Nays.**

8.4. Donation from the Somers Recreation Department towards the Sound System at the new high school track.

Rationale: The Board will review and approve the Somers Recreation Department donation of \$12,000 towards the Sound System at the new high school track.

Motion Passed: Motion to approve the Somers Recreation Department's \$12,000 donation towards the Sound System at the new SHS track passed with a motion by Anne Kirkpatrick and a second by Jan Martin. **5 Yeas - 0 Nays.**

8.5. Donation from Somers High School Class of 2017 towards the Sound System for the high school track.

Rationale: The Board will review and approve the donation of \$11,071 from the Somers High School Class of 2017 towards the Sound System for the high school track.

Motion Passed: Motion to approve the SHS Class of 2017's donation of \$11,071 towards the Sound System at the new SHS track passed with a motion by Jan Martin and a second by Kate McLellan. **5 Yeas - 0 Nays.**

8.6. 1st Warning - Policy - DBS 5131.911 - Hazing/Bullying

Rationale: The Board is to review the policy 5131.911 on Hazing/Bullying. Policy members can answer any questions. October 28th will be the consent of this policy.

8.7. 1st Warning of DBS Policy 5131.11 - Students - Conduct/Bullying

Rationale: The Board is to review the policy 5131.11 on Students – Conduct/Bullying. Policy members can answer any questions. October 28th will be the consent of this policy.

8.8. 1st Warning - DBS 0100 - Mission-Goals-Objectives

Rationale: The Board is to review the policy 0100 - Mission-Goals Objectives. Policy members can answer any questions. October 28th will be the consent of this policy.

8.9. 1st Warning - DBS Policy 6146 - Instruction Requirements/Standards of Proficiency

Rationale: The Board is to review the policy 6146 – Instruction Requirements/Standards of Proficiency. Policy committee members can answer any questions. October 28th will be the consent of this policy.

8.10. Approval of 2019-2020 Budget Revision Report

Rationale: The Board will review and approve the 2019-2020 Budget Revision Report.

Discussion: Mr. Bill Boutwell, Director of Business Services, provided a packet to BOE members regarding the revised approved budget. Changes recommended since the approved budget in May are predominantly under salary and benefits. There has been nothing major or out of the ordinary. Sarah Bollinger questioned if there has been any savings in utility cost due to solar panels. Mr. Boutwell stated that SPS is under a three-year contract with NG through December 2021.

Motion Passed: Motion to approve the 2019-2020 budget revision as presented passed with a motion by Anne Kirkpatrick and a second by Sarah Bollinger.

5 Yeas - 0 Nays.

8.11. Somers Public Schools Organization Chart w/ Summary

Rationale: The Board will review and approve the Somers Public Schools Organization Chart w/ summary.

Motion Passed: Motion to approve the SPS Organization Chart subject to modification passed with a motion by Kate McLellan and a second by Jan Martin.

5 Yeas - 0 Nays.

9. OLD BUSINESS**10. ADMINISTRATIVE REPORTS**

10.1. Summer Curriculum Writing 2019

Rationale: Dr. Zytka will be present to answer any questions.

Discussion: Dr. Irene Zytka, Director of Curriculum, updated the BOE on the summer 2019 curriculum writing. Teachers completed 326 hours of curriculum writing with the majority at the high school. SHS worked on revamping the Advisory program due to the growing need for diversity and equity. The Frontline RTI system was implemented to capture interventions done within the district. Staff at SHS updated the Atlas curriculum in a variety of subjects. At MBA, Dr. Zytka and Ms. Lynn Sakos worked on creating a curriculum for the new 6th grade Skills for Success Seminar. MBA staff also worked on updating the Physical Education, Science, and English curricula. At SES, the preschool worked on their curriculum, and the first grade worked on pacing charts in Atlas. Mrs. Melissa Mucci, SES Assistant Principal, worked on inputting data into the Frontline RTI system.

10.2. 2019 SBAC Performance Report

Rationale: Dr. Zytka will present the Board the 2019 SBAC Performance Report and answer any questions.

Discussion: Dr. Irene Zytka, Director of Curriculum, updated the BOE on the 2019 SBAC performance. There were some areas of growth and decline. She discussed the three data charts that were included in the report. She highlighted the last chart which demonstrated a growth trend among the same students tested. She stated that it is important to recognize that the students are making progress. Fountas & Pinnell implementation at SES has been reported to be favorable among staff. SES and MBA are also piloting three math programs. The math program that is chosen should follow the Common Core and be progressive. The fifth grade has implemented a double literacy block which has had positive feedback from staff. There will also be implementation of Sadlier vocabulary instruction for grades 5-10.

10.3. Superintendent's Update

Rationale: Mr. Czapla will update the Board on current events.

Discussion: No report.

11. COMMITTEE REPORTS

11.1. CURRICULUM

Discussion: Kate McLellan reported that the next meeting will be in two weeks.

11.2. POLICY

Discussion: Anne Kirkpatrick reported that the next meeting will be in November.

11.3. SALARY & NEGOTIATION

Discussion: Superintendent Czapla reported that the first meeting was held about a week ago. The second meeting will be held at the end of October. There is

Somers Board of Education General Budget Treasury Warrant

Report # 60811

Check Batch: 29159
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

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

Date:


William B. Boutwell, Director of Business Services 10/24/19

29159	17672	10/28/2019	V58674	Administrator, Unemployment Compensation	0.00	1,248.60
	17673	10/28/2019	V52670	SYNCB/AMAZON	0.00	9,780.06
	17675	10/28/2019	V52306	AmeriPride Services, Inc	0.00	358.97
	17676	10/28/2019	V54164	Auto Tek LLC	0.00	875.95
	17677	10/28/2019	V02406	Billings Sports, Inc.	0.00	225.00
	17678	10/28/2019	V00121	CABE	0.00	105.00
	17679	10/28/2019	M52866	CAPP USA	0.00	413.47
	17680	10/28/2019	V61550	CareerStaff Unlimited	0.00	1,024.00
	17681	10/28/2019	V51241	CDW Government, Inc.	0.00	627.00
	17682	10/28/2019	V53280	Collins Sports Medicine	0.00	391.15
	17683	10/28/2019	V00167	Colonial Flower Shop	0.00	70.00
	17684	10/28/2019	V61473	COX Business	0.00	738.10
	17685	10/28/2019	V00204	CREC	0.00	20.00
	17686	10/28/2019	V00236	Demco, Inc.	0.00	1,011.45
	17687	10/28/2019	V52317	Ellington Board of Education	0.00	17,538.72
	17688	10/28/2019	V61230	ENGIE Resources	0.00	754.80
	17689	10/28/2019	V00159	Eversource Energy	0.00	4,537.69
	17690	10/28/2019	V54168	First Student, Inc	0.00	160,370.74
	17691	10/28/2019	V60968	Fletcher Sewer & Drain, Inc	0.00	126.45
	17692	10/28/2019	V02186	Film Scientific, Inc.	0.00	145.00

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	17693	10/28/2019	V60951	Follett School Solutions, Inc	0.00	155.40
	17694	10/28/2019	E00779	Fry, Cheryl	0.00	141.00
	17695	10/28/2019	V54081	Graduate Pest Solutions, Inc.	0.00	1,108.00
	17696	10/28/2019	V00511	Granger	0.00	46.36
	17697	10/28/2019	V53439	Group Dynamic	0.00	22.20
	17698	10/28/2019	V61403	Hooker & Holcombe, Inc	0.00	1,325.00
	17699	10/28/2019	V54063	HSABank	0.00	161.00
	17700	10/28/2019	V02625	K & S Distributors	0.00	20.00
	17701	10/28/2019	V00039	Leonards Auto Parts Co.	0.00	42.46
	17702	10/28/2019	E00726	Martin, Sarah	0.00	35.00
	17703	10/28/2019	V60560	Oriental Trading Company, Inc.	0.00	149.89
	17704	10/28/2019	V60097	Paxton/Patterson LLC	0.00	1,269.00
	17705	10/28/2019	V60864	Pullman & Conley, LLC	0.00	1,844.50
	17706	10/28/2019	V60341	Raymond Geddes & Company, Inc.	0.00	314.80
	17707	10/28/2019	V53593	ReadyRefresh by Nestle	0.00	10.99
	17708	10/28/2019	V61382	Rugby Holdings, LLC	0.00	950.00
	17709	10/28/2019	V01292	School Specialty, Inc.	0.00	526.73
	17710	10/28/2019	E00301	Senecal, Dina	0.00	62.84
	17711	10/28/2019	V60026	Signarama	0.00	146.48
	17712	10/28/2019	V61582	SpeakEasy Communication Therapy, LLC	0.00	480.00
	17713	10/28/2019	V61292	State of Connecticut-Treasurer	0.00	2,250.00
	17714	10/28/2019	E01042	Sugermeyer, Jennifer	0.00	190.38
	17715	10/28/2019	V53615	Thurston Foods, Inc.	0.00	1,536.91
	17716	10/28/2019	M53099	Tull Brothers, Inc.	0.00	561.50
	17717	10/28/2019	V21164	Unum Life Insurance Company of America	0.00	3,669.31
	17718	10/28/2019	V00548	USA Waste and Recycling	0.00	1,294.40
	17719	10/28/2019	V61281	Vernier Software & Technology	0.00	103.19
	17720	10/28/2019	V53413	W. B. Mason Co., Inc.	0.00	567.44
	17721	10/28/2019	V60641	William H Sadler, Inc.	0.00	1,410.02
	17722	10/28/2019	V02738	William V. MacGill & Co.	0.00	694.72
	17723	10/28/2019	V51162	Wilson Language Training Corp.	0.00	33.60
	17724	10/28/2019	V60352	Yankee Sheet Metal, Inc.	0.00	58.86
	17725	10/28/2019	E00233	Zytka, Dr. Irene	0.00	352.71
Totals:					<u>0.00</u>	<u>\$221,896.84</u>

