

Somers Board of Education Meeting

Monday, November 13, 2023 7:00 PM

Somers Board of Education Chambers, 1 Vision Boulevard, Somers, CT 06071

- 1. **CALL TO ORDER**
- 2. **PLEDGE OF ALLEGIANCE**
- 3. **AWARDS AND RECOGNITION**
 - 1. Krista Cherry, BOE Secretary
Dr. Galloway and the Board of Education to recognize Krista Cherry for her four years of service to Somers Board of Education.
 - 2. Bob Hall, Technical Volunteer
Dr. Galloway and the Board of Education to recognize Bob Hall for his years of technical service and support to the music and arts programs.
- 4. **APPROVAL OF MINUTES**
 - 1. Approval of the October 23, 2023 BOE Minutes 3
The Board to review and approve the minutes from October 23, 2023.
 - 2. Approval of the October 23, 2023 Special BOE Minutes 7
The Board to review and approve the minutes from the Special BOE meeting on October 23, 2023.
- 5. **ADMINISTRATIVE REPORTS**
 - 1. Superintendent Update
 - 2. Veterans' Day Report 8
Superintendent Galloway will update the BOE on the Veterans' Day events.
 - 3. Standardized Assessment Data Summary - 2023 10
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will present the findings to the BOE.
 - 4. Monthly Budget Report 46
Stephanie Levin, Director of Business Services, will update the BOE on the monthly budget.
- 6. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
- 7. **CONSENT AGENDA**
 - 1. Warrant of November 13, 2023 47
The Board to review and consent to the warrant of November 13, 2023.
 - 2. Resignation
Amanda Carabine, SES Paraeducator, is resigning with her last day being November 10, 2023. Amanda has served SPS for two years.
 - 3. Leave of Absence
Amanda Morrisino, MBA Math Interventionist, will be taking a leave of absence on approximately February 9, 2024 through the end of the school year.
 - 4. Retirement
Mary Jane Russell, Grade 2 Teacher, will be retiring at the end of the 2023-2024 school year after 38 years of service at Somers Public Schools.
- 8. **OLD BUSINESS**
 - 1. 2nd Posting of Five-Year Capital Improvement Plan (CIP)
The Board to approve the Five-Year Capital Improvement Plan (CIP).
- 9. **NEW BUSINESS**
 - 1. 1st Posting DBS Code 2400.1 - Superintendent Evaluation 52
 - 2. 1st Posting DBS Code 4118.11 -- Discrimination 54
 - 3. 1st Posting DBS Code 6159 - Instruction - Individualized Education Program / Special Education Program 57
 - 4. 1st Posting DBS Code 5145.15 - Students - Directory Information 67

10. COMMITTEE REPORTS

1. Curriculum
2. Policy
3. Planning/Finance
4. Salary & Negotiations

11. CABE/CREC/State Dept. of Ed.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

13. ADJOURNMENT

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, October 23, 2023
7:00 PM

(The recorded livestream may be viewed on SPS' YouTube channel on the school website)

Present BOE Members: Anne Kirkpatrick, Mike Briggs, Krista Cherry, Dr. Ed DePeau, JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins

Others: Dr. Sam Galloway, Stephanie Levin, Melissa Zelek, Derek Zelek

1. CALL TO ORDER

The regular Board of Education meeting was called to order by Chair Kirkpatrick at 7:00 p.m. in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Approval of the October 10, 2023 BOE Minutes

Rationale: The Board to review and approve the minutes from October 10, 2023.

Motion to approve minutes of 10/10 Board of Education Meeting. This motion, made by Krista Cherry and seconded by Jan Martin, Carried. **Yea: 8, Nay: 0, Abstain 1 (JT Galloway)**

4. ADMINISTRATIVE REPORTS

4.1. Superintendent Update

Discussion: Superintendent Galloway reviewed important upcoming and recent events in the district.

- SES to host an Early Literacy Night on October 24th from 7-8pm
- SES Parent Conferences to take place on November 1st-3rd
- MBA Smart Balanced Growth Breakfast on October 17th where 81 students were recognized
- SHS College Fair on October 19th with over 100 colleges and Armed Services represented. Freshmen and Sophomores were allowed to attend in addition to upper classmen.

4.2. 2023-2024 Organization Chart

Rationale: Dr. Galloway will update the BOE regarding the 2023-2024 Organization Chart (per Admin. Reg. 2100).

Discussion: There is a change to the district organization with an Interim Director of Technology and Data Coordinator position. Jessica Wood has assumed this position. The Director of Technology and Data Coordinator positions will be reevaluated in June.

4.3. Tecton Presentation

Rationale: Representatives from Tecton will present the Somers Elementary School Feasibility Study to the Board.

Discussion: Two representatives from Tecton presented to the Board about the results of the SES feasibility study.

Current traffic flow is satisfactory; however, there is a lack of parking. Parking could be increased to 147 spaces from 109 spaces with no major impact on roadways. The SES building has undergone several renovations and additions. It was noted that the newer parts of the building are the most problematic. The current size of SES is satisfactory, including the quantity and size of the classrooms, gymnasium space, and custodial storage. However, attention to the library, first grade wing, main entrance, admin suite and cafeteria are necessary. While the overall size is good, the configuration of the building could be improved. Redistribution of media center and gymnasium space were discussed.

The current HVAC project at SES was discussed, as some of the project work overlaps with options provided through the feasibility study.

Tecton representatives discussed the potential impact of a renovate to new option which could include relocation of spaces and modular classroom spaces. The renovate to new standard requires that 55% of existing square footage remain. This option could result in a building with about 108,000 square feet at the cost of \$109,664,506. With reimbursement from the state, it would cost the town just under \$43 million.

A new build option was also discussed. Two different locations were considered for the new build, taking into consideration the square footage of the footprint and safety and security. A new build could total about 94,238 square feet with a project cost of \$109,872,129. The cost to the town would be approximately \$52,387,031. State reimbursement for a new build versus a renovate to new option is 10% less.

Pros and cons of the two options were discussed. A renovate to new building would be larger however there are costs associated with this plan that are temporary and would not stay with the building.

The timeline for grant application, potential referendum, grant approval and design phase are the same for both options. The construction phase for a new build is 18-24 months, while a renovate to new option is 24-48 months.

Questions from the Board were addressed regarding the areas of concern with the existing building, security in relation to traffic patterns, and potential interruptions to teaching and learning due to renovations.

Superintendent Galloway thanked the Tecton representatives for previous meetings with Central Office staff and tonight's presentation.

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Carl Stebbins and seconded by Shane Manning, Carried. **Yea: 9, Nay: 0**

Discussion: A question regarding a hiring policy and a vacant position were discussed.

6.1. Warrant of 10/23/23

Rationale: The Board to review and consent to the warrant of 10/23/23.

6.2. Retirement

Rationale: Michelle Kelleher, SHS Science Teacher, will be retiring at the end of the 2023-2024 school year after 20 years of service at SPS.

6.3. Resignation

Rationale: Alicia White, Coordinator of Pupil Services, will be resigning effective November 10, 2023 after 14 months of service at SPS.

6.4. Leave of Absences

- Lisa Grenier, SHS School Counselor, will take a leave of absence starting October 31, 2023. Duration is to be determined.
- Charles Lewis, MBA Grade 6 Science Teacher, will take a leave of absence starting October 23, 2023. Duration may be until Thanksgiving break.

6.5. 2nd Posting DBS Code 4121 - Substitute Teachers

Rationale: The Board to review and consent to 2nd posting DBS Code 4121 - Substitute Teachers.

6.6. 2nd Posting DBS Code 7230.2 - Indoor Air Quality

Rationale: The Board to review and consent to 2nd posting DBS Code 7230.2 - Indoor Air Quality.

7. OLD BUSINESS

8. NEW BUSINESS

Discussion: The Planning and Finance Committee will discuss CIP with the new information from tonight's meeting from Tecton.

8.1. First Posting of Five-Year Capital Improvement Plan (CIP)

Rationale: The Board to review the five-year Capital Improvement Plan.

9. COMMITTEE REPORTS

9.1. Curriculum

The next meeting will be held on 11/13/23 from 5:30-7p.m.

9.2. Policy

The next meeting will be held on 11/13/23 at 6:45p.m.

9.3. Planning/Finance

The next meeting will be held on 11/13/23 at 5 p.m.

9.4. Salary & Negotiations

No meetings scheduled.

10. CABE/CREC/State Dept. of Ed.

The most recent CREC meeting focused on SAT and SBAC scores. Board members will attend an upcoming CABE workshop regarding legal issues.

11. AUDIENCE TO CITIZENS/STAFF/STUDENTS

12. ADJOURNMENT

Motion to adjourn the meeting at 8:13. This motion, made by Krista Cherry and seconded by Jan Martin, Carried. **Yea: 9, Nay: 0**

Krista Cherry, BOE Secretary Date

Jenna McDermott, BOE Recording Secretary

DRAFT

Summary of Board Meeting 10/23/23

Approximately 9:41 a.m.

Meeting called to order by the Impartial Hearing Officer, Attorney Jessica Ritter, Shipman & Goodwin, LLP.

Attorney Ritter entered into executive session to discuss a confidential student matter.

Attorney Ritter invited the following individuals into executive session:

Dr. Sam Galloway, Superintendent

David Brown, Principal

Attorney Zach Schurin, Counsel for the Administration

Attorney Lexus Perry, Shipman & Goodwin, LLP

Attorneys George Schober and Michael Schober, Counsel for the Student

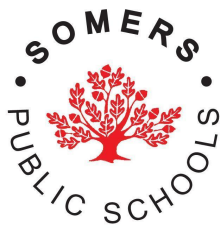
The Student and the Student's parents

Approximately 9:47 a.m.

Attorney Ritter, in open session, adopted the stipulated agreement between the Family and Administration.

Approximately 9:48 a.m.

Meeting adjourned.



Board of Education Administrative Report

Title of Report: Veterans Day

Board Meeting Date: November 13, 2023

Action

Report

Information

Discussion

Submitted by: Melissa Mucci, Margot Martello & David Brown

Executive Summary

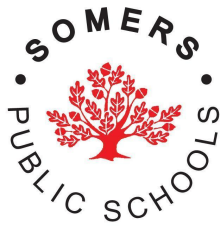
On Friday, November 10, 2023, as in the years past, the Somers Public School District honored military veterans on campus.

