

BOE Meeting Template

Monday, November 25, 2013 7:00 PM

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. Ann Logan, Somers Town Clerk, will swear in new members of the Board of Education before the November 25, 2013 Board of Education Meeting.
2. CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. ELECTION OF OFFICERS
Dr. Suffredini will open the floor for nominations for Chairman, Vice Chairman, and remaining open positions on the Board of Education.
5. Recognition of Service: Barbara Capuano Marc Ciccirella Robert Schmidt
In appreciation for their dedication and service as members of the Somers Board of Education.
6. APPROVAL OF MINUTES 3
7. AUDIENCE TO CITIZENS/STAFF/STUDENTS
1. Guidance Annual Report/Alternative Education Report 7
A brief annual report will be given regarding the Guidance Department and Alternative Education Program at Somers High School.
8. CORRESPONDENCE
9. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
10. CONSENT AGENDA
1. Approval of Bills 9
11. NEW BUSINESS
1. Approval of Electives/Curriculum Course Changes 14
The approval of electives and curriculum changes will be presented by Ms. Pezza. She will be available to answer any questions Board members may have.
2. SHS Field Trip Request to Washington, D.C. 35
Approval for annual trip to Washington, D.C. (May 23-25, 2014) to tour and experience history through the sites and museums. This trip is in conjunction with the AP History Curriculum and is requested by SHS Social Studies Teacher, Philip Goduti.
3. Donation from Somers Athletic Booster Club 38
A check for \$1,800 was donated to Somers Public Schools to help with the purchase of a much needed storage shed at the Somers High School baseball field.
4. Resignation of BOE Recording Secretary 39
Beth Ann Morhardt, BOE Recording Secretary, has given notification of her resignation effective after the December 2, 2013 Board of Education meeting.
12. OLD BUSINESS
13. ADMINISTRATIVE REPORTS
1. Transportation Update
Mr. Boutwell, Director of Business Services will give the board an update on the district's transportation and will answer any questions board members may have.
2. Long Range Plan
14. COMMITTEE REPORTS
1. Budget
2. Curriculum
3. Policy
4. Salary & Negotiations
5. Planning
6. Other Committees

15. OTHER
16. EXECUTIVE SESSION: Discussion of pending federal civil rights lawsuit involving both former student and the parents of such former student. Upon return to open session, the Board may take action related to this case
17. ADJOURNMENT

SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – November 12, 2013

Members Present:	B. Schmidt, B. Devlin, D. Palmer, R. Lees, J. Formeister, B. Capuano, A. Kirkpatrick, S. Bollinger (arrived 7:05 p.m.)
Members Absent:	M. Ciccarella
Administrators Present:	M. Suffredini, K. Pezza, B. Boutwell, D. Messina
Staff Present:	None
Citizens Present:	None
Students Present:	None
Others:	None

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:03 p.m. by D. Palmer in the Mabelle B. Avery Middle School Board of Education meeting room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

It was MOVED (B. Devlin) SECONDED (R. Schmidt) to approve the October 28, 2013 Board of Education meeting minutes as presented. PASSED 8-0

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

K. Pezza, Director of Curriculum, presented information regarding Music, Art and Business programs within the District. Art and Music are provided for every student at SES, with fourth and fifth graders having opportunities to participate in chorus as well as instrumental band. Art continues to be offered to all students at MBA, while music becomes an elective with students able to choose from chorus, band or both. SHS students can elect music courses in vocal or instrumental instruction, or both. Students interested in Art at SHS can select from a number of diverse courses. SHS students interested in business can choose from a variety of courses, including courses that can earn them college credits while still enrolled at SHS.

5.0 CORRESPONDENCE

B. Devlin spoke about an email received from faculty member Kevin Nevins who inquired about the possibility of the Somers District utilizing the day after Halloween for Professional Development. The Board of Education will discuss further at a future meeting while developing the 2014-2015 school calendar.