53 Checks Listed.

Somers Board of Education General Journal Register

Report # 60810
Batch: 29141
Transaction: N/A
Show Summary Only: Yes

Batch # 29141	Control Total \$221,896.84	Status Posted	Created By Ibergamini	Created On 10/21/2019	Last Updated By Ibergamini	Last Updated On 10/24/2019
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General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
October, 2020					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			219,514.30	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	219,514.30
	Total Generated Distributions			\$219,514.30	\$219,514.30
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			6.43	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	221,903.27
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			796.07	0.00
10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			73.38	0.00
10-100-2-2-16-242-611-01-5-00240	K-5 - LANGUAGE ARTS WORKBOOKS			1,410.02	0.00
10-100-2-2-18-242-611-01-5-00187	K-5 - MATH SUPPLIES			61.58	0.00
10-100-2-2-18-242-611-01-5-00187	K-5 - MUSIC SUPPLIES			64.52	0.00
10-100-2-2-20-242-611-01-5-00169	K-5 - REMEDIAL READING SUPPLY			33.60	0.00
10-100-2-2-27-242-611-01-5-00904	K-5 - SCIENCE/HEALTH SUPPLIES			499.94	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - MEDIA SUPPLIES			631.01	0.00
10-100-2-2-52-242-611-01-5-01676	MA - GENERAL SUPPLIES			225.44	0.00
10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			0.00	6.43
10-100-2-3-14-241-611-01-5-00157	HS - TECHNOLOGY ED SUPPLIES			950.00	0.00
10-100-2-3-14-241-611-01-5-00183	HS - GENERAL SUPPLIES			47.06	0.00
10-100-2-4-12-242-611-01-5-00159	HS - ENGLISH TEXTBOOKS		Yes	2,584.00	0.00
10-100-2-4-16-220-641-01-5-00120	HS - SCIENCE SUPPLIES			229.64	0.00
10-100-2-4-28-242-611-01-5-00206	HS - QUANTITY FOODS SUPPLIES			1,536.91	0.00
10-100-2-4-38-242-611-01-5-00181	SW - GENERAL COMPUTER SUPPLIES			159.51	0.00
10-100-2-5-14-241-611-01-5-00873	HS - TECH ED CAPITAL OUTLAY			1,896.00	0.00
10-100-8-4-66-910-730-01-5-00965	SW - CAPITAL OUTLAY TECHNOLOGY			2,209.00	0.00
10-100-8-5-66-910-730-04-5-00843	SP ED - CONTRACTED SERVICES		Yes	480.00	0.00
10-120-9-9-98-955-330-02-5-01674	K-5 - PBIS SUPPLIES			74.70	0.00
10-210-2-2-32-242-611-01-5-01692	SW - PBIS SUPPLIES			314.80	0.00
10-210-2-5-32-242-611-01-5-01681	SW HEALTH SUPPLIES			694.72	0.00
10-213-3-4-48-421-323-02-5-01146	SW - NURSE SUBSTITUTE			1,024.00	0.00
10-213-3-5-48-412-112-02-5-00319	SW - NURSE PROF DEV			141.00	0.00
10-213-3-5-50-251-322-02-5-01693					

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
29141	\$221,896.84	Posted	Ibergamini	10/21/2019	Ibergamini	10/24/2019
10-221-1-2-50-251-580-05-5-00260					62.84	0.00
10-221-1-2-52-231-690-05-5-00280					13.17	0.00
10-221-1-5-50-251-322-05-5-00297					344.71	0.00
10-221-2-5-50-214-111-05-5-00659					179.92	0.00
10-222-2-2-52-231-642-03-5-00136					29.23	0.00
10-222-2-2-52-231-690-03-5-00140					113.00	0.00
10-222-2-2-52-231-690-03-5-00151					391.00	0.00
10-222-2-2-52-231-642-03-5-00045					3,169.50	0.00
10-231-1-5-74-134-330-10-5-00045					70.00	0.00
10-231-1-5-74-134-590-10-5-00648					105.00	0.00
10-231-1-5-74-134-690-10-5-00047					10.99	0.00
10-232-1-5-72-134-690-04-5-00031					8.00	0.00
10-232-1-5-72-251-580-05-5-00271					247.76	0.00
10-232-1-5-72-251-580-05-5-00042					33.49	0.00
10-240-1-2-40-258-690-04-5-00301					79.33	0.00
10-260-1-6-40-258-690-04-5-00306					740.29	0.00
10-260-5-2-62-722-430-08-5-01141					164.51	0.00
10-260-5-2-62-722-430-04-5-00363					187.60	0.00
10-260-5-3-64-642-530-04-5-00365					358.97	0.00
10-260-5-4-38-722-430-01-5-00393					221.47	0.00
10-260-5-4-64-642-530-04-5-00366					164.52	0.00
10-260-5-4-64-642-530-04-5-00367					2,250.00	0.00
10-260-5-5-64-642-530-04-5-01679					66.36	0.00
10-260-5-5-64-642-530-04-5-01677					3,000.69	0.00
10-260-5-6-62-650-613-05-5-00377					1,629.67	0.00
10-260-5-6-62-722-430-01-5-01077					413.47	0.00
10-260-5-6-62-722-430-08-5-00430					294.00	0.00
10-260-5-6-62-722-430-08-5-00435					918.41	0.00
10-260-5-6-62-722-430-08-5-00439					1,294.40	0.00
10-260-5-6-62-722-430-08-5-00440					226.00	0.00
10-260-5-6-62-722-430-08-5-00444					58.86	0.00
10-260-5-6-62-722-430-08-5-00801					754.80	0.00
10-260-5-6-62-722-430-08-5-00884					44.11	0.00
10-260-5-6-64-641-620-05-5-00358					4,364.05	0.00
10-260-5-6-64-641-620-05-5-00360					129.53	0.00
10-260-5-6-64-641-620-05-5-00361					52,098.16	0.00
10-260-5-6-64-641-620-05-5-00362					62,580.38	0.00
10-260-5-6-64-641-620-05-5-00325					2,832.00	0.00
10-270-4-5-84-521-510-12-5-00326						
10-270-4-5-84-521-510-12-5-00326						
10-270-9-9-84-522-112-12-5-00333						

Somers Board of Education General Journal Register

Report # 60810

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
29141	\$221,896.84	Posted	Ibergamini	10/21/2019	Ibergamini	10/24/2019
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			41,772.40	0.00
10-279-4-3-42-530-580-06-5-00336		MA - ATHLETIC TRIPS			217.20	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			870.60	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			22.20	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,669.31	0.00
10-280-6-5-82-820-200-13-5-00517		UNEMPLOYMENT INSURANCE			1,248.60	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			161.00	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			616.15	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			17,538.72	0.00
Total User-Entered Distributions					\$221,909.70	\$221,909.70
Total for October, 2020					\$441,424.00	\$441,424.00
Grand Total for Batch # 29141					\$441,424.00	\$441,424.00

214 Transactions Listed.

STUDENTS

Hazing

Bullying

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

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“**Bullying**” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

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

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;
9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
15. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device

- owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
 17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;
 18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
 19. As required, but not later than January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
 20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

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

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.

3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.
5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of mental health and Addiction Services (Such training only required once).

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (define in CGS 10-22d) and report such information as necessary, to the District Safe Climate Coordinator and to the school's security and safety plan.
4. Review and amend school policies relating to bullying;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus

- or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
 17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
 10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
 PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 An Act Concerning the Strengthening of School Bullying
Laws.

Policy adopted: December 12, 2011
September 9, 2013

DBS CODE: 0100

MISSION-GOALS-OBJECTIVES

Mission/Vision/Beliefs

Mission Statement

~~The mission of the Somers Public Schools, a public educational community dedicated to excellence, is to prepare and inspire all students to realize their fullest potential in a challenging learning environment.~~

Vision Statement

~~The vision of the Somers Public Schools is that we be challenged to excellence, creative expression and the development of concern for the quality of life for all. The vision embraces a culture and an environment that: promotes lifelong learning; develops self worth; supports uniqueness and diversity; values independence and interdependence; inspires community and parental involvement; and empowers individuals to make choices that lead to lives filled with dignity, respect, happiness, and opportunity.~~

Values and Beliefs

~~In pursuit of our Vision and Mission, we believe that:~~

- ~~• Our schools should foster personal responsibility and accountability;~~
- ~~• Honest, open communication promotes trust, understanding, and respect;~~
- ~~• All students and members of the school community have the right to learn in an environment that is emotionally and physically safe; and~~
- ~~• In a world that is constantly changing, we must prepare our students to be independent learners.~~

Vision: The Somers Public Schools strives to be an exceptional and innovative educational community.

Mission: The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.