Somers Elementary School:

Somers Elementary School invited Veterans to our whole school assembly. Prior to the ceremony students learned about Veterans Day at each developmental level. They created and made thank you cards to send to the Veterans Hospital/ provide to those Veterans who attend the assembly. Students learned about the branches of the military and honor those who have served with a moment of silence as they stand. The ceremony included the history of Veterans Day. Our music department had students showcase and sing songs in honor of the Veterans. We invited the local VFW/Post Chapter to attend our Veterans Day assembly, and wanted to extend the same offer here in Somers. We asked Horizon Wings Rehabilitation & Education Center to educate our students on the importance/resemblance of the eagle.

Mabelle B. Avery Middle School:

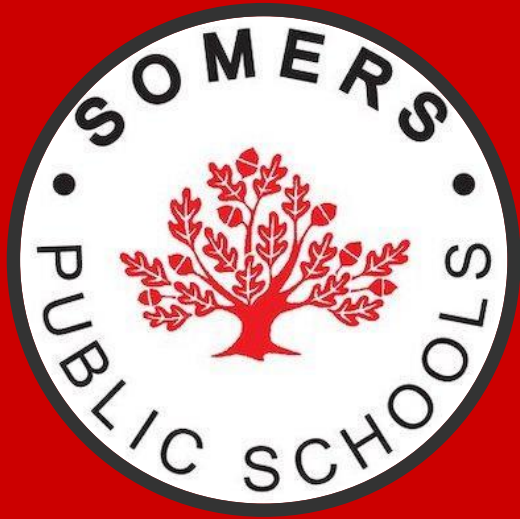
Mabelle B. Avery Middle school collaborated with the Somers Office of Veterans Affairs to provide a school wide program that is both educational and interactive. Special guests included the Deputy Director and Director of the Somers Veterans Affairs Sherri Marqui and Dave McCarffrey. Additionally, Kurt Vail, a Connecticut State House Representative, was in attendance. The theme of the ceremony this year is knots, symbolizing connections between people. Not only did we hear from some of our special guests, but we will be learning a basic knot universal to military and civilian alike. We turned that knot made of patriotic paracord into a zipper pull for students' backpacks, sweatshirts, jackets, etc., as a reminder to be grateful to our military and to practice civic mindedness daily. Our MBA choir performed. Keeping with a tradition of fitness in our Veterans Day programming, students, teachers and veterans competed in a Tug of War competition. Prior to the assembly, there was a breakfast hosted in the cafeteria for all Veterans attending the ceremony.



Board of Education Administrative Report

Somers High School:

The Somers High School learning community heard from local veterans, those planning military service, and witnessed a 21 Gun Salute. Special guests included veteran parents and active-duty military alumni. Our high school band and chorus performed the National Anthem and 'Homeward Bound.' Parents/guardians were invited to our whole-school assembly. Students also participated in a reflection assignment in Advisory and wrote letters of gratitude to veterans. Join us in honoring and understanding the significance of Veterans Day.



2023
Standardized
Assessment
Data Summary



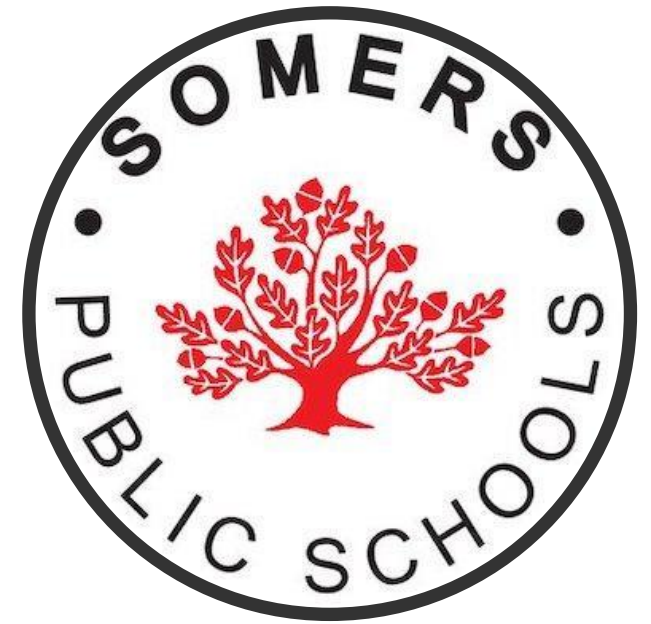
November 13, 2023

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
- Lifelong learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child



Standardized Assessments

Each spring, students take part in statewide standardized assessments.

The Smarter Balanced Assessments for students in grades 3-8 measure student knowledge in both Math and English Language Arts.

Students in grades 5, 8 and 11 also participate in the Next Generation Science Standards Assessment.

All assessments are digital.




The Smarter Balanced scale is a vertical scale meaning that students' performance in all grades is reported on the same scale.



This allows educators to compare a student's scale from a test in one grade to that student's score from a test in another grade.

An important aspect of a vertical scale is that the overall score range for each grade steadily increases, and the threshold between each level increases across grade levels.



Level 4	Exceeded the standard
Level 3	Met the standard
Level 2	Nearly met the standard
Level 1	Did not meet the standard

70% of students at levels 3 & 4 is our baseline,
not our benchmark.

We strive for all students to make growth.



GOOD TO KNOW

Achievement or Proficiency Data: A one-time snapshot measurement of a student's academic performance.

Growth Data: The change in achievement scores for the same student between two or more points in time.

Rough Cohort Change Data: Comparing the data from this year's 4th graders to last year's 3rd graders.

 **Matched Student Cohort Change Data:** Comparing the data from the same student from one year to the next.

2018-2019	<ul style="list-style-type: none">● Test data collected.● School year not impacted by the pandemic.
2019-2020	<ul style="list-style-type: none">● No test data collected.● Schools moved to full remote learning in March 2020.
2020-2021	<ul style="list-style-type: none">● Test data collected.● Remote, Hybrid, Full in-person learning and testing took place.
2021-2022	<ul style="list-style-type: none">● Test data collected.● In-person learning and in-person testing.
2022-2023	<ul style="list-style-type: none">● Test data collected.● In-person learning and in-person testing.● Data from 22/23 is comparable to data from 21/22.

- All SBAC and NGSS data is obtained through the Connecticut State Department of Education's portal EdSight.
- EdSight is Connecticut's source of educational data for all public school districts. It consists of specific dashboards and multi-year reports that are used to analyze the information necessary for our district to compare and review our performance and metrics.
- All information is based on what each district reports to the State and can only be reviewed if information has been submitted.