D. Palmer spoke about the upcoming swearing in of all Board of Education members. Prior to the start of the next scheduled Board of Education meeting on November 25, 2013 newly elected members will be sworn in by Town Clerk, Ann Logan. Following the swearing in of Somers' new Board members, the Board will recognize those members leaving the Board of Education by awarding plaques in appreciation for their service to the Somers Public Schools District.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

It was MOVED (J. Formeister) SECONDED (B. Devlin) to add *Item 8.3 First Warning of Curriculum Committee Recommendations for SHS: Renaming Two Courses, Extension of Two Courses and Addition of Three Language Arts Texts* to the Agenda. PASSED 8-0

7.0 CONSENT AGENDA

It was MOVED (B. Devlin) SECONDED (R. Lees) to accept the Consent Agenda. PASSED 8-0

7.1 Bills

It was MOVED (B. Devlin) SECONDED (R. Lees) to approve the bills as presented.
PASSED 8-0

7.2 Retirement Notification (D. Brown)

Debra Brown, MBA Language Arts Teacher, has submitted her notification of retirement effective at the end of the 2013-2014 school year.

It was MOVED (B. Devlin) SECONDED (R. Lees) to regretfully accept the retirement of D. Brown effective at the end of the 2013-2014 school year, as presented.

7.3 Resignation Notification (S. French)

Ms. Sherri French, MBA Special Education Paraprofessional, will be resigning on December 20, 2013 and has submitted her letter of resignation. Ms. French served Somers Public Schools since 2004.

It was MOVED (B. Devlin) SECONDED (R. Lees) to accept the resignation of S. French effective December 20, 2013, as presented.

7.4 Retirement Notification (M. Carra)

Ms. Maryann Carra, SES Special Education Paraprofessional, has submitted her retirement notification effective December 31, 2013. Ms. Carra has served Somers Public Schools since 1995.

It was MOVED (B. Devlin) SECONDED (R. Lees) to regretfully accept the retirement of M. Carra effective December 31, 2013, as presented.

8.0 NEW BUSINESS

8.1 SHS Graduation Date

The Board discussed the pros and cons of setting the SHS Graduation date earlier in the year to assist in facilitating Safe Graduation festivities. Board conducted discussion only, no action taken. D. Palmer will follow up with the SHS PTSA and report back to the Board.

8.2 Proposed Revision to the Educator Evaluation Plan

It was MOVED (B. Devlin) SECONDED (R. Lees) to approve the revision. PASSED 8-0

8.3 First Warning of Curriculum Committee Recommendations for SHS: Renaming Two Courses, Extension of Two Courses and Addition of Three Language Arts Texts
Computer Applications 1 will be renamed *Personal Finance*. *Computer Applications 2* will be renamed *Integrated Finance*. No action taken.

Half-year *Statistics* course will be extended to a full year course and renamed *Probability and Statistics*. No action taken.

Three nonfiction, autobiographic texts will be added to SHS Language Arts courses. The books are: *I Am Malala*, *Knots in My Yo-Yo String* and *My Life in Dog Years*. No action taken.

9.0 OLD BUSINESS

None

10.0 ADMINISTRATIVE REPORTS

Superintendent Suffredini reported the most recent SHS Pops Concert was a terrific success. Dr. Suffredini also reported that the Administrative Council met to discuss the consistency in Dress Code implementation and enforcement. A draft of an updated policy will be presented to the full board at a meeting prior to the end of the calendar year.

11.0 COMMITTEE REPORTS

Minutes will be taken at all subcommittee meetings.

11.1 Budget – First look at the 2014-2015 budget will be presented at BOE meeting on December 9, 2013

11.2 Curriculum – Information reported in items 8.3, 8.4 and 8.5

11.3 Policy – None

11.4 Salary & Negotiations – Negotiation meetings are scheduled for November 18, 2013 and December 5, 2013. Mediation, if needed, will be held December 12, 2013.

11.5 Planning Committee – B. Boutwell, D. Parker and J. Formeister met to discuss a format of fiscal approach for potential security planning.

11.6 Other Committees
Technology Ad Hoc Committee – None

12.0 OTHER

B. Capuano requested that when the Dress Code is being addressed that financial hardship be considered when deciding on changes to the policy.