In pursuit of this Vision and Mission, we believe in:

- The pursuit of excellence
- Life-long learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child

Adopted: 6/23/08

INSTRUCTION:

Graduation Requirements/Standards of Proficiency

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

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

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

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

Graduation Requirements:

Credit Distribution Requirement (Classes of 2020 and 2021)

Subject Area	Credits	Description
English	4	
Social Studies	3	1 each in World Cultures, US History/Civics I and II or AP US History
Science	3	1 each in Freshman Integrated Science, Biology, Electives

Math	3	
Physical Education	1	.5 in grade 9 & .5 in grade 10
Health	.5	.25 credit in grades 11 & 12 and part of PE in grades 9 & 10
Fine Arts	.5	Art or Music
Practical Arts	.5	Practical Arts includes, Food Service, Business, and Technology. (Computer Literacy Requirement also needs to be satisfied. See Course Selection Guide for details)
Electives	6.5	Business, Tech Ed, Family and Consumer Sciences, World Languages: French or Spanish, Arts, etc.
Carnegie Units Total	22	

Credit Distribution Requirement (Beginning with the class of 2022)

Subject Area	Credits	Description
English	4	
Social Studies	3	1 each in World Cultures, US History/Civics 1 and II or AP/UCONN ECE US History
Science	3	1 each in Freshman Integrated

		Science, Biology, Electives
Math	4	
Physical Education	1	.5 in grade 9 & .5 in grade 10
Health	.5	.25 credit in grades 11 & 12 and part of PE in grades 9 & 10
Fine Arts	.5	Art or Music
Practical Arts	.5	Practical Arts includes, Food Service, Business, and Technology. (Computer Literacy Requirement also needs to be satisfied. See Course Selection Guide for details)
Electives	6.5	Business, Tech Ed, Family and Consumer Sciences, World Languages: French or Spanish, Arts, etc.
Carnegie Units Total	23	

Credit Distribution Requirement (Beginning with the class of 2023)

Subject Area	Credits	Description
English	4	
Social Studies	3	1 each in World History, US History/Civics 1 and II or AP/UCONN ECE US History
Science	3	1 each in Integrated Science, Biology, Electives

Math	4	
World Language	1	
Physical Education	1	.5 in grade 9 & .5 in grade 10
Health	.5	.25 credit in grades 11 & 12 and part of PE in grades 9 & 10
Fine Arts	.5	Art or Music
Practical Arts	.5	Practical Arts includes, Food Service, Business, and Technology. Computer Literacy requirement also needs to be satisfied see Course Selection Guide for appropriate course.
Electives	6.5	Business, Tech Ed, Family and Consumer Sciences, World Languages, social sciences, arts, etc...
Capstone Project	1	
Carnegie Units Total	25	

Cross Reference: Policy # [5127](#)

Legal Reference: Connecticut General Statutes

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

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

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. [10-111](#), An Act Concerning Education Reform in Connecticut and P.A. 11-17, An Act Concerning High School Diplomas to Korean Veterans, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes

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

Adopted: September 28, 1981

Revised: June 26, 1989

May 28, 2002

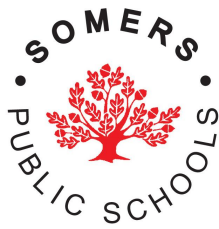
March 5, 2007

July 9, 2009

January 23, 2012

May 26, 2015

February 26, 2018



Board of Education Administrative Report

Title of Report: 2020-2021 Budget Process and

Calendar Board Meeting Date: October 28, 2019

Action Report Information Discussion

Submitted by: Brian P. Czapl

Executive Summary

Per Policy 3110, the budget process and calendar must be approved by the Board of Education.

Report

September 2019

- Leadership Team meets to discuss budget priorities
- Administrators engage staff in conversations to develop budget requests

October 2019

- Leadership Team electronically submits budget requests
- Central Office Budget Team meets with insurance broker, actuaries, pension investment committee to determine non-discretionary budget items

November – December 2019

- Superintendent meets with Leadership Team to review individual budget requests
- Central Office Budget Team meets with town officials to discuss budget climate and establish calendar.
- Central Office Budget Team prepares budget information for Superintendent's Proposed Budget

January 2020

- Superintendent presents proposed budget to Board of Education at the first meeting
- Board of Education continues discussions and deliberations at the second meeting

February 2020

- Board of Education approves budget for public hearing in March
- Campus View developed and mailed

March 2020

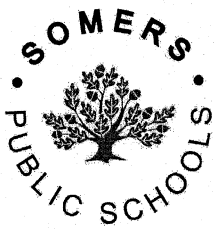
- Board of Education Public Hearing on Budget
- Board of Education approves final Budget to be presented to Board of Finance
- Superintendent presents Board of Education Budget to Somers Board of Finance

April 2020

- Board of Finance Public Hearing
- Board of Finance approves Budget to be sent to Annual Town Meeting

May 2020

- Annual Town Meeting
- Budget Referendum



**Board of Education
Administrative Report**

Title of Report: Quarterly Budget Update

Board Meeting Date: 10/28/19

Action

Report

Information

Discussion

Submitted by: Bill Boutwell

Executive Summary

Attached for your information is the 2019-20 operating budget report for the first quarter.

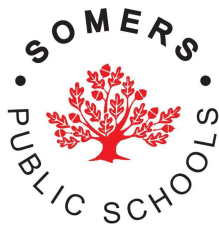
Report

The attached report is a projection of operating budget expenses for the 2019-20 year. As we are 25% of the way through the fiscal year and only 12% into the school year, projected expenses are combination of actual and forecasted amounts. Projected expenses will be continually monitored and adjusted as we go through the year and manage unforeseen staff changes, respond to winter weather conditions, address individual student needs who may require specialized programming, etc. Our goal is to effectively, and proactively to the greatest extent possible, manage expenses within the approved \$23,884,137 budget.

2019-20 Budget

1st Quarter Report

CATEGORY	ITEM	Approved Budget	Projected Expenses	Variance
Salaries	Teachers	10,639,419	10,559,000	(80,419)
	Secretaries/Paraprofessionals	1,666,916	1,669,000	2,084
	Administrators	1,472,616	1,476,000	3,384
	Custodians/Maintainers	863,382	856,000	(7,382)
	Other Instructional	493,856	451,000	(42,856)
	Nurses	232,199	230,000	(2,199)
	Medical Advisor	1,500	1,500	-
	SUBTOTAL	15,369,888	15,242,500	(127,388)
Insurance & Benefits	Health Insurance	2,713,400	2,663,000	(50,400)
	Social Security	486,500	486,500	-
	Pension	258,000	222,000	(36,000)
	Workman's Comp	108,000	108,000	-
	Property / Liability	90,825	90,825	-
	Long Term Disability	44,000	44,000	-
	Life Insurance	27,600	27,600	-
	School Board Legal	10,800	10,800	-
	Unemployment	5,000	5,000	-
	OPEB	56,000	56,000	-
SUBTOTAL	3,800,125	3,713,725	(86,400)	
Tuition	Special Education	1,077,400	1,057,000	(20,400)
	Non-Special Education	119,800	105,000	(14,800)
	SUBTOTAL	1,197,200	1,162,000	(35,200)
Transportation	Regular Transportation	738,000	738,000	-
	Special Education Transportation	348,300	348,300	-
	Athletics/Field Trips	37,280	37,280	-
	SUBTOTAL	1,123,580	1,123,580	-
Utilities	Electricity	416,800	416,800	-
	Fuel	156,800	156,800	-
	Telephones	41,700	41,700	-
	SUBTOTAL	615,300	615,300	-
Maintenance	General/Dept Maint	498,215	548,000	49,785
	Custodial Supplies	40,000	40,000	-
	SUBTOTAL	538,215	588,000	49,785
Instructional Resources	Books, Textbooks, Workbooks	113,050	113,050	-
	Technology AV Materials	47,200	47,200	-
	General & Dept Supplies	177,500	177,500	-
	SUBTOTAL	337,750	337,750	-
Extracurricular	Coaches	171,215	165,000	(6,215)
	Activity Advisors	50,479	50,479	-
	Athletic/Academic Act	92,650	92,650	-
	SUBTOTAL	314,344	308,129	(6,215)
Equipment	New and Replacement	349,340	349,340	-
Admin Overhead	Miscellaneous	238,395	238,395	-
GRAND TOTAL		23,884,137	23,678,719	(205,418)



Board of Education Administrative Report

Title of Report: Textbook Report 2020-2021

Board Meeting Date: 10/28/19

Action

Report

Information

Discussion

Submitted by: Irene Zytka

Executive Summary

In the spring of 2016, a long-range plan was devised to provide structure to both acquisition of textbooks and budget information. The long-range plan includes all subject areas, dates of acquisitions, costs, and subscription length for online resources. The plan spans a six-year cycle currently from the 2016-17 school year to the 2022-23 school year. It allows us to project out the needs of content areas and provides opportunities to pilot new materials prior to purchase.

Below are the 2020-2021 needs for textbooks. Please note that the cost are approximate and include a multi-year subscription ranging from 3-8 years.