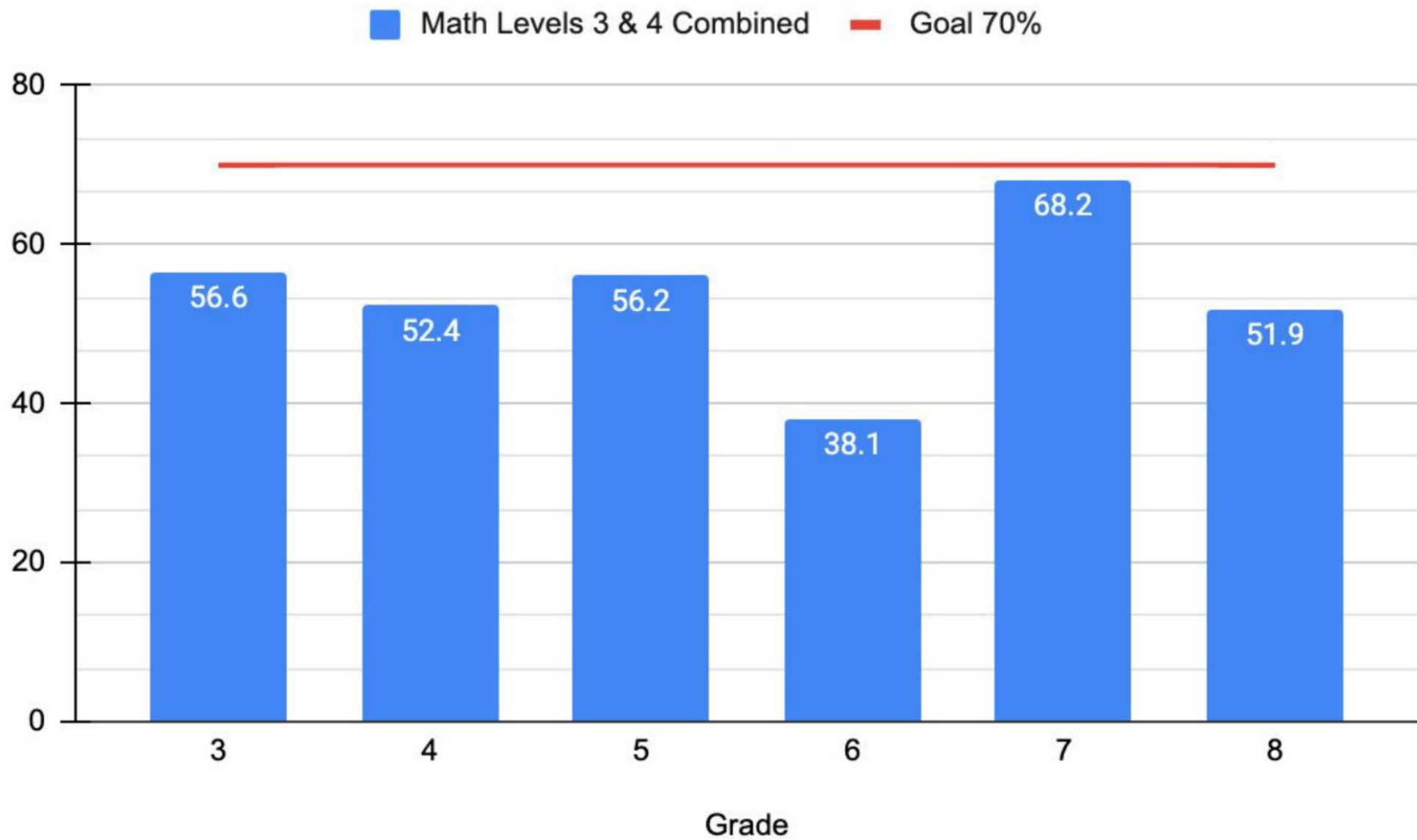
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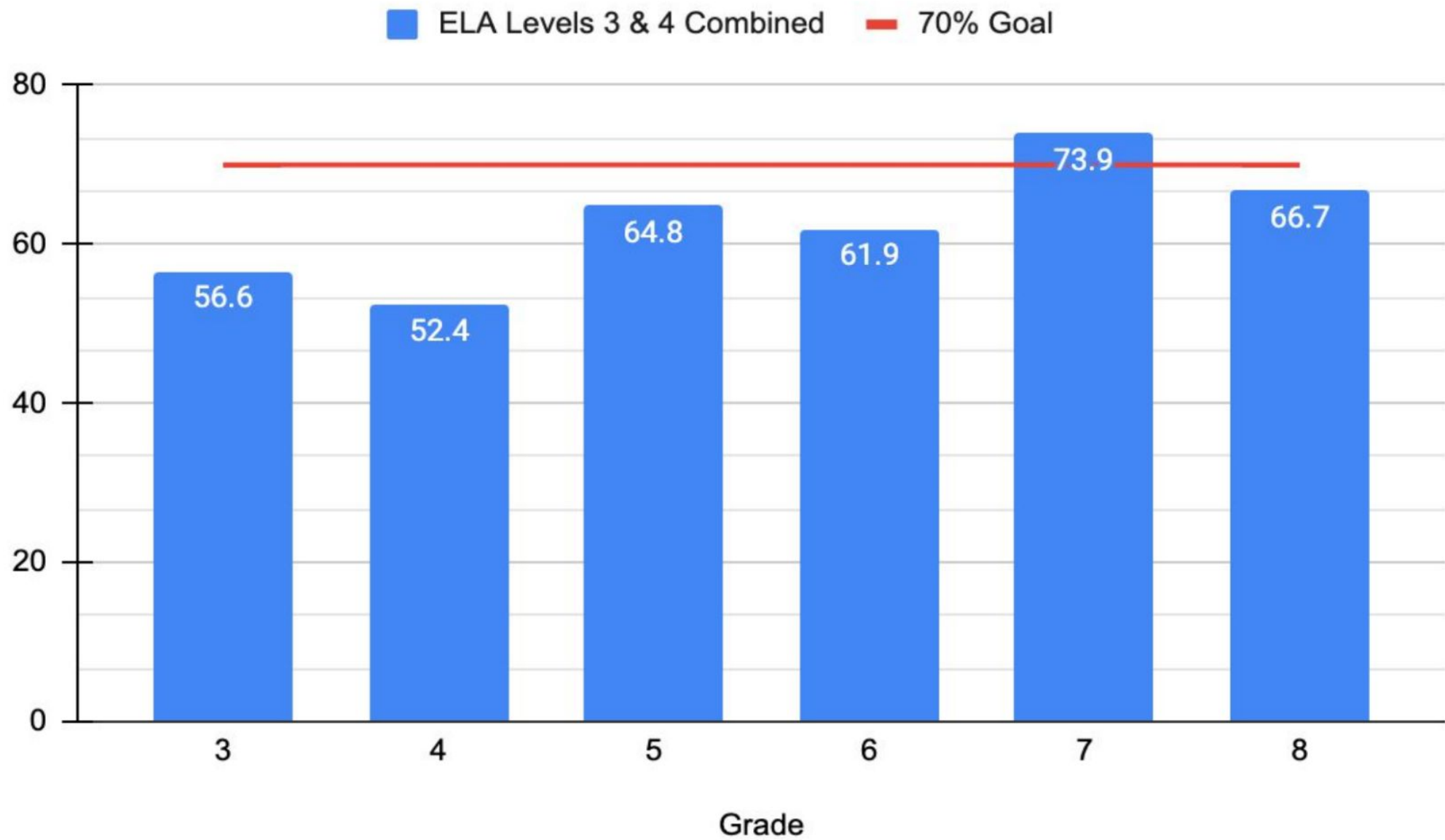
2023 SBAC & NGSS Scores % of Students at Levels 3 & 4

	<u>Math</u>	<u>ELA</u>	<u>NGSS</u>
State of CT	43%	49%	49%
Somers	54%	63%	62%

Somers Grade-Level SBAC & NGSS Achievement Data







NGSS Achievement Data

% of Students at Levels 3 and 4

Year	<u>Grade 5</u>	Year	<u>Grade 8</u>	Year	<u>Grade 11</u>
2019	64%	2019	66%	2019	41%
2020	COVID- No Data	2020	COVID- No Data	2020	COVID- No Data
2021*	56%	2021*	66%	2021*	56%
2022	53%	2022	49%	2022	46%
2023	64%	2023	69%	2023	52%

Somers SBAC Cohort Data



ELA and Math SBAC Cohort Achievement Data

% of Students at Levels 3 and 4

Class of 2027			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2018	3	57	59
2019	4	64	60
2020	5	COVID- No Data	
2021*	6	68	42
2022	7	70	47
2023	8	67	52

Class of 2028			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2019	3	73	53
2020	4	COVID- No Data	
2021*	5	67	58
2022	6	67	63
2023	7	74	68

Class of 2029			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2020	3	COVID- No Data	
2021*	4	54	44
2022	5	55	36
2023	6	62	38

Class of 2030			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2021*	3	47	39
2022	4	56	50
2023	5	65	56

Class of 2031			
<u>Year</u>	<u>Gr. Level</u>	<u>ELA</u>	<u>Math</u>
2022	3	52	49
2023	4	52	52

			Level 1		Level 2		Level 3		Level 4		Levels 3&4	
Year	School	Subject	Count	%	Count	%	Count	%	Count	%	Count	%
2022-23	MBA	ELA	31	▼10.3%	67	22.3%	134	▲44.7%	68	22.7%	202	▲67.3%
2021-22	MBA	ELA	38	14.1%	54	20.0%	116	43.0%	62	23.0%	178	65.9%
2018-19	MBA	ELA	63	20%	74	23.5%	121	38.4%	57	18.1%	178	56.5%
2022-23	SES	ELA	62	▼20.2%	67	▼21.8%	85	27.7%	93	▲30.3%	178	▲58%
2021-22	SES	ELA	65	21.7%	71	23.7%	92	30.8%	71	23.7%	163	54.5%
2018-19	SES	ELA	42	16%	46	17.4%	88	33.2%	89	33.6%	177	66.8%
2022-23	MBA	Math	62	▼20.7%	82	27.3%	86	▲28.7%	70	23.3%	156	▲52%
2021-22	MBA	Math	61	22.6%	73	27.0%	72	26.7%	64	23.7%	136	50.4%
2018-19	MBA	Math	50	16%	104	33.1%	88	28.0%	72	22.9%	160	51.0%
2022-23	SES	Math	41	▼13.4%	97	▼31.6%	85	27.7%	84	▲27.4%	169	▲55%
2021-22	SES	Math	61	20.4%	104	34.8%	89	29.8%	45	15.1%	134	44.8%
2018-19	SES	Math	39	15%	76	28.7%	86	32.5%	64	24.2%	150	56.6%



SBAC & NGSS District Comparisons



The District Reference Groups (DRGs)



- All districts assigned a DRG Letter (A-I)
- DRG A: districts viewed as the highest socioeconomic status.
- Last updated in 2006
- Somers is one of 30 districts in DRG C