13.0 ADJOURNMENT

It was MOVED (B. Devlin) SECONDED (S. Bollinger) to adjourn the regular meeting of the Board of Education at 8:13 p.m. PASSED 8-0

Respectfully submitted,

Rick Lees, Jr., Secretary
Beth Ann Morhardt, Recording Secretary

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

Somers High School
Alternative Education Program Update
BOE Executive Summary
November 2013

This is the sixth year the Alternative Education program is operating at the high school. The current enrollment is 8 students, consisting of 1 Freshman (repeating first two years), 2 Sophomores, 1 Junior, and 3 Seniors. Students can earn credit in English, Math, Science, Social Studies and electives that are necessary to meet graduation requirements. Four students attend elective classes during periods 1 or 2 and then report to the alternative education classroom for the remainder of the day. Students can also receive up to 2 credits for Cooperative Work Experience (per state guidelines: 1 credit each for classroom and work site experience). The program continues to run as a full day program. However, 3 students are on a half-day program (released at 12:10 p.m.) in order to report to work. Presently, 7 students are employed or volunteering in the community.

This year Odysseyware, an online learning program, was implemented. Odysseyware has been well received by the students in Mrs. Delany's program. Odysseyware allows for self-paced and instructor guided learning based on our core curricular standards. Mrs. Delany is finding Odysseyware to be successful for those students needing elective credits as well as credit recovery. In addition to the program being used individually by students, the lessons can be projected and used for whole group instruction.

With the introduction of Odysseyware, teacher support was reduced to two teachers. Each teacher provides instruction for particular courses. Ms. Williams, Somers High School social worker, offers support by conducting a group session with a select group of students one period a week.

**Somers High School
Counseling and Career Center
BOE Executive Summary
November 2013**

The Counseling and Career Center staff has completed the curriculum revisions to be presented to the BOE shortly. We have added a few new lessons for advisory based on these revisions as well as our school climate survey results and goals. Recently, the CCC was instrumental on the development and implementation of our 1st ever Diversity Week, which was an overall success for this new initiative.

Naviance continues to be an instrumental tool in the college/career planning process and the implementation of SSPs. Freshmen recently completed a Learning Style Inventory and workshop to help them gain insight into how they learn best and factors contributing to their academic performance. For the first time, the school counselors worked together with the grade 9/10 PE teachers to co-teach a unit on Goal Setting. Students learned about SMART goals and were asked to develop 5-year, academic and personal goals to input into Naviance. We will co-teach the same lesson for students in 2nd semester PE.

To date, 36 seniors have applied to more than 400 colleges. The CCC will process many more applications prior to the December vacation. We have several acceptances already and numerous applications to most competitive universities.


Mrs. Duffy continues to offer numerous career exploration activities throughout the school year including career assessments, guest speaker forums, field trips, job shadows, and internships. The *Do What You Are* personality/career assessment will be administered to all sophomore students beginning in December. This month, we had a guest speaker forum on becoming a pilot featuring a former SHS graduate and another alum attending West Point will also be speaking with students.

Somers Board of Education General Budget Treasury Warrant

Report # 25857

Check Batch: 9237
 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: 11/21/13

 William B. Boutwell, Director of Business Services

9237	7609	11/25/2013	V60877	A+ Microscope Service	0.00	1,165.45
	7610	11/25/2013	V60790	Alternative Access Assistive Technology	0.00	1,190.00
	7611	11/25/2013	V52670	Amazon	0.00	2,953.05
	7613	11/25/2013	V52306	Ameripride Services, Inc	0.00	292.07
	7614	11/25/2013	V60403	Aspex Solutions	0.00	1,460.00
	7615	11/25/2013	V00555	AT&T	0.00	956.98
	7616	11/25/2013	E00025	Boutwell, Bill	0.00	28.25
	7617	11/25/2013	V00159	Connecticut Light & Power	0.00	8,942.44
	7618	11/25/2013	E00074	Cormier, Susan	0.00	99.33
	7619	11/25/2013	V60901	Creative Connections	0.00	285.00
	7620	11/25/2013	V60709	DBS Energy Inc.	0.00	2,090.50
	7621	11/25/2013	V60550	Devereux Glenholme	0.00	10,983.00
	7622	11/25/2013	V00242	Dinn Brothers, Inc.	0.00	100.50
	7623	11/25/2013	V60640	SchoolMart	0.00	906.70
	7624	11/25/2013	E00103	Fader, Karen	0.00	151.90
	7625	11/25/2013	V54168	First Student, Inc	0.00	63,731.32
	7626	11/25/2013	V00314	Follett Library Resources	0.00	427.34
	7627	11/25/2013	V60900	Gale, Sarah	0.00	270.00
	7628	11/25/2013	V01830	Gerry's Music Shop, Inc.	0.00	1,242.05
	7629	11/25/2013	V60035	Google, Inc.	0.00	21.90