Report

Mathematics-

- SHS- Algebra I and II (\$10,000)
- MBA- Math 6-8 (\$10,000)
- SES- Math program K-5 (\$23,000)

ELA-

- SHS/MBA/SES- Acquisition of vocabulary series Gr.5-10 (\$10,000)
- SES- Fountas & Pinnell series Shared Reading (\$56,000)

Science-

- No new textbooks needed at this time ;MBA using Discovery Education online subscriptions

World Language

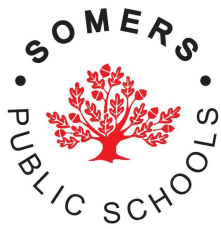
- No new textbooks needed at this time ;MBA & SHS using online subscriptions

Social Studies-

- SHS-AP Psychology (\$8400), AP Modern World (\$4000), US History-Gr.10-11 (\$30,000) 8 yr. online subscriptions
- MBA-8th grade World History (\$8000) online resources/subscriptions

Total estimated cost-\$158,000

Future textbooks needs:



Board of Education Administrative Report

2021-2022

Mathematics-

- SHS-PreCalculus,Geometry, AP/Honors Calculus

ELA-

- SES- Fountas & Pinnell series

Science-

- SHS-AP Chemistry
- SES-Science K-5

World Language

- None needed

Social Studies-

- SES- Social studies K-5

2022-2023

Mathematics

- SHS- Honors/PreAlgebra

ELA

- None needed

Science

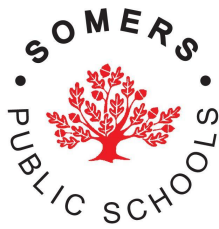
- SHS-Biology
- MBA-Gr.6-8

World Language

- None needed

Social Studies

- MBA-Social studies -Gr.6 & 7



Board of Education Administrative Report

Title of Report: Diversity and Equity Plan Update 2019

Board Meeting Date: 10/28/19

Action

Report

Information

Discussion

Submitted by: Irene Zytka

Executive Summary

The Somers Diversity and Equity council was created in 2017 to identify, address and provide support to the district on issues of diversity and equity. A long range plan was created that addresses these issues, audience affected, what support/resources are needed and the plan to remediate.

A purpose statement was developed which reads:

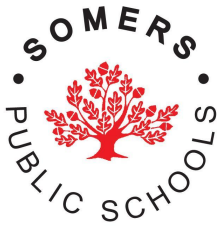
The Somers Diversity and Equity council works to cultivate a just and fair learning community characterized by culturally responsive learners who embrace each other's perspectives. We aim to create opportunities for engagement, education, and discourse related to issues of equity, diversity, and inclusion. (adapted from NIRSA)

The committee guides its work on three main essential questions:

1. How do awareness, knowledge, and understanding of one's own racial and cultural identity promote effective teaching, leading and learning?
2. How do awareness, knowledge, and understanding of the racial and cultural identity of students and staff promote effective teaching, leading and learning?
3. How can adults establish learning environments that are conscious of race and culture to ensure implementation of culturally responsive practices, policies and procedures

This report continues with a summary of the last two years's initiatives.

Report



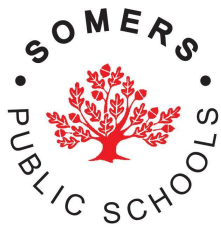
Board of Education Administrative Report

2017-2018

- Implicit Bias Workshop- This workshop was a district-wide initiative in which staff engaged in conversations about diversity, their own bias and beginning strategies to have difficult conversations around race and equity with students and each other
- Diversity/Equity training -This workshop was a continuation of the previous workshop where staff was provided scenarios of difficult situations that might have occurred in their classroom. Staff discussed how to handle the situations through group discussion and facilitation by the CREC consultant
- Systemic Racism Conference- Representation from the district attended this conference which included multiple breakout sessions that addressed topics of race and equity in our schools.
- Universal Design for Learning (UDL)- Training which includes curriculum strategies that are responsive to the needs of all students.
- Restorative Circles- Facilitated conversation where students and staff have the opportunity to have their voices heard. Initial training done by Suzy Williams (SHS Social worker)
- Unity team (SHS)- a student group that was established to help facilitate diversity programs at SHS
- African Workshop (MBA)- Program on African drumming, music, dance and poetry for 7th grade. This is a full day, continuing event.

2018-2019

- Restorative Circles- Facilitated conversation where students and staff have the opportunity to have their voices heard. Continued training done by Suzy Williams (SHS Social worker)
- Diversity/Equity training -This workshop was a continuation of the previous workshop where staff was provided scenarios of difficult situations that might have occurred in their classroom. Staff discussed how to handle the situations through group discussion and facilitation by the CREC consultant. (Continuation of previous year's training for all staff)
- YES Youth Summit- Summit for HS and MS students revolving around race conversations
- Focus group- Facilitated by CREC, students were given the opportunity to discuss events which occurred at the HS. CREC gathered feedback to be used in continuing the action plan.
- Systemic Racism Conference- Representation from the district attended this conference which included multiple breakout sessions that addressed topics of race and equity in our schools.



Board of Education Administrative Report

- African Workshop (MBA)- Program on African drumming, music, dance and poetry for 7th grade. This is a full day, continuing event.

2019-2020

- Restorative Circles- Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. It involves facilitated conversation where students and staff have the opportunity to have their voices heard. This particular training involves both students and teachers. Training to be done by SERC (State Education Resource Center). Social workers and Psychologists from MBA and SES will also be in attendance to learn the strategies used and protocols.
- Equity training- HS staff will engage in facilitated conversations around race, equity and strategies they can use to facilitating courageous conversations in the classroom
- Community Dialogues- Conversations involving members of the Somers community and CREC
- Systemic Racism Conference- Representation from the district attended this conference which included multiple breakout sessions that addressed topics of race and equity in our schools.
- YES Youth Summit- Summit for HS and MS students revolving around race conversations (Scheduled for late winter)
- African Workshop (MBA)- Program on African drumming, music, dance and poetry for 7th grade. This is a full day, continuing event.



**Board of Education
Administrative Report**

Title of Report: Music Replacement Plan

Board Meeting Date: October 28, 2019

Action
 Report
 Information
 Discussion

Submitted by: Brian P. Czapla

Executive Summary

Five- year music replacement plan developed by the SPS Music Department.

Instrument	2020-21	2021-22	2022-23	2023-24	2024-25
Choir folders	\$450	\$450	\$450	\$450	\$450
Sousaphone/tuba	\$7,800			\$8,700	
French horn	\$4,000			\$4,000	
Euphonium	\$3,000			\$3,000	
Trombone	\$3,000				
Band/choir storage boxes	\$700	\$200		\$200	
Concert bass drum		\$1,600			
Concert snare		\$400			
Concert toms		\$1,200			
Bass clarinet		\$2,500			
Marimba		\$8,000			
Bells		\$2,000			
Cymbals		\$800			\$800
Wind chimes		\$200			
Instrument repair kit		\$350			
Chimes			\$6,000		
Marching percussion			\$12,000		
Stand rack		\$600			
Chair rack		\$500			
Brass mutes		\$250			
Drum set					\$600
Bassoon					\$11,000
Oboe					\$4,200
Percussion gear	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Music stands					\$700
TOTALS:	\$19,950	\$20,050	\$19,450	\$17,350	\$18,750



School District Improvement Plan 2019-20

Vision:

The Somers Public Schools strives to be an exceptional and innovative educational community.

Mission:

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society

Strategic Plan Goals



Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
- B. Build a common understanding of the selected skills.
- C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
- D. Continue curriculum development and vertical articulation for all content areas.
- E. Develop K-12 interdisciplinary information literacy curriculum and programming.
- F. Continually assess, update, and implement the five-year technology replacement plan.
- G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
- H. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.



Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Develop staff understanding of Somers Student Success Skills.
- B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
- C. Identify gaps in current teacher knowledge and practice at each grade and content level, and create a professional learning plan to address the identified gaps.
- D. Implement professional development for each of the identified gaps tailored to needs across the district.
- E. Provide personalized professional development opportunities to support curriculum development.
- F. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- G. Utilize instructional coaches to provide embedded professional development opportunities.
- H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.



Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
- B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
- C. Develop alternative means to gather evidence of teacher practice and student achievement.
- D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
- E. Develop a capstone project for the transition years of 5th, 8th, and 12th-grade students.

Superintendent

Strategic Plan Goal: Student Achievement		Focus Area of Improvement: Math and Language Arts		
Goal:				
<ol style="list-style-type: none"> 1. Increase language arts content mastery in grades K-5 2. Select a grade 1-5 mathematics program for implementation in school year 2020-21 3. Assess student critical thinking skills 4. Assess learning needs at MBA 				
Metric:				
<ol style="list-style-type: none"> 1. Various grade level assessments (NWEA MAP, F& P BAS, SBAC) 2. Recommendation from SES Principal based on research 3. Critical thinking rubrics 4. Recommendations from MBA Principal 				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
Goal 1 <ul style="list-style-type: none"> • Provide necessary resources and training to staff in implementation of F&P 	<ul style="list-style-type: none"> • SES Principal • Director of Curriculum and Instruction • Reading Consultant • Classroom Teachers 	<ul style="list-style-type: none"> • Purchase of appropriate F&P resources • Professional development funding for onsite F&P consultants 	SY 2019-20	<ul style="list-style-type: none"> • Increase student achievement in various language arts components in the elementary schools
Goal 2 <ul style="list-style-type: none"> • Conduct pilots of leading mathematics programs 	<ul style="list-style-type: none"> • SES Principal • Classroom Teachers 	<ul style="list-style-type: none"> • Time 	Sept – Dec, 2019	<ul style="list-style-type: none"> • Recommendation to the BOE for inclusion in 2020-21 budget
Goal 3 <ul style="list-style-type: none"> • Provide staff training during the school year • Develop systemwide rubric to assess critical thinking skills 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Building Principals • Classroom Teachers 	<ul style="list-style-type: none"> • Time • EdLeader21 partnership • Utilization of professional development days 	SY 2019-20	<ul style="list-style-type: none"> • Increase student critical thinking skills • Increase staff capacity to enhance and embed critical thinking activities into instruction • Students begin to be assessed on critical thinking skills