District Comparison List

DRG C Districts

Bolton
Canton
Ellington
Somers
Suffield
Tolland

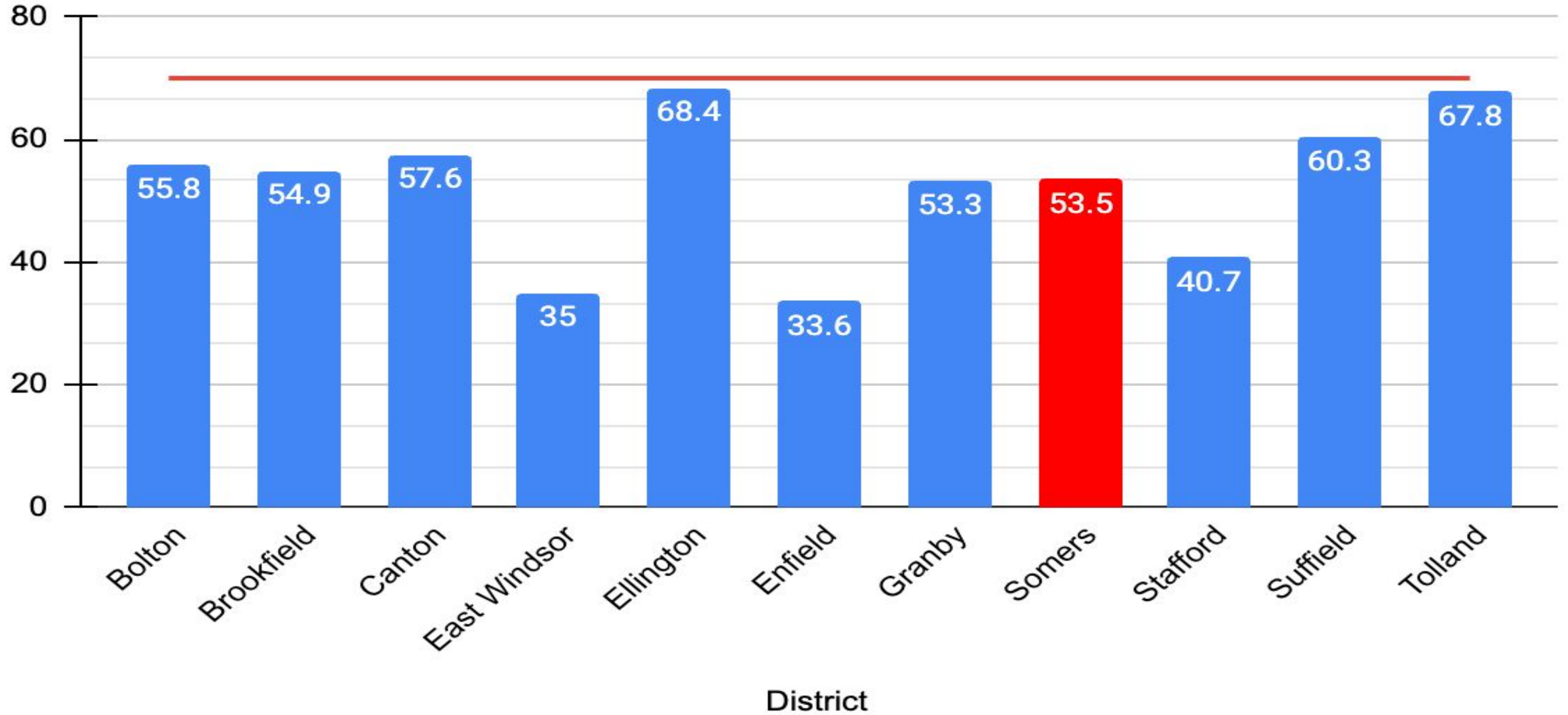
DRG B Districts

Granby
Brookfield

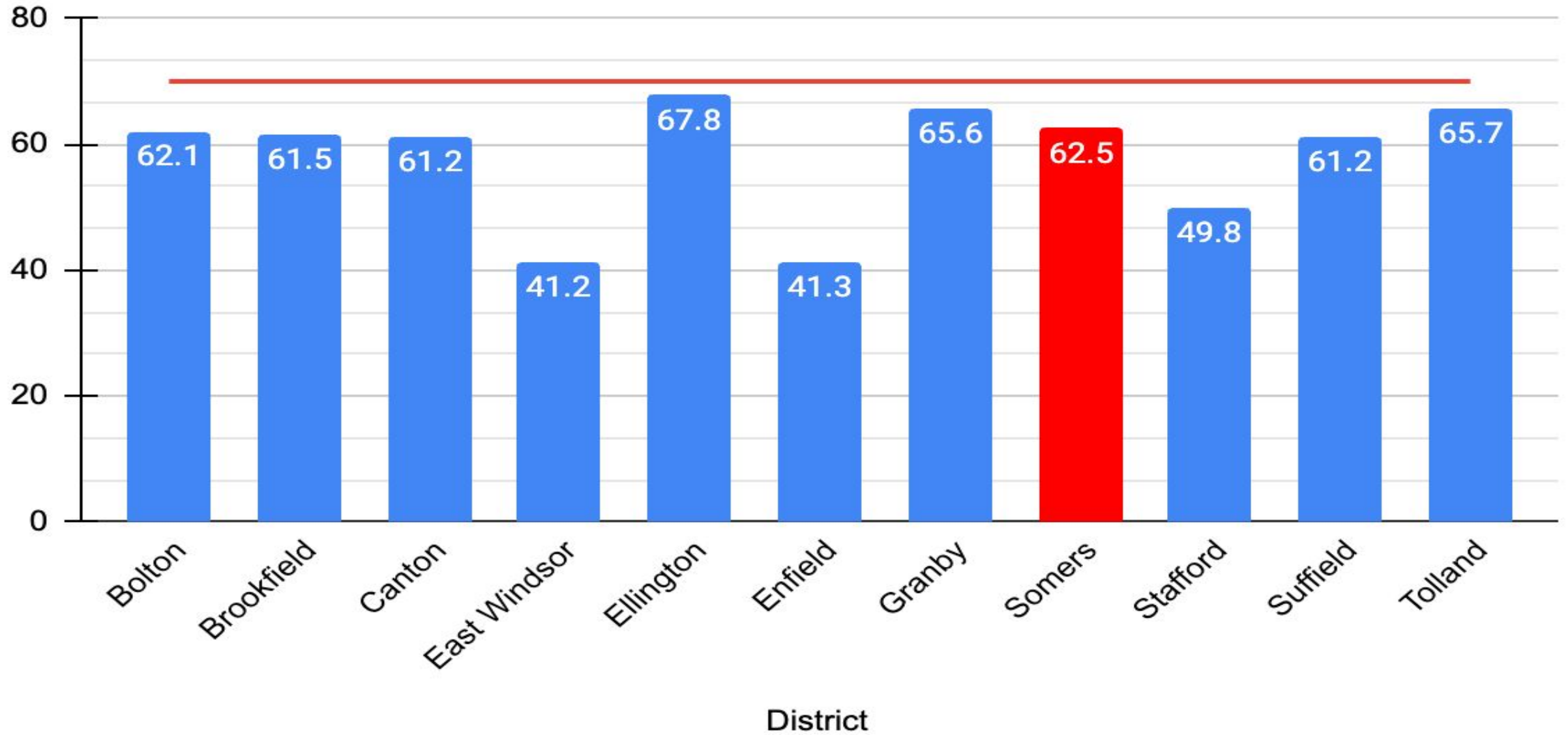
Surrounding Districts

East Windsor
Enfield
Stafford

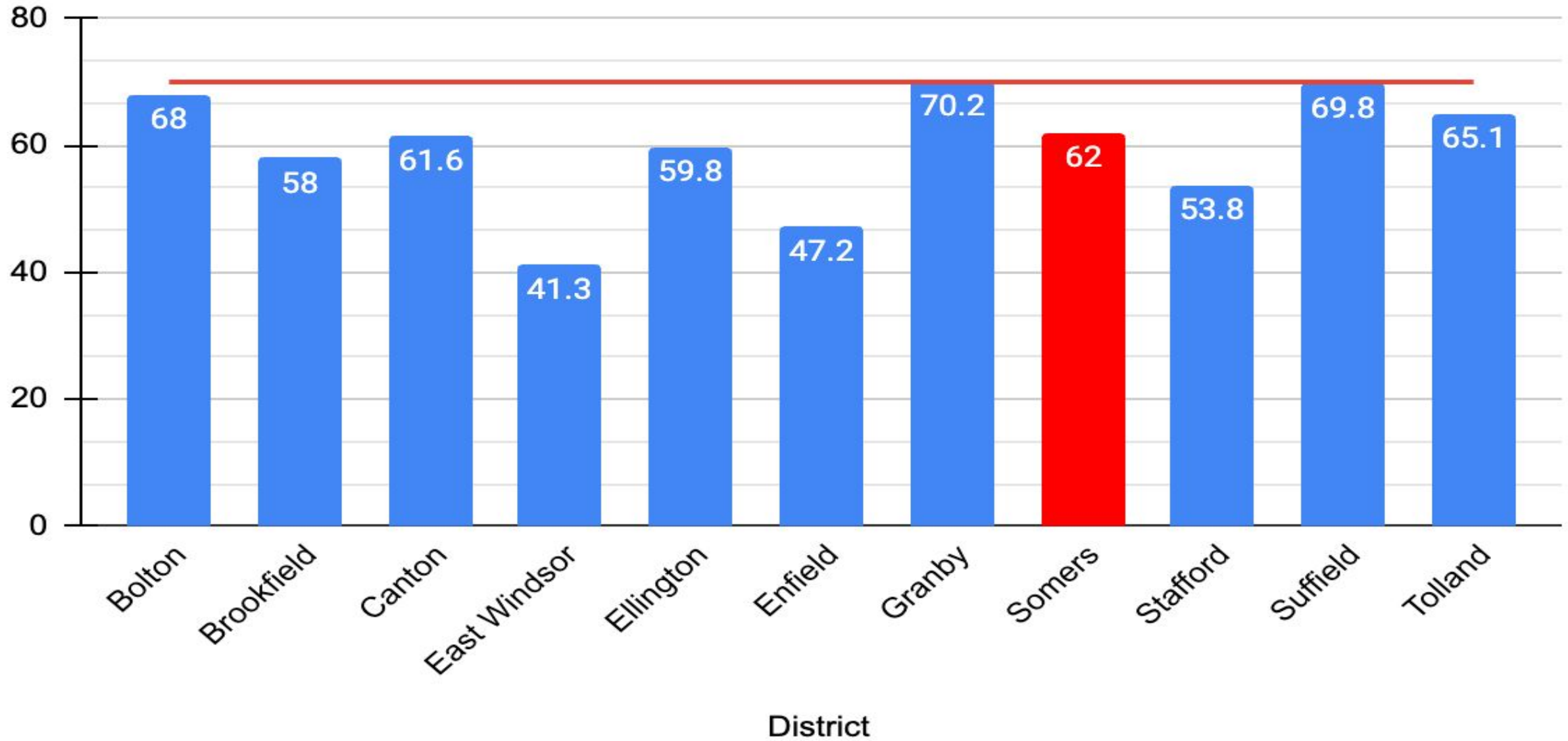
Math Levels 3 & 4 Combined Goal 70%



■ ELA Levels 3 & 4 Combined — Goal 70%



■ NGSS Levels 3 & 4 Combined — Goal 70%



SAT Data





- Open to all enrolled Juniors.
- Assessment occurs annually in the Spring.
- Participation is strongly encouraged **but** optional.
- Shifting to digital test administration.