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	7630	11/25/2013	V54081	Graduate Pest Solutions, Inc.	0.00	158.00
	7631	11/25/2013	V53439	Group Dynamic	0.00	66.60
	7632	11/25/2013	V51232	Hartford Hospital	0.00	6,820.00
	7633	11/25/2013	V01790	Heinemann	0.00	70.00
	7634	11/25/2013	V54063	HSABank	0.00	5.00
	7635	11/25/2013	V60043	IVEY Industries	0.00	222.34
	7636	11/25/2013	V00999	J.W. Pepper & Son, Inc.	0.00	16.65
	7637	11/25/2013	V00665	Kelly-Fradet Lumber	0.00	69.09
	7638	11/25/2013	V60903	Learning A-Z	0.00	3,058.20
	7639	11/25/2013	V60721	Learning Incentive Inc, The	0.00	5,100.00
	7640	11/25/2013	E00218	McCarthy, Heidi	0.00	35.00
	7641	11/25/2013	E00690	Messina, Denise	0.00	202.74
	7642	11/25/2013	V54159	Vernon Printing Co, Inc.	0.00	154.25
	7643	11/25/2013	V21005	MSC Industrial Supply Co.	0.00	20.59
	7644	11/25/2013	V01013	NASCO Fort Atkinson	0.00	55.07
	7645	11/25/2013	V01911	Natchaug Hospital	0.00	6,556.00
	7646	11/25/2013	V60568	Pediatric Services of America Inc	0.00	3,825.00
	7647	11/25/2013	V53914	Pitney Bowes, Inc.	0.00	105.00
	7648	11/25/2013	V60864	Pullman & Comley, LLC	0.00	15,157.85
	7649	11/25/2013	E00367	Karen Regan	0.00	53.22
	7650	11/25/2013	V60760	Salomone, Dr Kathleen	0.00	6,962.50
	7651	11/25/2013	E00294	Santavenere, Alicia	0.00	35.00
	7652	11/25/2013	V00886	Somers Lunch Program	0.00	4.65
	7653	11/25/2013	V00645	Taylor Rental	0.00	110.37
	7654	11/25/2013	V53615	Thurston Foods, Inc.	0.00	1,590.02
	7655	11/25/2013	V01638	Tree House, The	0.00	515.50
	7656	11/25/2013	V53987	U.S. Bancorp Equipment Finance, Inc	0.00	2,050.54
	7657	11/25/2013	V21164	Unum Life Insurance Company of America	0.00	3,829.18
	7658	11/25/2013	E00342	Walker, Alan	0.00	669.20
	7659	11/25/2013	V60304	Wheeler Clinic	0.00	5,474.85
	7660	11/25/2013	E00571	Wilson, Robert	0.00	34.90
Totals:					0.00	\$160,325.09

51 Checks Listed.

Somers Board of Education General Journal Register

Report # 25856
Batch: 9197
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
9197	\$160,325.09	Posted	lbergamini	11/18/2013	lbergamini	11/21/2013