<p>Goal 4</p> <ul style="list-style-type: none"> Conduct needs assessment of resources & strategies to increase achievement at MBA 	<ul style="list-style-type: none"> MBA Principal 	<ul style="list-style-type: none"> MBA Principal 	<p>SY 2019-20</p>	<ul style="list-style-type: none"> Recommendations of staffing, resources and organizational needs to be included in future BOE budgets
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<p>Strategic Plan Goal: Professional Learning</p>		<p>Focus Area of Improvement: Staff development programming</p>		
<p>Goal: Assess current professional development format and programming for future changes to better meet the district professional growth needs.</p>				
<p>Metric: Recommendation from the district professional development committee.</p>				
<p>Action Plan to Accomplish Goal</p>				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Convene district-wide PD Committee to assess current practices 	<ul style="list-style-type: none"> Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet 	<p>September 2019 – February 2020</p>	<ul style="list-style-type: none"> Make recommendations for professional development formats and programming
<ul style="list-style-type: none"> Implement a year-long administrator professional development program 	<ul style="list-style-type: none"> Superintendent Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Time to meet as a leadership team Outside speakers depending on topics 	<p>August 2019 – June 2020</p>	<ul style="list-style-type: none"> Administrator will increase professional knowledge on related topics and strategic plan goals

Strategic Plan Goal: Accountability		Focus Area of Improvement: Teacher Evaluation & Student Assessment		
Goal: 1. Review and revise teacher evaluation plan to better reflect SPS goals and beliefs 2. Evaluate student assessment methodologies to implement best practices for meaningful assessment (multi-year process) Metric: 1. CSDE approval of update teacher evaluation plan 2. Report and recommendations from committee(s) assigned to the task				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
Goal 1 <ul style="list-style-type: none"> Convene teacher evaluation committee to review and update teacher evaluation plan 	<ul style="list-style-type: none"> Director of Curriculum and Instruction Teacher evaluation committee 	<ul style="list-style-type: none"> Time 	SY 2019-20	<ul style="list-style-type: none"> Revision to the teacher evaluation program that aligns to state mandates and SPS criteria
Goal 2 <ul style="list-style-type: none"> Convene Assessment Task Force to evaluate current assessment practices and make recommendation 	<ul style="list-style-type: none"> Director of Curriculum and Instruction Instructional Thinktank members 	<ul style="list-style-type: none"> Time 	SY 2019-20	<ul style="list-style-type: none"> Recommendation for revisions to current assessment programs

Curriculum & Instruction

Strategic Plan Goal: Student Achievement		Focus Area of Improvement: Critical Thinking Higher Education Partnerships Curriculum & Course Development		
Goal: <ol style="list-style-type: none"> 1. Develop the Critical Thinking Rubrics for grade PreK-12; 2. Develop courses so students can obtain college credit with Asnuntuck Community College; 3. Schedule conversation for curriculum meeting around continued development and vertical articulation 4. Develop new courses in Financial Literacy and AP Computer Science Metric: Aligned rubric for grade K-12 with specific indicators of critical thinking embedded into the curriculum; Revised course offerings and HS schedule; Planned agenda and review of Atlas				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> ● Coordinating the professional development in Critical thinking 	<ul style="list-style-type: none"> ● All staff 	<ul style="list-style-type: none"> ● EdLeader 21 consultant 	2019-20 school year	<ul style="list-style-type: none"> ● Staff understanding of Critical thinking and its impact on student achievement
<ul style="list-style-type: none"> ● Develop & unpack and redesign the critical thinking rubric for SPS 	<ul style="list-style-type: none"> ● All staff 	<ul style="list-style-type: none"> ● EdLeader21 consultant, Administrators 	2019-20 school year	<ul style="list-style-type: none"> ● Consistency across grade levels PreK-12
<ul style="list-style-type: none"> ● Develop, identify and/or enhance critical thinking activities in the curriculum 	<ul style="list-style-type: none"> ● All staff 	<ul style="list-style-type: none"> ● Atlas, resources from Critical Thinking PD 	2019-20 school year	<ul style="list-style-type: none"> ● Students will understand and internalize the critical thinking components and apply them to real life situations.
<ul style="list-style-type: none"> ● Coordinate with Asnuntuck Community College and SHS courses to enhance our curriculum. 	<ul style="list-style-type: none"> ● HS Staff, HS Administrator, Guidance 	<ul style="list-style-type: none"> ● Dean of Asnuntuck Community College 	2019-20 school year	<ul style="list-style-type: none"> ● Provide students with more options for college credit and develop a partnership with Asnuntuck Community College
<ul style="list-style-type: none"> ● Revise the HS schedule to support early release for students ● Create yearlong district agenda regarding curriculum meetings 	<ul style="list-style-type: none"> ● Administration of HS ● Director of Curriculum 	<ul style="list-style-type: none"> ● Development of a revised schedule ● Yearlong district agenda, Atlas 	2019-20 School Year	<ul style="list-style-type: none"> ● Devise a schedule that will support the early release of students going to Asnuntuck Community College ● Consistent vertical alignment conversation regarding curriculum
<ul style="list-style-type: none"> ● Work with teacher and curriculum teams to develop new financial literacy and computer science course offerings at SHS 	<ul style="list-style-type: none"> ● Business Ed teachers ● Math Teachers 	<ul style="list-style-type: none"> ● Access to model curriculum ● Time to develop curriculum ● Instructional resources TBD 	2019-20 and 2020-21 school years	<ul style="list-style-type: none"> ● Financial Literacy Course uploaded into Atlas ● AP Computer Science course uploaded into Atlas ● Courses offered in SHS Program of Studies

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Assessment Analysis Professional Development Revision		
<p>Goal:</p> <ol style="list-style-type: none"> Analyze current assessment practices and make revisions/recommendations to support student learning Engage teachers to revise current professional development practices and calendar <p>Metric: Analysis of PD survey results; creation of professional development calendar and programming; Task Force recommendation for best assessment practices and resources</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Conduct 3-4 meetings per year with the Professional Development Educator Council (PDEC) regarding the professional development calendar and offerings 	<ul style="list-style-type: none"> Director of Curriculum, PDEC representatives from all schools 	<ul style="list-style-type: none"> Analysis of PDEC survey (spring) 	2019-20 school year	<ul style="list-style-type: none"> Development of the PD calendar based on the Strategic Plan and staff needs
<ul style="list-style-type: none"> Conduct 3-4 meetings per year with the Assessment Task Force regarding the Assessment calendar and review of current assessments 	<ul style="list-style-type: none"> Director of Curriculum, Assessment Task force representatives from all schools 	<ul style="list-style-type: none"> Review of iReady assessment system 	2019-20 School year	<ul style="list-style-type: none"> Development of district-wide assessment calendar and review of current assessments for effectiveness Recommendations from Task Force on best practices and resources

Strategic Plan Goal: Accountability		Focus Area of Improvement: Capstone MTSS Teacher Evaluation		
<p>Goal:</p> <ol style="list-style-type: none"> 1. Development of a capstone project for grade 12; 2. Develop and implement MTSS protocols that best support instructional practices 3. Review and revise teacher evaluation program to better support instructional improvement <p>Metric: Capstone project for grade 12 with targeted rubrics; development of capstone semester course in grades 11 and 12; development and implementation of MTSS liaison protocols</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> ● Development of a capstone project for grade 12 	<ul style="list-style-type: none"> ● Director of Curriculum, SHS administration and designated HS staff 	<ul style="list-style-type: none"> ● EdLeader 21 consultant 	<ul style="list-style-type: none"> ● Fall 2019-winter 2020 	<ul style="list-style-type: none"> ● Creation of a capstone project for 12th grade to be implemented in 2020-2021 school year
<ul style="list-style-type: none"> ● Development of Personal Finance course 	<ul style="list-style-type: none"> ● Business teacher, Director of Curriculum, HS Administrators 	<ul style="list-style-type: none"> ● Review of BOE Curriculum Council 	<ul style="list-style-type: none"> ● Fall 2019 	<ul style="list-style-type: none"> ● Development of a mandatory graduation requirement finance course to provide students with the real-world financial skills
<ul style="list-style-type: none"> ● Development of MTSS liaison protocols district-wide 	<ul style="list-style-type: none"> ● Administrators, MTSS liaisons, Director of Curriculum 	<ul style="list-style-type: none"> ● Scheduled trainings of MTSS liaisons 	<ul style="list-style-type: none"> ● Fall 2019 	<ul style="list-style-type: none"> ● Vertical alignment of MTSS practices and procedures
<ul style="list-style-type: none"> ● Use of digital document repository for RTI 	<ul style="list-style-type: none"> ● Director of Curriculum, MTSS liaisons, Administrators 	<ul style="list-style-type: none"> ● RTI direct webinar on Document Repository ● Professional development training 	<ul style="list-style-type: none"> ● 2019-20 	<ul style="list-style-type: none"> ● Create digital archive of data regarding student intervention plan
<ul style="list-style-type: none"> ● Convene teacher evaluation committee to review and update teacher evaluation plan 	<ul style="list-style-type: none"> ● Director of Curriculum and Instruction ● Teacher evaluation committee 	<ul style="list-style-type: none"> ● Time 	<ul style="list-style-type: none"> ● 2019-20 	<ul style="list-style-type: none"> ● Recommendation for revisions to current assessment programs

Pupil Services

Goal 1: Achievement	Develop and implement instructional, digital , and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.
Goal 2: Professional Learning	
Goal 3: Accountability	