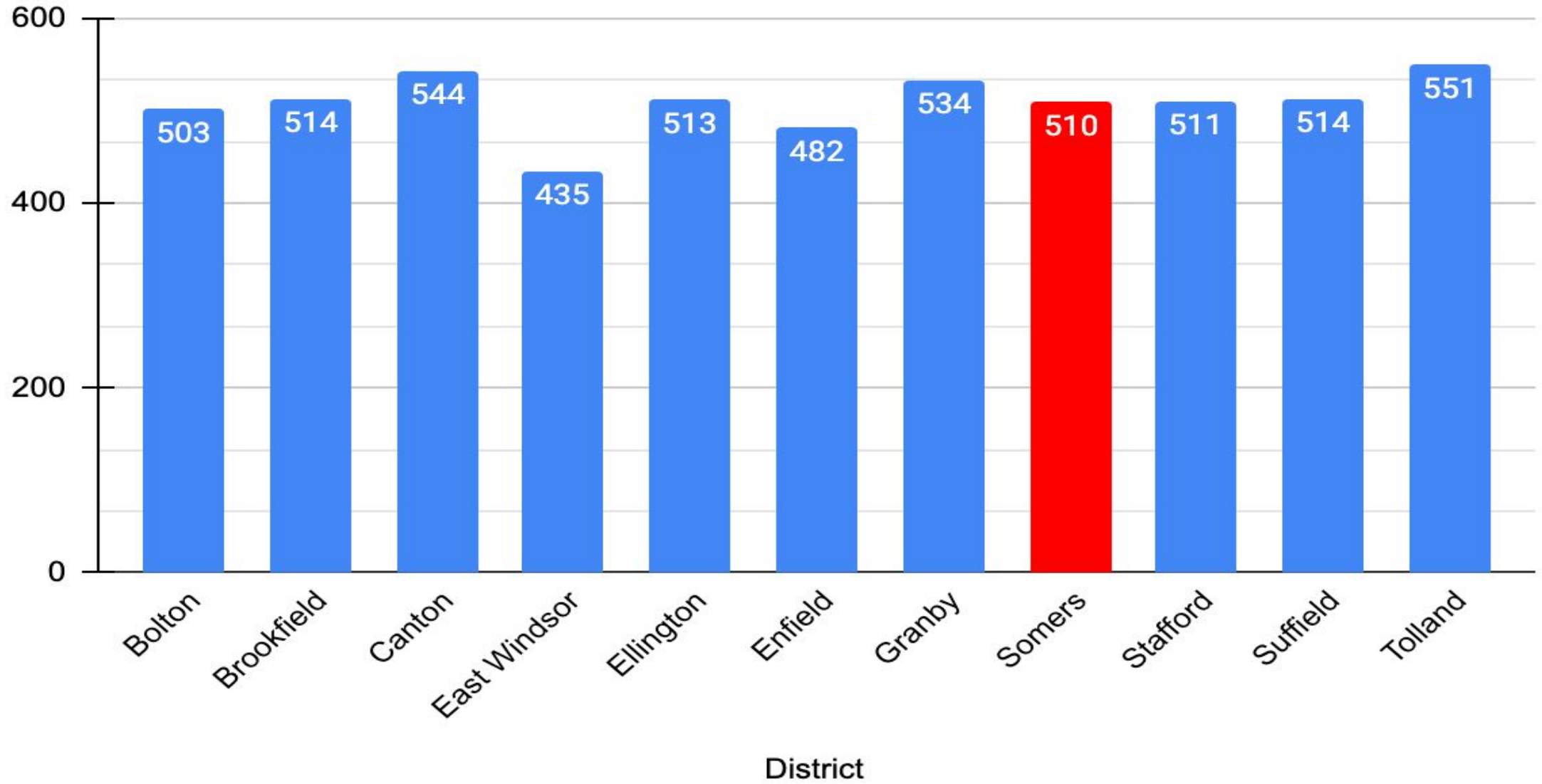
SAT Average Scores 2023

	Total Score 400-1600	ERW Score 200-800	Math Score 200-800
Connecticut	975	493	482
Somers (99 testers)	1026	516	510

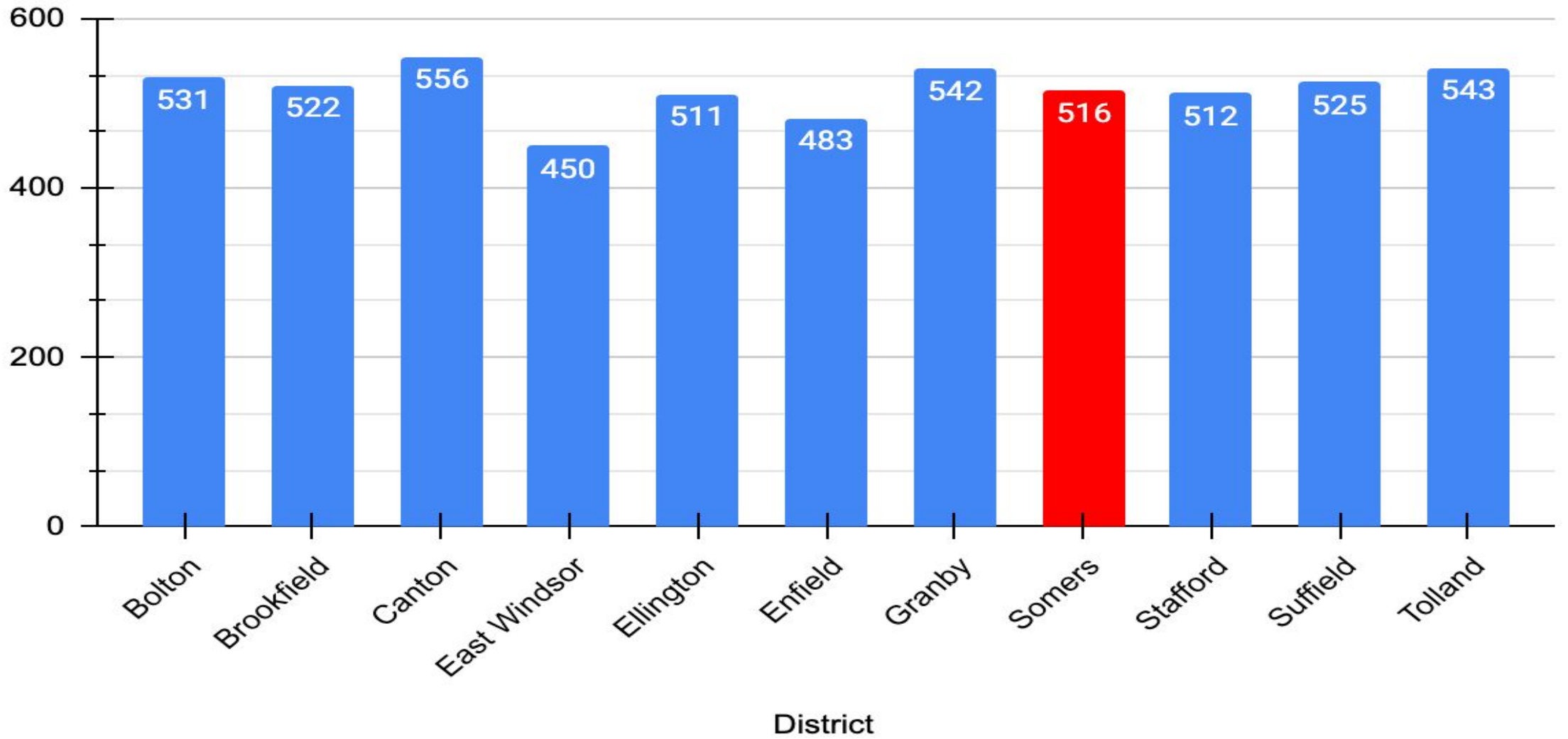
Somers SAT Data

<u>Year</u>	<u># of Testers</u>	<u>Avg. Score</u>	<u>Avg. ELA</u>	<u>Avg. Math</u>
2017	106	1095	553	542
2018	119	1079	548	531
2019	124	1045	524	521
2020	COVID- No Test Administration at SHS			
2021*	106	1057	535	523
2022	105	1044	521	523
2023	99	1026	516	510

SAT Average Math Score



SAT Average ELA Score



Growth Report: Class of 2024 Fall Tests | Evidence-Based Reading and Writing

Long-Term Growth

The graph and table below show how your students' mean scores changed between tests. These are the mean scores of students who took the same tests in the same season.

At **Somers High School**, this group includes **74 students in the class of 2024**.

When they took the **SAT Spring 2023 in 11th grade** their mean ERW score was **520**, which **meets or exceeds the benchmark**. It's also **within the range projected** from their previous test.

Test	Test Takers	Students Who Took All Tests	Mean Evidence-Based Reading and Writing Score	Projected Mean Score*	Benchmark
PSAT 8/9 Fall 2020 (9th grade)	Not Tested				
PSAT/NMSQT Fall 2021 (10th grade)	96	74	470	N/A	460
PSAT/NMSQT Fall 2022 (11th grade)	98	74	480	480-520	460
SAT Spring 2023 (11th grade)	99	74	520	480-520	480
SAT Fall 2023 (12th grade)	Not included in the report				

Growth Report: Class of 2024 Fall Tests | Math

Long-Term Growth

The graph and table below show how your students' mean scores changed between tests. These are the mean scores of students who took the same tests in the same season.

At **Somers High School**, this group includes **74 students in the class of 2024**.

When they took the **SAT Spring 2023 in 11th grade** their mean Mathscore was **520**, which is **approaching the benchmark**. It's also **the range projected** from their previous test.