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2014						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			154,367.08	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	154,367.08
		Total Generated Distributions			\$154,367.08	\$154,367.08
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	160,325.09
	10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			15.84	0.00
	10-100-2-2-20-242-611-01-5-00169	K-5 - MUSIC SUPPLIES			16.65	0.00
	10-100-2-2-26-220-641-01-5-00105	K-5 - LANGUAGE ARTS TEXTBOOK		Yes	3,058.20	0.00
	10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES			135.00	0.00
	10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			264.98	0.00
	10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			0.00	0.00
	10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			1,152.85	0.00
	10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES			692.05	0.00
	10-100-2-4-20-243-611-01-5-00247	HS - MUSIC WORKBOOKS			250.00	0.00
	10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			204.98	0.00
	10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES			99.33	0.00
	10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES			1,590.02	0.00
	10-100-2-9-16-242-611-01-5-00179	SW - LITERACY SUPPLIES		Yes	50.00	0.00
	10-100-2-9-16-242-611-01-5-01071	SW - ENGLISH SUPPLIES			100.00	0.00
	10-100-8-4-66-910-730-01-5-00965	HS - TECH ED CAPITAL OUTLAY			2,198.81	0.00
	10-120-9-9-98-123-590-04-5-00020	SP ED - FORMS & PRINTING			154.25	0.00
	10-120-9-9-98-242-611-01-5-01333	PHYSICAL THERAPY SUPPLIES			151.90	0.00
	10-120-9-9-98-242-611-01-5-01334	SP ED INTER. SUPPLIES			39.23	0.00
	10-120-9-9-98-251-580-05-5-00273	SP ED - DIRECTOR'S TRAVEL			202.74	0.00
	10-120-9-9-98-955-330-02-5-01117	SP ED-INDEPENDENT EVALUATIONS			5,300.00	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES		Yes	3,122.50	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			3,825.00	0.00
	10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			28.24	0.00
	10-219-1-5-50-134-690-05-5-00875	SW - PROF DEVELOPMENT SUPPLIES			22.65	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			385.82	0.00

Somers Board of Education General Journal Register

Report # 25856

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On	
9197	\$160,325.09	Posted	lbergamini	11/18/2013	lbergamini	11/21/2013	
					Total User-Entered Distributions	<u>\$160,325.09</u>	<u>\$160,325.09</u>
					Total for November, 2014	<u>\$314,692.17</u>	<u>\$314,692.17</u>
					Grand Total for Batch # 9197	<u><u>\$314,692.17</u></u>	<u><u>\$314,692.17</u></u>

198 Transactions Listed.

Course Proposal Form

Date: October 30, 2013

Proposed Title: Probability and Statistics

Content Area: Mathematics

Semester(s): 1 and 2 (full year)

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

- Provides a non-calculus option for seniors to take a full year course of math, in alignment with new graduation requirements for the State of Connecticut

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

- Enrollment of juniors in Advanced Mathematics course has increased and is now 2/3 of overall student population in that course

(c) Who was involved in determining the need?

- HS Math Department
- Gary Cotzin

(d) Who designed the course?

- HS Math Department

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

- We don't anticipate any changes in these areas because this course will be replacing the current 1 semester (1/2 year) Statistics course.

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

- Certified in secondary mathematics

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

Freshmen

Sophomore

Juniors

Seniors

Middle School

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

- Successful completion of Algebra 2

(i) Insert curriculum standards this course will address:

Summarize, represent, and interpret data on a single count or measurement variable

- CCSS.Math.Content.HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

- CCSS.Math.Content.HSS-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.Math.Content.HSS-IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.Math.Content.HSS-IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
- CCSS.Math.Content.HSS-IC.B.6 Evaluate reports based on data.

Understand independence and conditional probability and use them to interpret data

- CCSS.Math.Content.HSS-CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
- CCSS.Math.Content.HSS-CP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
- CCSS.Math.Content.HSS-CP.A.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .
- CCSS.Math.Content.HSS-CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
- CCSS.Math.Content.HSS-CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events.