<p>Goal:</p> <p>1A - Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.</p> <p>2D- Implement professional development for each of the identified gaps tailored to needs across the district.</p> <p>3C - Develop alternative means to gather evidence of teacher practice and student achievement.</p> <p>Metric: Transition to digital archive of 504 plan and IEP pertinent documents; Implementation of Frontline Document Repository for IEP and 504 Plans; Case manager and evaluator competency in digital repository of (117) 504 plan and (229) IEP documents (evaluation reports, consent forms).</p>

Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Determine / develop implementation guidance documents. Determine / develop protocol on who, what, when. 	<ul style="list-style-type: none"> Pupil Services Administrative Assistants Director of Pupil Services 	<ul style="list-style-type: none"> IEPDirect webinar on Document Repository; Consultation w/ IEPDirect as needed Professional Development / training, coaching, trial, revision 	August / September 2019	<p>Plan for implementation of IEPDirect / 504Direct Digital Archive communicated.</p> <p>Guidance on implementation protocols established for case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p>
<ul style="list-style-type: none"> Monitoring of uploaded documents 	<ul style="list-style-type: none"> Pupil Services Administrative Assistants Director of Pupil Services 	<ul style="list-style-type: none"> Professional Development / training, coaching, trial, revision Consultation w/ IEPDirect as needed 	September / October 2019	<p>Case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p> <p>Clarification of protocol.</p>
<ul style="list-style-type: none"> Use of digital archive Upload consent forms Upload evaluation reports, relevant documents 	<ul style="list-style-type: none"> 504 Plan Case Managers IEP Case Managers Evaluators (Special Education teachers, Related Providers) 	<ul style="list-style-type: none"> IEPDirect webinar on Document Repository Implementation guidance documents Protocol document (on who what when) Professional Development (training, coaching, trial, 	October 2019 – June 2020	<p>Develop and establish digital archive of 504 plan and IEP evaluation reports, related documents and forms.</p> <p>Case manager and evaluator competency in digital repository of 504 plan and IEP documents.</p> <p>Improved access for staff (teachers and administrators) to relevant 504 Plan and IEP documents (signed consent forms, evaluation reports).</p>

		revision) <ul style="list-style-type: none"> • Individual supervision, monthly department meetings, team leader meetings. • Spot check monitoring. 	Routine implementation of uploaded documents into Frontline digital repository of relevant 504 Plan and IEP documents (signed consent forms, evaluation reports). Diminish reliance on duplicate pupil service folders. Reduce storage need for files.
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Somers Elementary School

Strategic Plan Goal #1: Student Achievement		Focus Area of Improvement: Language Arts		
<p>Goal: Increase students reading comprehension, decoding and fluency</p> <p>Metric: NWEA MAP Testing (Gr. 1-5), F & P BAS (Grades K-5), SBAC Testing (Grades 3-5), Phonological Screening & Letter Sound ID (K)</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Implementation of F & P Interactive Read Aloud Grades K-5	Classroom Teachers in Grades K-5	Interactive Read Aloud Books & Teacher Lesson Plan Cards	Sept. 2019- June 2020 (on-going)	Enhance students development as a reader, writer and language user (www.heinemann.com)
Implementation of F & P “Reading Mini-lessons”	Classroom Teachers in Grades K-5	Reading Mini-lesson teacher scope and sequence manual	February 2020 (on-going)	Implementation of short concise inquiry-based lessons with explicit concepts that students apply to their own independent reading. These lessons grow from the IRL and are linked to independent reading. (www.heinemann.com)

Strategic Plan Goal #1: Student Achievement		Focus Area of Improvement: Math		
<p>Goal: Select an elementary mathematics program for future implementation.</p> <p>Metric: Feedback from grade level teams/team leaders on the three pilot programs.</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Implementing Pilot Math Materials	Grade level teachers (K-5)	Pilot materials from three programs: enVision2020 Bridges in Mathematics Investigations	2019-2020 school year	To determine which program best meets the academic and instructional needs of students and staff.

Strategic Plan Goal #2: Professional Learning		Focus Area of Improvement: Language Arts		
Goal: Provide teachers with professional tools, learning and feedback to effectively implement Interactive Read Aloud and Reading Mini-Lessons as integral parts of the reading workshop instructional model.				
Metric: Effective application of the newly acquired skills and materials. As evidenced by teacher lesson plans and observation.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
F & P Interactive Read Aloud Professional Development	<u>Presenter:</u> Terry Beeler <u>Attending PD:</u> All classroom and special education teachers in grades K-5.	Interactive Read Aloud Materials for teachers attending PD session.	August 2019	Provide teachers with professional tools and learning to effectively implement Interactive Read Aloud as an integral part of the reading workshop instructional model.
F & P Reading Mini-lesson Professional Development	<u>Presenter:</u> Terry Beeler <u>Attending PD:</u> All classroom and special education teachers in grades K-5.	Reading Mini-lesson teacher scope and sequence manual	February 2020	Provide teachers with professional tools and learning to effectively implement Reading Mini-lessons as an integral part of the reading workshop instructional model.

Strategic Plan Goal #2: Professional Learning		Focus Area of Improvement: Math		
Goal: Select an elementary mathematics program for future implementation.				
Metric: Feedback from grade level teams/team leaders on the three pilot programs.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Math Program Professional Development	Dr. Irene Zytka (Curr. Director) Dina Senecal (principal) Karen Jones (Math intervention teacher)	Substitutes for teachers	Various times during the 2019-2020 school year	To determine which program best feeds the academic and instructional needs of students and staff. Representative from each program will facilitate in house PD for teachers to answer they questions and clarify information as needed.

Strategic Plan Goal #3: Accountability		Focus Area of Improvement: Math		
Goal: Select an elementary mathematics program for future implementation.				
Metric: Feedback from grade level teams/team leaders on the three pilot programs.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Checking in with grade level teams about the implementation of Math Pilot Programs	Dr. Irene Zytka (Curr. Director) Dina Senecal (principal) Karen Jones (Math intervention teacher)	N/A	2019-2020 School year During after school curriculum meetings & grade level collaboration meetings	To determine which program best feeds the academic and instructional needs of students and staff.
Utilize "set" criteria to evaluate each of the programs piloted.	Grade level teams	Universal evaluation questions/rating scales	2019-2020 School year During grade level collaboration meetings	To determine which program best feeds the academic and instructional needs of students and staff.

Mabelle B. Avery Middle School

Strategic Plan Goal: Goal #1: Student Achievement Goal #2: Professional Learning		Focus Area of Improvement: Somers Student Success Skills - Critical Thinking * Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done. * Build a common understanding of the selected skills. * Create Somers Student Success Skills rubrics for grades 5, 8, & 12.		
Goal: The staff will develop a common understanding of critical thinking and its attributes and create a school-wide rubric aligned with school and district understandings of critical thinking that can be piloted in the 2020-2021 school year.				
Metric: * Completed professional development activities * Completed school-wide analytic rubric for critical thinking and problem solving				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Unpack and understand the meaning behind critical thinking and what it looks like in our classrooms. 	<ul style="list-style-type: none"> Dr. Zytka, Classroom teachers, Building Administration 	<ul style="list-style-type: none"> Professional development facilitator Professional development time and activities to support the development of a vertical and horizontal matrix of critical thinking 	August 2019 - June 2020	<ul style="list-style-type: none"> Completed critical thinking rubric Completed matrix of vertical and horizontal alignment of critical thinking skills at each grade level in each content area
<ul style="list-style-type: none"> Review critical thinking rubrics and tailor them to fit the needs of MBA students 	<ul style="list-style-type: none"> Classroom teachers and Building Administration 	<ul style="list-style-type: none"> District-approved template for the Student Success Skills Professional development and Faculty Meeting time 	October 2019 - June 2020	<ul style="list-style-type: none"> Completed critical thinking rubric
<ul style="list-style-type: none"> Based on the matrices that are created, gaps should be identified for further professional development in order to implement instruction focusing on critical thinking. 	<ul style="list-style-type: none"> Dr. Zytka, Building Administration 	<ul style="list-style-type: none"> Completed critical thinking matrices Support for future professional development 	January 2020 - June 2020	<ul style="list-style-type: none"> Completed needs assessment with specific requests for professional development by grade level team or content area team

Strategic Plan Goal: Goal #1: Student Achievement	Focus Area of Improvement: School culture improvements that create a safe and comfortable learning environment result in greater opportunities for student growth and achievement.
Goal: Advisory lessons, assemblies, and informal interactions with students and staff will focus on developing a culture of kindness in an effort to reduce student disciplinary issues and improve opportunities for learning.	
Metric: <ul style="list-style-type: none"> * Students will complete 10,000 acts of kindness between September 26 and the last day of school. * 11 of 15 Advisory lessons will focus on kindness, anti-bullying, and acceptance of individual differences. * Results from the School Culture and Climate Survey will reflect improvements in the areas of: <ul style="list-style-type: none"> > There are groups of students in my school who exclude others and make them feel bad for not being part of the group. > Students at this school will try to stop other students from insulting or making fun of other students. > Students in this school respect each other's differences. 	

Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> ● Advisory lessons focusing on random acts of kindness, anti-bullying, and acceptance will be implemented in the 2019-2020 school year. 	<ul style="list-style-type: none"> ● Principal ● Advisory Design Team 	<ul style="list-style-type: none"> ● Access to Choose Love, Because of You, Second Step, and other emotional intelligence resources/programs ● Time for the Advisory Design Team to meet and create lessons tailored to the needs of MBA ● Funding for a school-wide assembly that addresses bullying concerns 	2019-2020 school year	<ul style="list-style-type: none"> ● Improvements in student-to-student interactions ● Reduced disciplinary issues that involve student-to-student conflict
<ul style="list-style-type: none"> ● Communication with parents/guardians to educate them on the goal of building a culture of kindness and encouraging action to achieve the 10,000 acts of kindness goal 	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Newsletter and email communication ● Parent/Guardian volunteers to assist in posting the 10,000 acts of kindness around the school ● Volunteers to help cut out the kindness shapes that students will use to record their contributions. 	2019-2020 school year	<ul style="list-style-type: none"> ● Collaborative efforts to build a culture of kindness should yield a greater commitment to the goal of completing 10,000 acts of kindness. ● Encouraging discussion about kindness at home will help to reinforce the messages being delivered in the school and strengthen student commitment to respond in this way.
<ul style="list-style-type: none"> ● Administration of the School Climate Survey 	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Access to the survey and capability to draw stakeholder responses 	Spring 2020	<ul style="list-style-type: none"> ● Improvements in the above listed areas when looking at the results of the 2018-2019 School Climate Survey alongside the 2019-2020 survey.

Strategic Plan Goal: Goal #1: Student Achievement Goal #2: Professional Learning Goal #3: Accountability		Focus Area of Improvement: Developing a Growth Mindset within students and staff.		
Goal: Feedback given to students will improve from a baseline of 29.3% growth mindset feedback to 50% by the end of the 2019-2020 school year.				
Metric: Peer observations conducted in September, January, and May.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> A peer observation schedule will be completed informing teachers of when they will be completing 10 minute observations of each other in each of the three observation windows. This goal will serve as part of the Teacher Evaluation process 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Staff teaching schedules Ability to schedule staff so each can observe someone in their content area, in a core area, and in a UA/other area. 	<p>Baseline Observation: September 2019</p> <p>Mid-Point Observation: January 2020</p> <p>End-Point Observation: May 2020</p>	<ul style="list-style-type: none"> Staff will have the opportunity to observe their peers and identify opportunities to incorporate growth mindset feedback when interacting with students.
<ul style="list-style-type: none"> Professional development will be included in faculty meeting time and Team meeting time 	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> <i>Growth Mindsets in the Classroom</i> (text) Instruction on the brain and the impact of perseverance and sustained effort on success Professional reading articles 	<p>October 2019 - May 2020</p>	<ul style="list-style-type: none"> Greater individual resilience in students and a more optimistic attitude about their effort, perseverance, and struggles in learning. Development of an “I can” attitude within the student culture.
<ul style="list-style-type: none"> Advisory lessons focused on goal setting will include growth mindset direct and indirect instruction 	<ul style="list-style-type: none"> Principal Advisory Design Team Teachers 	<ul style="list-style-type: none"> <i>Growth Mindsets in the Classroom</i> (text) Instruction on the brain and the impact of perseverance and sustained effort on success 	<p>October 2019 - May 2020</p>	<ul style="list-style-type: none"> Increased student knowledge of the brain and the power of having a growth mindset
<ul style="list-style-type: none"> Communication with parents regarding growth mindset 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Newsletter and email communication 	<p>October 2019 - May 2020</p>	<ul style="list-style-type: none"> Increased awareness among parents/guardians of growth mindset and its power. Increased parent/guardian efforts to incorporate growth feedback

Strategic Plan Goal: Goal #1: Student Achievement		Focus Area of Improvement: State Assessment Growth		
Goal: Improve the State Assessments (SBAC, NGSS, and Physical Fitness) results by providing appropriate incentives and stress/anxiety-reducing initiatives during the scheduled time for administration.				
Metric: * SBAC Test scores, NGSS Test scores, and State Physical Fitness Test scores * A plan of action will be developed to determine next steps for furthering growth in the area of achievement on the SBAC, NGSS, and Physical Fitness Test				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Reduce the daily testing time for SBAC and NGSS to maintain testing stamina 	<ul style="list-style-type: none"> Assistant Principal 	<ul style="list-style-type: none"> New testing schedule which will include more days of testing in shorter bursts 	Spring 2020	<ul style="list-style-type: none"> Some students come into a testing environment with a “Get-it-done: attitude. This will slow those students down and cause them to think about their responses each day. Other students come into a testing environment with a desire to do well but then quickly feel overwhelmed with the length of a test. By shortening the duration and breaking the test into sections/segments, students can rejuvenate their “can-do” desires each day.
<ul style="list-style-type: none"> Provide stress- relief to students during the testing window 	<ul style="list-style-type: none"> Partnership between the PTO and the Principal 	<ul style="list-style-type: none"> Snack break Corey the Dribbler Other assembly opportunity (i.e., therapy dogs, art therapy, music therapy combination assembly) 	Spring 2020	<ul style="list-style-type: none"> Many students have anxiety related to testing and with the high-stakes nature of the SBAC and NGSS, the anxieties are often increased. Providing opportunities for stress-relief should put them in a more beneficial mindset for testing.
<ul style="list-style-type: none"> The Administration of MBA will complete the State Physical Fitness Test and challenge the students to meet their level of growth over the course of the school year. 	<ul style="list-style-type: none"> Principal Assistant Principal PE Teachers 	<ul style="list-style-type: none"> Time to complete baseline, mid-point, and end-point fitness activities 	October 2019 - May 2020	<ul style="list-style-type: none"> Students often respond to competition, so the healthy competition between the Administration and the students should yield more positive results. The goal is to see an increase in the number of students meeting the Fitness Standard in all four of the State Physical Fitness Tests (sit-and-reach, sit-ups, mile run, and push-ups).
<ul style="list-style-type: none"> Students will be pushed to their full potential by reflecting on reports generated by the heart rate monitors received by the PE Department. 	<ul style="list-style-type: none"> PE Teachers 	<ul style="list-style-type: none"> Heart Rate Monitors Computer to monitor the data from the Heart Rate Monitors Training on how to use and analyze the data 	Fall 2019 - Spring 2020	<ul style="list-style-type: none"> Students’ self-reports on effort in PE are often subjective in favor of working harder than their true performance. Students can have real-time information about their own heart rates which will inform them if their heart is in a healthy fitness range. This is helpful data when responding to a student who has reported that he/she has run his/her hardest but whose heart rate has not broken 100--suggestive that they have the capability of running harder and putting in more effort..
<ul style="list-style-type: none"> Provide incentive to students to show 	<ul style="list-style-type: none"> Principal Assistant 	<ul style="list-style-type: none"> Monies to fund a breakfast to honor 	Spring 2020 - Fall 2021	<ul style="list-style-type: none"> Students and families currently have a mindset that the tests do not matter and therefore mixed efforts are seen. By providing a reason

<p>growth from their test scores in the 2018-2019 school year.</p>	<p>Principal</p>	<p>students who have shown growth on the tests in the 2019-2020 school year (Breakfast to be held in 2020-2021 school year)</p>		<p>for students to show improvement and do their best, we have the opportunity to give them a reason to do well on the testing. Additionally, this incentive method recognizes all growth whether it is from a score of 1 to 2 or a score of 3 to 4 allowing students of all achievement levels to be acknowledged for their growth.</p>
<ul style="list-style-type: none"> Implementation of the 6th Grade Success Skills classes as well as the double block of Language Arts 	<ul style="list-style-type: none"> Teachers Curriculum Director Principal 	<ul style="list-style-type: none"> Teachers will be supported to maximize their instructional time to address organization, executive functioning, and study skills as well as Language Arts instruction. Materials will be purchased to support the delivery of the articulated curriculum. 	<p>Fall 2019 - Spring 2020</p>	<ul style="list-style-type: none"> Increased instructional time in Language Arts provides students with more opportunities to analyze reading and compose writing pieces that will result in increased abilities to perform well on the SBAC tests. Sixth grade students will benefit from advancing their studying and executive functioning techniques which should help to optimize their learning experiences.
<ul style="list-style-type: none"> A needs assessment of MBA curricular, staffing, support, and programming will be conducted to determine areas in need of budgetary, professional development, and restructuring support to positively impact student achievement. 	<ul style="list-style-type: none"> Principal Team Leaders Curriculum Director Superintendent 	<ul style="list-style-type: none"> Time to complete a review of curriculum Time to complete teacher evaluations Collaborative time to discuss needs with Team Leaders and the Curriculum Director 	<p>Spring 2020</p>	<ul style="list-style-type: none"> While the main focus for change is on student motivation, programming needs need to be analyzed to make informed decisions about how to improve curriculum and instruction moving forward. A needs assessment will provide opportunity to evaluate programming and make well-thought-out requests to improve it in a structured and responsible manner.