Test	Test Takers	Students Who Took All Tests	Mean Math Score	Projected Mean Score*	Benchmark
PSAT 8/9 Fall 2020 (9th grade)	Not Tested				
PSAT/NMSQT Fall 2021 (10th grade)	96	74	460	N/A	510
PSAT/NMSQT Fall 2022 (11th grade)	98	74	470	470-510	510
SAT Spring 2023 (11th grade)	99	74	520	470-510	530
SAT Fall 2023 (12th grade)	Not included in the report				

AP Data



AP[®]

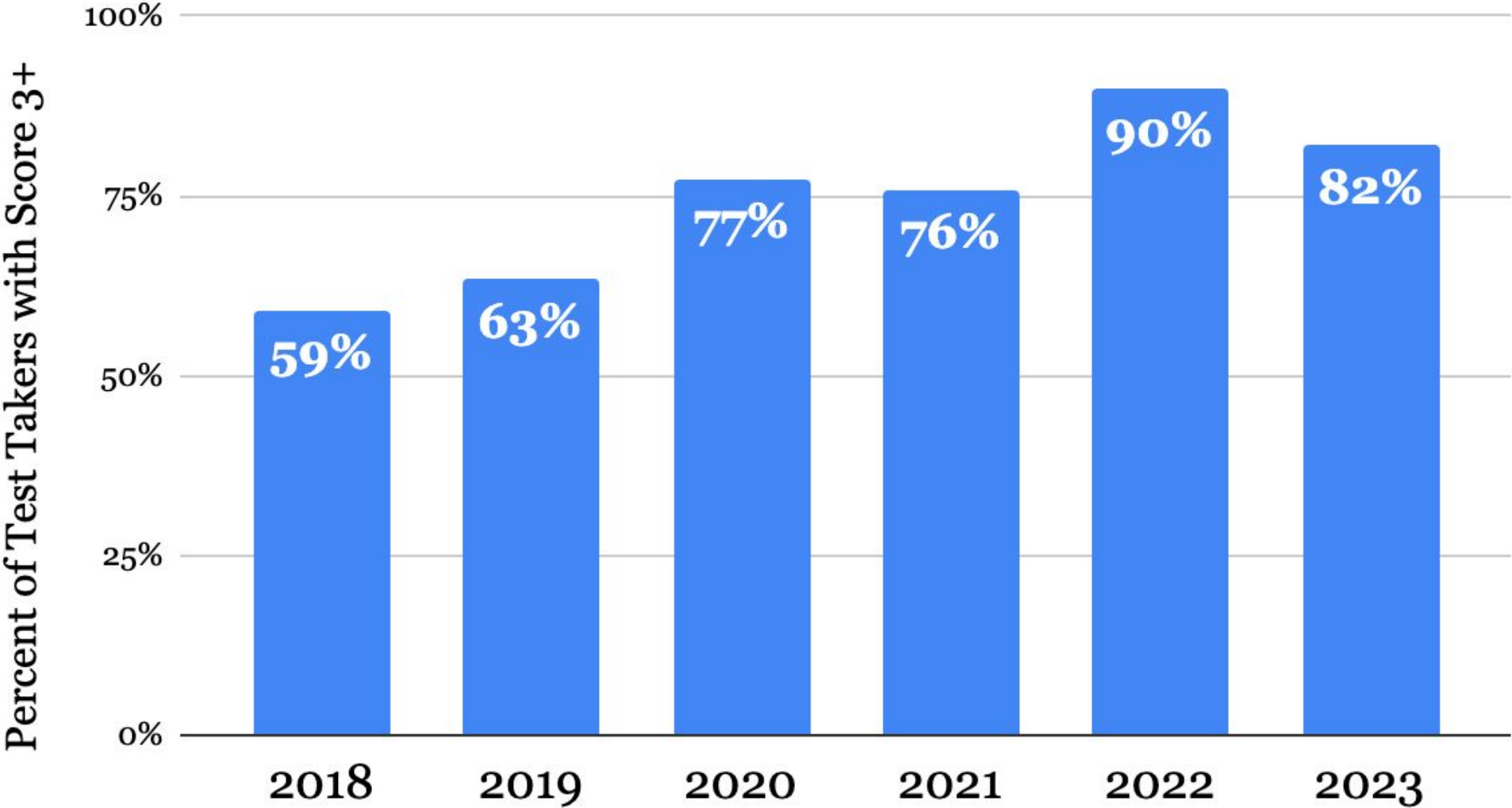
 **CollegeBoard**

- ✓ A score of **3 or higher** is generally considered good
- ✓ Keep in mind that every college sets its own policy about AP credit

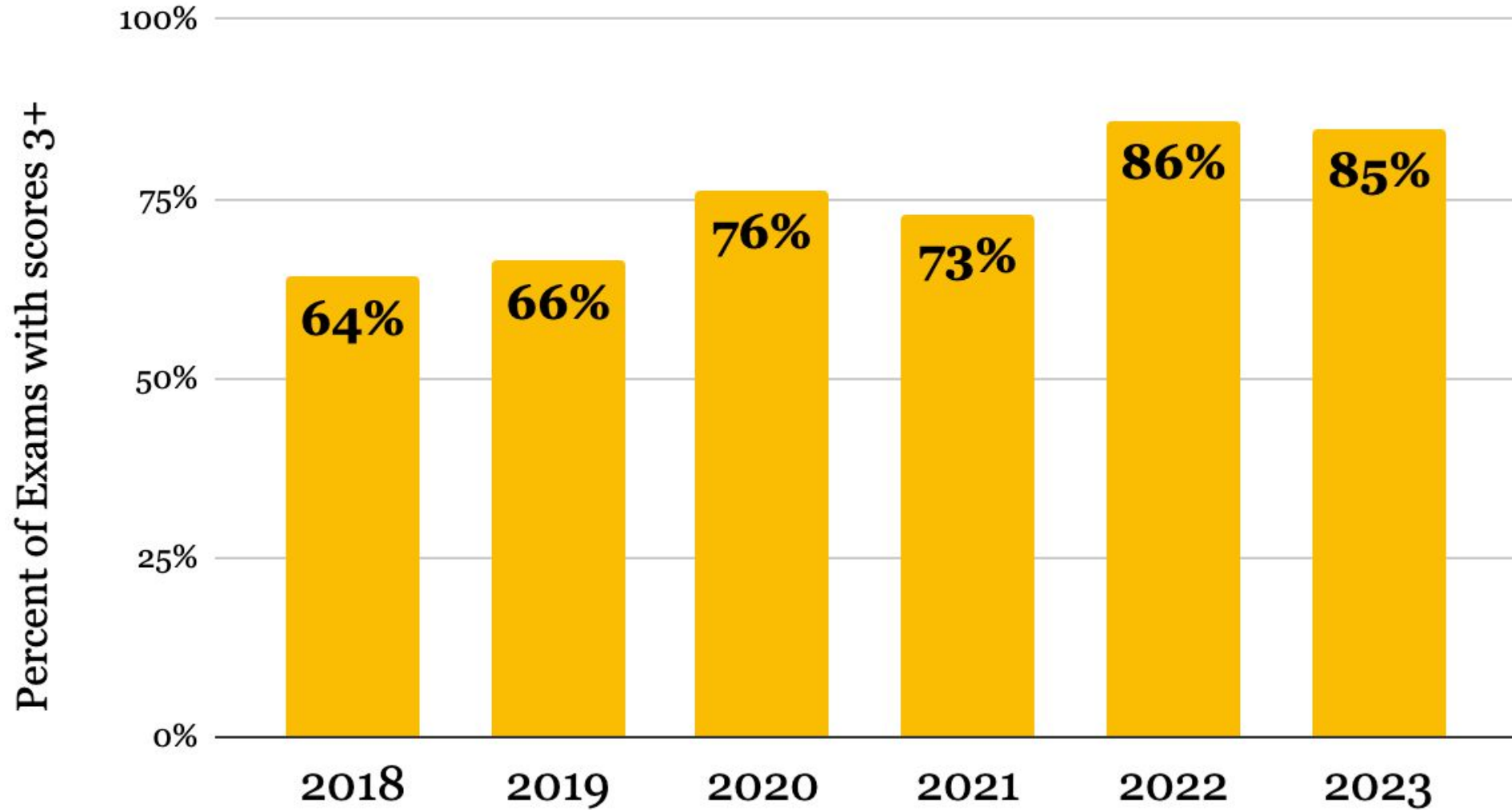
AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	---
1	No recommendation	---

2023	<u>Score Distribution</u>					
<u>Subjects</u>	1	2	3	4	5	Total Exams
AP Calculus				2	5	7
AP Comp. Science			3		2	5
AP Physics			2	1		3
AP Psych.	2	2	9	14	3	30
AP Studio Art			1	1		2
AP Chemistry	1	4	9	3	1	18
AP English Lang. & Comp.		1	10	5	2	18
AP US History		8	5	1	2	16
AP World History	1		3	1		5
AP Biology			2		1	3
AP Lit. and Comp.			5	10	3	18
Totals	4	15	49	38	19	125

Percent of AP Test Takers Scoring 3+

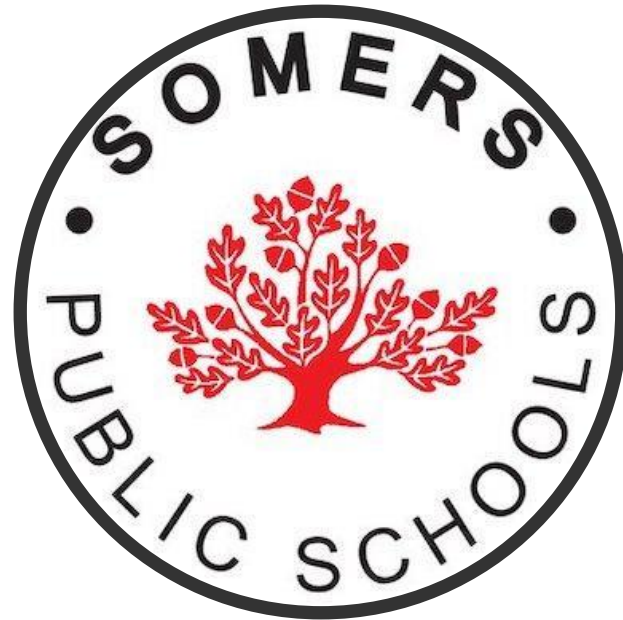


Percent of Exams with scores 3+



Closing Thoughts

Dr. Galloway



2023-2024

Monthly Report

(Through 10/31/2023)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	11,890,609	(72,261)	11,818,348	2,352,860	9,430,071	11,782,930	35,418	0.30%
	Secretaries/Paraprofessionals	2,284,949	95,006	2,379,955	642,640	1,644,373	2,287,014	92,941	4.07%
	Administrators	1,743,659	9,829	1,753,488	624,403	1,089,467	1,713,870	39,618	2.27%
	Custodians/Maintainers	957,390	305	957,695	335,253	585,822	921,074	36,621	3.83%
	Other Instructional	521,983	(34,216)	487,767	124,457	337,181	461,638	26,129	5.01%
	Nurses	289,869	3,272	293,141	56,237	234,376	290,613	2,528	0.87%
	Medical Advisor	1,500	0	1,500	0	1,500	1,500	0	0.00%
	SUBTOTAL	17,689,959	1,935	17,691,894	4,135,849	13,322,789	17,458,639	233,255	1.32%
Insurance & Benefits	Health Insurance	3,608,118	(12,168)	3,595,950	1,215,990	2,306,061	3,522,051	73,899	2.05%
	Social Security	549,550	20,000	569,550	161,399	410,851	572,250	(2,700)	-0.49%
	Pension	227,832	0	227,832	59,420	168,413	227,832	0	0.00%
	Worker's Comp	100,000	(9,493)	90,507	45,372	45,135	90,507	0	0.00%
	Property / Liability	98,525	346	98,871	55,947	42,924	98,871	0	0.00%
	Long Term Disability	47,000	0	47,000	12,680	28,300	40,980	6,020	12.81%
	Life Insurance	32,000	0	32,000	6,569	13,923	20,492	11,508	35.96%
	School Board Legal	10,000	0	10,000	2,500	7,500	10,000	0	0.00%
	Unemployment	10,000	0	10,000	13,173	30,000	43,173	(33,173)	-331.73%
	OPEB	28,089	0	28,089	0	28,089	28,089	0	0.00%
SUBTOTAL	4,711,114	(1,315)	4,709,799	1,573,049	3,081,195	4,654,244	55,555	1.18%	
Tuition	Special Education	1,040,421	(158,922)	881,499	127,233	733,527	860,759	20,740	1.99%
	Non-Special Education	134,000	25,885	159,885	45,202	111,325	156,527	3,358	2.51%
	SUBTOTAL	1,174,421	(133,037)	1,041,384	172,435	844,852	1,017,286	24,098	2.05%
Transportation	Regular Transportation	933,796	0	933,796	120,389	813,407	933,796	0	0.00%
	Special Education Transportation	350,000	58,278	408,278	83,359	374,454	457,812	(49,534)	-14.15%
	Athletics/Field Trips	39,850	0	39,850	827	32,500	33,327	6,523	16.37%
	SUBTOTAL	1,323,646	58,278	1,381,924	204,575	1,220,360	1,424,935	(43,011)	-3.25%
Utilities	Electricity	473,000	0	473,000	84,027	316,319	400,346	72,654	15.36%
	Fuel	163,950	(186)	163,764	1,190	164,078	165,268	(1,504)	-0.92%
	Telephones	36,300	0	36,300	10,421	21,922	32,343	3,957	10.90%
	SUBTOTAL	673,250	(186)	673,064	95,638	502,319	597,957	75,107	11.16%
Maintenance	General/Dept Maint	634,040	8,200	642,240	312,813	329,427	642,240	0	0.00%
	Custodial Supplies	48,000	0	48,000	41,056	6,612	47,668	332	0.69%
	SUBTOTAL	682,040	8,200	690,240	353,870	336,039	689,908	332	0.05%
Instructional Resources	Books, Textbooks, Workbooks	149,953	0	149,953	109,322	5,938	115,261	34,692	23.14%
	Technology AV Materials	101,230	0	101,230	95,591	8,405	103,996	(2,766)	-2.73%
	General & Dept Supplies	176,810	0	176,810	50,018	30,974	80,992	95,818	54.19%
	SUBTOTAL	427,993	0	427,993	254,931	45,318	300,249	127,744	29.85%
Extracurricular	Coaches	193,225	16,125	209,350	51,661	157,689	209,350	0	0.00%
	Activity Advisors	60,349	0	60,349	0	60,349	60,349	0	0.00%
	Athletic/Academic Act	95,450	0	95,450	9,689	85,761	95,450	0	0.00%
	SUBTOTAL	349,024	16,125	365,149	61,349	303,800	365,149	0	0.00%
Equipment	New and Replacement	249,000	0	249,000	184,652	42,800	227,452	21,548	8.65%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	181,185	0	181,185	56,114	107,345	163,459	17,726	9.78%
ARP Municipal	Offset	(50,000)	50,000	0	0	0	0	0	
GRAND TOTAL		27,411,632	0	27,411,632	7,092,462	19,806,816	26,899,278	512,354	1.87%

As of 11/1/2023

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1041

Voucher Date: 11/13/2023

Prepared By:

P Bergamini
Printed: 11/08/2023 01:08:29 PM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$535,067.94 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Stephanie Levin
Stephanie Levin Director of Business Services

SOMERS BOARD OF EDUCATION

Fund		Amount
10	GENERAL FUND	\$534,956.87
30	ACTIVITY	\$111.07
		\$535,067.94

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 11/13/2023

To Date: 11/13/2023

From Check: 24123

To Check: 24203

From Voucher: 1041

To Voucher: 1041

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24123	11/13/2023	A&D Portable Rentals	\$285.00	1041	Printed	Expense	<input type="checkbox"/>		
24124	11/13/2023	Alternative Access Assistive Technology	\$7,945.00	1041	Printed	Expense	<input type="checkbox"/>		
24125	11/13/2023	Amazon Capital Services	\$10,187.56	1041	Printed	Expense	<input type="checkbox"/>		
24126	11/13/2023	American Time	\$555.94	1041	Printed	Expense	<input type="checkbox"/>		
24127	11/13/2023	Anthem Blue Cross and Blue Shield	\$269,311.95	1041	Printed	Expense	<input type="checkbox"/>		
24128	11/13/2023	Avery Septic Service	\$150.00	1041	Printed	Expense	<input type="checkbox"/>		
24129	11/13/2023	Bergamini, Lisa	\$31.44	1041	Printed	Expense	<input type="checkbox"/>		
24130	11/13/2023	Brown Small Engine Repair	\$229.00	1041	Printed	Expense	<input type="checkbox"/>		
24131	11/13/2023	BSN Sports LLC	\$2,047.80	1041	Printed	Expense	<input type="checkbox"/>		
24132	11/13/2023	C&A Distributors, Inc.	\$49.97	1041	Printed	Expense	<input type="checkbox"/>		
24133	11/13/2023	CABE	\$304.96	1041	Printed	Expense	<input type="checkbox"/>		
24134	11/13/2023	CAPP USA	\$486.73	1041	Printed	Expense	<input type="checkbox"/>		
24135	11/13/2023	CHLIC	\$11,043.38	1041	Printed	Expense	<input type="checkbox"/>		
24136	11/13/2023	Cleaning Stuff	\$60.18	1041	Printed	Expense	<input type="checkbox"/>		
24137	11/13/2023	Clear Water Industries	\$233.33	1041	Printed	Expense	<input type="checkbox"/>		
24138	11/13/2023	CLG Electric LLC	\$470.00	1041	Printed	Expense	<input type="checkbox"/>		
24139	11/13/2023	Colonial Flower Shoppe	\$305.00	1041	Printed	Expense	<input type="checkbox"/>		
24140	11/13/2023	Conjuguemos	\$165.00	1041	Printed	Expense	<input type="checkbox"/>		
24141	11/13/2023	COX Business	\$958.57	1041	Printed	Expense	<input type="checkbox"/>		
24142	11/13/2023	Creative Language Class	\$200.00	1041	Printed	Expense	<input type="checkbox"/>		
24143	11/13/2023	Curriculum Associates, Inc.	\$123.25	1041	Printed	Expense	<input type="checkbox"/>		
24144	11/13/2023	DBS Financial Services LLC	\$1,734.42	1041	Printed	Expense	<input type="checkbox"/>		
24145	11/13/2023	DG Graphics	\$515.52	1041	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

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From Date: 11/13/2023
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From Voucher: 1041

To Date: 11/13/2023
To Check: 24203
To Voucher: 1041

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24146	11/13/2023	Dime Oil Company LLC	\$9,133.86	1041	Printed	Expense	<input type="checkbox"/>		
24147	11/13/2023	Elan Financial Services	\$1,881.49	1041	Printed	Expense	<input type="checkbox"/>		
24148	11/13/2023	Ellington Board of Education	\$2,175.00	1041	Printed	Expense	<input type="checkbox"/>		
24149	11/13/2023	Environmental Systems Corp.	\$3,940.00	1041	Printed	Expense	<input type="checkbox"/>		
24150	11/13/2023	Eversource Energy	\$11,737.74	1041	Printed	Expense	<input type="checkbox"/>		
24151	11/13/2023	FireTech	\$1,113.50	1041	Printed	Expense	<input type="checkbox"/>		
24152	11/13/2023	First Student, Inc	\$114,542.79	1041	Printed	Expense	<input type="checkbox"/>		
24153	11/13/2023	Flinn Scientific, Inc.	\$281.23	1041	Printed	Expense	<input type="checkbox"/>		
24154	11/13/2023	Garsal Industries	\$67.09	1041	Printed	Expense	<input type="checkbox"/>		
24155	11/13/2023	Gateway Enterprise Corporation	\$158.00	1041	Printed	Expense	<input type="checkbox"/>		
24156	11/13/2023	Gengras Center	\$12,600.00	1041	Printed	Expense	<input type="checkbox"/>		
24157	11/13/2023	Graduate Pest Solutions, Inc.	\$440.40	1041	Printed	Expense	<input type="checkbox"/>		
24158	11/13/2023	Grainger	\$699.45	1041	Printed	Expense	<input type="checkbox"/>		
24159	11/13/2023	Granite City Electric Supply	\$174.10	1041	Printed	Expense	<input type="checkbox"/>		
24160	11/13/2023	Home Depot Credit Services	\$119.96	1041	Printed	Expense	<input type="checkbox"/>		
24161	11/13/2023	Hooker & Holcombe, Inc	\$3,250.00	1041	Printed	Expense	<input type="checkbox"/>		
24162	11/13/2023	IXL Learning	\$825.00	1041	Printed	Expense	<input type="checkbox"/>		
24163	11/13/2023	JP Climate Control LLC	\$1,147.50	1041	Printed	Expense	<input type="checkbox"/>		
24164	11/13/2023	K&S Distributors	\$552.90	1041	Printed	Expense	<input type="checkbox"/>		
24165	11/13/2023	Kelly Refrigeration & Freezer	\$575.00	1041	Printed	Expense	<input type="checkbox"/>		
24166	11/13/2023	Lakeshore Learning	\$142.30	1041	Printed	Expense	<input type="checkbox"/>		
24167	11/13/2023	LifeLoc	\$800.00	1041	Printed	Expense	<input type="checkbox"/>		
24168	11/13/2023	Literacy Resources, LLC	\$480.60	1041	Printed	Expense	<input type="checkbox"/>		
24169	11/13/2023	MagnaKleen Services	\$108.61	1041	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