Strategic Plan Goal: Goal #1: Student Achievement Goal #2: Professional Learning		Focus Area of Improvement: 1. Development of a new STEM course 2. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School. 3. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.		
Goal: The Technology Education Teacher will propose changes to the curriculum to include more STEM opportunities in the trimester long class. In addition to the proposed curricular changes, the Technology Education Teacher will provide a proposal for facility upgrades necessary to enact the curricular change.				
Metric: Curriculum Document and Course Needs Proposal				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Support professional growth opportunities for the Technology Education Teacher to attend a STEM conference and visit schools who have implemented successful STEM courses. 	<ul style="list-style-type: none"> Principal Director of Curriculum Technology Education Teacher 	<ul style="list-style-type: none"> Substitute coverage Professional development approval 	Professional Development: Fall 2019	<ul style="list-style-type: none"> Inspire creative thinking in the Technology Education Teacher regarding the opportunities for the space in his classroom and how it can be used to improve STEM opportunities for students.
<ul style="list-style-type: none"> Curricular proposal will be developed and submitted to the Director of Curriculum for review and approval. 	<ul style="list-style-type: none"> Principal Director of Curriculum Technology Education Teacher 	<ul style="list-style-type: none"> Time to write curriculum in collaboration with colleagues in the district in the Technology Education Department Substitute coverage 	Spring 2020	<ul style="list-style-type: none"> Proposal of a comprehensive STEM course outline and curriculum.
<ul style="list-style-type: none"> Facilities proposal will be developed and submitted to the Director of Curriculum and Superintendent for review and approval 	<ul style="list-style-type: none"> Principal Director of Curriculum Technology Education Teacher Superintendent 	<ul style="list-style-type: none"> Time to write facilities proposal 	Spring 2020	<ul style="list-style-type: none"> Proposal of facilities needs to enact the proposed curriculum.

Strategic Plan Goal: Goal #1: Student Achievement		Focus Area of Improvement: Attendance Rate		
Goal: The chronic absenteeism rate for MBA will reduce from the 2018-19 rate of 14.9%.				
Metric: Data on the Chronic Absenteeism Report generated by the State of Connecticut on EdSight.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Attendance will be tracked, monitored, and addressed by the administration and the MTSS Team. 	<ul style="list-style-type: none"> Assistant Principal Principal MTSS Team 	<ul style="list-style-type: none"> Reports from PowerSchool to track student attendance data 	Fall 2019 - Spring 2020	<ul style="list-style-type: none"> The tracking should allow a target group of at-risk students to be identified in an effort to provide them with appropriate supports or motivation to be in attendance in school.
<ul style="list-style-type: none"> Case reviews of students with attendance concerns will help the MTSS Team to identify appropriate strategies to support the student and family with school attendance. 	<ul style="list-style-type: none"> Assistant Principal Principal MTSS Team 	<ul style="list-style-type: none"> Time to meet with the MTSS Team Recommended researched-based strategies to improve school attendance 	Fall 2019 - Spring 2020	<ul style="list-style-type: none"> Targeted interventions and supports should meet the individual needs of students who have a difficult time coming to school for any number of reasons.
<ul style="list-style-type: none"> Incentives will be generated and awarded to students who experience perfect attendance on a monthly basis 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Budgetary resources to provide appropriate incentives 	Winter 2019 - Spring 2020	<ul style="list-style-type: none"> Perfect attendance incentives should help to motivate students to come to school even when it may be difficult to do so.

Somers High School

Strategic Plan Goal: Student Achievement		Focus Area of Improvement: PSAT/SAT/AP		
Goal:				
<ol style="list-style-type: none"> 1. Increase AP Program Offerings /Increase AP access for more students 2. Increase AP Scores through teacher goals and instructional practices 3. Assess PSAT areas of focus with goal to improve results. Grades 9-11 4. Assess SAT areas of focus with goal to improve score results Grade 11 				
Metric:				
<ol style="list-style-type: none"> 1. AP data: Scores, test takers, offerings in current Program of Studies 2. PSAT Data from 2017-2019-Cohort data. Grades 9-11 3. SAT Data 2017-2019 Grade 11 				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> • Insure AP offerings are expanded beginning with the 2020-21 school year <ol style="list-style-type: none"> 1. Purchase of appropriate texts and resources 2. Professional development for staff teaching AP courses 	<ul style="list-style-type: none"> • Principal • Science Department • Social Studies Department • Director of Curriculum • Business Department 	<ul style="list-style-type: none"> • PLC Meetings • Time 	<p>SY 2019-20 Implementation: 2020-21</p>	<ul style="list-style-type: none"> • Increase student opportunities in higher-level classes thus increasing overall program rigor.
<p>Goal 2</p> <ul style="list-style-type: none"> • Insure current AP offerings are being taught in the most effective manner of instruction and assessment <ol style="list-style-type: none"> 1. Monthly Meetings 2. Individual Meetings as necessary 3. Professional development as needed 	<ul style="list-style-type: none"> • Principal • AP Teachers • Assistant Principal 	<ul style="list-style-type: none"> • Time • Professional Development Funds (if needed) 	<p>SY 2019-20</p>	<ul style="list-style-type: none"> • Improved student scores on AP exams

<p>Goal 3</p> <ul style="list-style-type: none"> Improve PSAT scores as measured from Teacher Goals October 2019-May 2020 <ol style="list-style-type: none"> Monthly Meetings Mid-Year Goal Reviews Observation 	<ul style="list-style-type: none"> Principal English Classroom Teachers Math Classroom Teachers Assistant Principal 	<ul style="list-style-type: none"> Time Student Data Collegeboard Khan Academy 	<p>SY 2019-20</p>	<ul style="list-style-type: none"> Increase student performance on PSAT type problems Improve student math skills Increase RIGOR
<p>Goal 4</p> <ul style="list-style-type: none"> Improve SAT scores for juniors as measured from PSAT October 2019 to SAT April 2020. <ol style="list-style-type: none"> Monthly Meetings Mid-Year Goal Reviews Observations 	<ul style="list-style-type: none"> Principal English Classroom Teachers Math Classroom Teachers Assistant Principal 	<ul style="list-style-type: none"> Time Student Data CollegeBoard Khan Academy 	<p>SY 2019-20</p>	<ul style="list-style-type: none"> Increase student performance on PSAT type problems Improve student math skills Increase RIGOR

Strategic Plan Goal: Professional Learning		Focus Area of Improvement: Staff Development on Issues of Equity/Equality		
Goal:				
<ol style="list-style-type: none"> 1. Improve staff understanding of equity as it relates to student expectations and outcomes 2. Improve staff understanding of the issues that confront our minority students and involve them in the process of growth 				
Metric: Year-end staff feedback on issues of equity and equality for all students.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> • Staff development on equality for all students • Professional Development October 24, 2019 (.5 day selected staff and students, .5 day all staff) • Follow-up meetings with selected staff and students • Circles • Celebration of Diversity: (Monthly) • Hispanic Heritage, Native American, Black History, Irish, Asian • Advisory used to support equality issues 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • CERC • Suzy Williams • Assistant Principal • SSS Group • SHS Staff 	<ul style="list-style-type: none"> • Training • Time 	<ul style="list-style-type: none"> • SY 2019-20 	<ul style="list-style-type: none"> • Making SHS a more inviting, collaborative community of learners
<p>Goal 2</p> <ul style="list-style-type: none"> • Staff Development on equity for all students • Summer Work revision • Equity discussions with staff via faculty meetings and PD days 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Suzy Williams • SHS Staff 	<ul style="list-style-type: none"> • Time • PLC Meetings 	<ul style="list-style-type: none"> • SY 2019-20 	<ul style="list-style-type: none"> • Staff awareness of inequities that exist amongst our student population • Ensuring all students are successful academically and emotionally

Strategic Plan Goal: Accountability		Focus Area of Improvement: Capstone, Teacher Goals, Student Attendance		
Goal:				
<ol style="list-style-type: none"> 1. Develop a Capstone Project for all Seniors beginning with the class of 2023 or sooner 2. Assist teachers in developing goals that align with assessments and/or the district improvement plan 				
Metric:				
<ol style="list-style-type: none"> 1. Completion of Capstone module 2. Teacher: Student Learning Objectives 				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p>Goal 1</p> <ul style="list-style-type: none"> • Develop the framework for the Senior Capstone Project 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Principal • Assistant Principal • CREC • Tenley Stoltz (LMS) 	<p>Time Scheduling Teacher Assistance</p>	SY 2019-20	<ul style="list-style-type: none"> • Development of a Senior Capstone that is required by the State
<p>Goal 2</p> <p>Technically compliant IEP's. IEP's implemented with fidelity. Student academic success as it relates directly to the IEP.</p> <ul style="list-style-type: none"> • Goal Setting Conferences • Mid-Year Conference • End of Year Analysis • SSI-Student Support Group • Quarterly Meetings with Special Education Teachers to discuss students in need • Conduct two meetings per year with Special Education teachers and paraeducators 	<ul style="list-style-type: none"> • Principal • Special Education Teachers/Paraeducators • Director of Pupil Services • Support Services 	<p>Student data Student Grades IEP Access</p>	SY 2019-20	<ul style="list-style-type: none"> • Ensure all special education students meet with academic success • Ensure all IEP's are being followed by all applicable staff
<p>Goal 3</p> <p>Reduce student chronic absenteeism</p> <ul style="list-style-type: none"> • Implementation of monthly attendance review meeting 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Social Worker • CCC • Director of Pupil Services • Attendance Secretary 	<p>Time Student Attendance Data</p>	SY 2019-20	<ul style="list-style-type: none"> • Overall improvement of chronic absenteeism

<ul style="list-style-type: none"> ● Implementation of Period 10 and more specific coding to account for student's time in the building to create a more accurate profile of how many actual full day absences we are recording each day. ● Parent meetings for students of concern - students who are chronically absent and / or whose performance is suffering as a consequence. These meetings involve student, parent, counseling staff, administration, and if necessary SRO. ● Protocol for chronic absence and truancy - Parent meeting, home visit, possible SRO visit, DCF referral. Parent referrals to 211 services for non-compliance and school avoidance. ● Cheryl to attend state attendance symposium in November ● Communicating attendance policies and statutes via handbook, student class meetings at the start of the year, attendance (chronic absenteeism / truancy), and loss of credit warning letters. 				
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