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To Check: 24203
To Voucher: 1041

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24170	11/13/2023	Math Learning Center	\$2,376.00	1041	Printed	Expense	<input type="checkbox"/>		
24171	11/13/2023	Michael R. Ricci	\$800.00	1041	Printed	Expense	<input type="checkbox"/>		
24172	11/13/2023	Minuteman Press	\$109.45	1041	Printed	Expense	<input type="checkbox"/>		
24173	11/13/2023	NAPA Auto Parts	\$23.00	1041	Printed	Expense	<input type="checkbox"/>		
24174	11/13/2023	Newstripe, Inc	\$38.00	1041	Printed	Expense	<input type="checkbox"/>		
24175	11/13/2023	Nuso, LLC	\$111.43	1041	Printed	Expense	<input type="checkbox"/>		
24176	11/13/2023	OTIS Elevator Company	\$721.57	1041	Printed	Expense	<input type="checkbox"/>		
24177	11/13/2023	Partners for Educational Leadership, Inc	\$1,000.00	1041	Printed	Expense	<input type="checkbox"/>		
24178	11/13/2023	Paxton/Patterson LLC	\$72.50	1041	Printed	Expense	<input type="checkbox"/>		
24179	11/13/2023	Pitney Bowes Bank Inc Reserve Act	\$7,850.00	1041	Printed	Expense	<input type="checkbox"/>		
24180	11/13/2023	Pro-Ed, Inc.	\$92.40	1041	Printed	Expense	<input type="checkbox"/>		
24181	11/13/2023	RPS Associates of N.E. Inc.	\$1,575.00	1041	Printed	Expense	<input type="checkbox"/>		
24182	11/13/2023	Rusty Klin LLC	\$1,764.00	1041	Printed	Expense	<input type="checkbox"/>		
24183	11/13/2023	School Specialty, LLC	\$142.00	1041	Printed	Expense	<input type="checkbox"/>		
24184	11/13/2023	Shannin Burns	\$109.26	1041	Printed	Expense	<input type="checkbox"/>		
24185	11/13/2023	Shipman & Goodman, LLP	\$1,959.50	1041	Printed	Expense	<input type="checkbox"/>		
24186	11/13/2023	Silktown Roofing	\$1,241.05	1041	Printed	Expense	<input type="checkbox"/>		
24187	11/13/2023	Somers Lunch Program	\$277.50	1041	Printed	Expense	<input type="checkbox"/>		
24188	11/13/2023	Somers Star Hardware	\$236.30	1041	Printed	Expense	<input type="checkbox"/>		
24189	11/13/2023	Suffield Board of Education	\$3,411.50	1041	Printed	Expense	<input type="checkbox"/>		
24190	11/13/2023	The Hartford	\$5,251.82	1041	Printed	Expense	<input type="checkbox"/>		
24191	11/13/2023	The Home Depot Pro	\$472.87	1041	Printed	Expense	<input type="checkbox"/>		
24192	11/13/2023	The OMNI Group_V60983	\$22.00	1041	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

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To Date: 11/13/2023
 To Check: 24203
 To Voucher: 1041

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24193	11/13/2023	Town of Somers	\$8,630.56	1041	Printed	Expense	<input type="checkbox"/>		
24194	11/13/2023	Treasurer, State of Connecticut	\$2,205.00	1041	Printed	Expense	<input type="checkbox"/>		
24195	11/13/2023	United Ag & Turf NE	\$246.10	1041	Printed	Expense	<input type="checkbox"/>		
24196	11/13/2023	Valley Educational Services	\$6,334.56	1041	Printed	Expense	<input type="checkbox"/>		
24197	11/13/2023	Verizon Wireless	\$398.61	1041	Printed	Expense	<input type="checkbox"/>		
24198	11/13/2023	W.B. Mason Co., Inc.	\$3,713.00	1041	Printed	Expense	<input type="checkbox"/>		
24199	11/13/2023	Walch & Company, Inc	\$500.00	1041	Printed	Expense	<input type="checkbox"/>		
24200	11/13/2023	West Hartford Lock Co. LLC	\$2,531.51	1041	Printed	Expense	<input type="checkbox"/>		
24201	11/13/2023	Worthington Direct	\$1,822.05	1041	Printed	Expense	<input type="checkbox"/>		
24202	11/13/2023	Xerox Corporation	\$3,811.58	1041	Printed	Expense	<input type="checkbox"/>		
24203	11/13/2023	Zoro Tools Inc	\$877.30	1041	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$535,067.94

End of Report

Evaluation of the Superintendent

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

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

Evaluation Format:

The board shall evaluate and assess the performance of the superintendent twice annually. The evaluations shall be completed as of ~~December 30~~ January 30 and June 30 of each year. The evaluation and assessment shall be reasonably related to the goals and objectives of the district for the year in question. The evaluation format shall be reasonably objective and shall contain at least the following criteria: Board of Education interactions, educational leadership, community/public relations, organizational management, human resources management, and personal qualities.

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

Evaluation Process Timeline

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

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

Second Board Meeting in May: Board meets in executive session to discuss end of the year evaluation based on ~~domains set forth in this policy~~ the goals of the superintendent and the

format developed by the Board. Board Chair and Vice Chair ~~compiles~~ compile information to generate end of the year written evaluation

~~First Board Meeting in June:~~ Prior to Second Meeting in June: The Superintendent submits to the Chair and Vice Chair a proposed compensation package.

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

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

Adopted: January 26, 1987

Revised: November 23, 1998

Revised: June 25, 2018

PERSONNEL - CERTIFICATED/NON-CERTIFICATED

Nondiscrimination:

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

[“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.](#)

The District recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee's age, date of birth, dates of attendance at or date of graduation from an educational institution on an initial employment application, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is required to comply with any provision of state or federal law.

Harassment:

No member of the Board or any agent of the Board or any agent of any employee organization may harass any employee or person seeking employment or any member on the basis of sex. " Sexual harassment is defined in Conn. Gen. Stat. §46a-60(b)(8) as any unwelcome sexual advances or request for sexual favors or any conduct of a sexual nature when: (A) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (B) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or, (C) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Discipline:

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

Association Membership:

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

Grievances:

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

Cross Reference in Manual: 0521, 4111, 4211, 4135, 4234.4

Legal Reference: Connecticut General Statutes

31-127 Procedure

31-127a Injunctive powers

31-128 Enforcement of orders. Appeals

Title VII Civil Rights Act as amended by Title IX

Equal Employment Act.

80-285 An Act Concerning Harassment As An Unfair

Employment Practice.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.

Age Discrimination in Employment Act, 29 U.S.C. § 621

Americans with Disabilities Act, 42 U.S.C. § 12101

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

Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L. 110 233, 42 USC 2000ff; 34 CFR 1635

Connecticut General Statutes

10-153 Discrimination on basis of marital status

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

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

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

46a-81a Discrimination on basis of sexual orientation: Definitions

46a-81c Sexual orientation discrimination: Employment.

Public Act 11-55, An Act Concerning Discrimination.

Adopted: May 11, 1981

Revised: May 27, 2008

July 9, 2009

March 12, 2018

September 28, 2020

March 14, 2022

A mandated policy.....

Instruction

Individualized Education Program/Special Education Program

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

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

Instruction

Individualized Education Program/Special Education Program (IEP)

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

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

Planning and Placement Team or Individualized Education Program Team

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

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

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

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

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

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

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

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

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

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

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

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

Instruction

Individualized Education Program/Special Education Program (continued)

Alternate Assessments (continued)

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

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

- (4) A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child’s progress, and
 - Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

Instruction

Individualized Education Program/Special Education Program (continued)

- (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Note: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

- (b) *Transition services.*
 - (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

Instruction

Individualized Education Program/Special Education Program (continued)

- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child;
 - (vii) Communication and physical environment accommodations for the child; and
 - (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

Instruction

Individualized Education Program/Special Education Program

Transfers (continued)

If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

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

Legal Reference: Connecticut General Statutes
 10-76a Definitions (as amended by PA 06-18)
 10-76b State supervision of special education programs and services.
 Regulations. (as amended by PA 12-173)
 10-76d Duties and powers of Boards of Education to provide special
 education programs and services. (as amended by June Special Session PA
 15-5, Sec. 277, PA 19-49, PA 21-46, PA 21-144 and PA 23-137)
 10-76ff Procedures for determining if a child requires special education (as
 amended by PA 06-18)
 10-76g State aid for special education.
 10-76h Special education hearing and review procedure.

Instruction

Individualized Education Program/Special Education Program

Legal Reference: Connecticut General Statutes (continued)

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

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

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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

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

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

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

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

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

Policy adopted:

rev 9/20

rev 7/21

rev 7/23

Students

Directory Information

Directory information or class lists of student names, addresses, and telephone listings shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained majority status.

"Directory information" means one or more of the following items: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, grade levels, [enrollment status](#), [dates of attendance](#), electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent ~~previous public or private school attended by the student~~ [educational agency or institution attended](#).

A student's Social Security Number or student ID number is prohibited from designation as directory information. However, student ID numbers, user ID, or other electronic personal identifiers used by a student to access or communicate in electronic systems may be disclosed only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user's identity such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

~~Military recruiters or institutions of higher learning shall have access to secondary school students names, addresses, and telephone listings unless a secondary student eighteen years of age or older or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents and students of the option to make such a request and shall comply with any request received.~~

ESSA ([Every Student Succeeds Act](#)) requires the release of the student's name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students eighteen years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.

Public Notice

The District will give annual public notice to parents/guardians of students in attendance and students eighteen years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District's option to release such information and the requirement that the District must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents/guardians or eligible students request the District withhold this information and such release would require their written permission. Such notice will be given prior to the release of directory information.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-221b Boards of education to establish written uniform policy re treatment of recruiters.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Act, as amended, added by section 513 of P.L. 93 568, codified at 20 U.S.C. 1232g and Final Rule 34 CFR Part 99, December 9, 2008 and December 2, 2011)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001.

P.L. 114-95 "The Every Student Succeeds Act" Section 8025

Adopted: January 27, 2003

Revised: January 9, 2017