- CCSS.Math.Content.HSS-CP.B.6 Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.
- CCSS.Math.Content.HSS-CP.B.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

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

- Textbook (cost: \$150 each)
 - Title - Stats: Modeling the World
 - Author(s) – Velleman, Paul F.; De Veaux, Richard D.; Bock, David E.
 - Publisher – Pearson
 - ISBN 10: 0321570448 / ISBN 13: 9780321570444
 - This textbook came highly recommended at a Statistics Conference at the Taft Institute

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



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

Date: 10/30/13	<p style="text-align: center;">PLC Department</p> <p style="text-align: center;">_____ Math _____</p>	Location: rm. 135
Members in Attendance		
Stan Targonski Joni Swarts Amy Cunningham Robert Rossetti	Carla Castro Diane Czyzniak Sarah McNamee	
Guests		
Goals	Major Discussion Points	Next Steps
1. Development of Probability and Statistics Course	<ul style="list-style-type: none"> • Wrote description of proposed Probability and Statistics course for Course Selection Guide • Why do we need the course? <ul style="list-style-type: none"> ○ Seniors need more options ○ There will be a 4 year math requirement for graduation in new state law • Will new course require new teacher? <ul style="list-style-type: none"> ○ No. It will replace current ½ year Statistics course and will therefore be taught by the same teacher. Now there are 3 classes of single semester course • Textbook <ul style="list-style-type: none"> ○ Current textbook is used for AP ○ Current textbook has insufficient section/material about probability ○ Statistics textbook are mostly college texts, thus high cost ○ Online texts are not available 	Finish Course Proposal Form and send copy to G. Cotzin and K. Pezza
2. Intervention	<ul style="list-style-type: none"> • Do we have a way of 	

Course Department Sign-Off

Proposed Title: Probability and Statistics

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

NAME	CONTENT AREA	DATE
Carla Castro <i>Carla Castro</i>	Mathematics	10-30-13
Stan Targonski <i>Stan Targonski</i>	Mathematics	10-30-13
Amy Cunningham <i>Amy Cunningham</i>	Mathematics	10-30-13
Diane Czyzniak <i>Diane Czyzniak</i>	Mathematics	10-30-13
Robert Rossetti <i>Robert Rossetti</i>	Mathematics	10-30-13
Joni Swarts <i>Joni Swarts</i>	Mathematics	10-30-13
Sarah McNamee <i>Sarah McNamee</i>	Mathematics	10-30-13

Course Selection Guide Description

Probability and Statistics

Grade 12

Full Year

1 credit

Level 3

Prerequisite: Successful completion of Algebra 2.

Description: This course will include collecting and analyzing data and making inferences from the data. Graphs, frequency tables, and types of distributions, including the normal curve, will be covered. Probability topics include: concepts of basic probability, random variables, and binomial and geometric probability situations. Graphing calculators will be extensively used for discovery, concept verification and problem solving.

Provide at least three examples from the proposed text.

1. *Printed Test Bank*
2. *Printed Resource Guide*
3. *TestGen CD*

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

Yes No

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

5. Does the textbook have any technology components?

Yes No

Please provide some examples.

1. *T1-83/84 tips integrated into units*
2. *Instructor's Resource CD*
3. *Companion DVD including*
 - a. *ActivStats for Data Desk*
 - b. *Data Desk statistics package*
 - c. *DDXL, an Excel add-on*

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

Yes No

Please provide some examples.

1. *Each section provides a variety of real-world examples with culturally responsive background. For example, in the chapter 2 exercises, there are examples that relate to everything from bicycle safety, to investments in 401(k), to experiments with herbal medicine.*
2. *All data is presented from an identified, reliable study, such as studies from the Journal of Science, and Consumer Reports.*

Textbook Proposal Form

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

Date: 10/10/2013

Person(s) submitting: Mark Maciolek & Christine Hillebrecht

Content Area: Lang. Arts Grade(s) 6th Course: Lang. Arts

Recommended Purchase:
Title or Name of Resource: I AM Malala: The Girl Who Stood Up for Education & Was Shot by the Taliban

Type of Resource: Reading Text ISBN# 978-03163322409
0316322407

Copyright: 8/2013 Vendor: Amazon (Publisher Little Brown & Company)

Address: _____

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

Yes No

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

None fiction, autobiography, Memoirs

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

Yes No

Provide at least three examples from the proposed text.

Connections with the real world, Empathy - ^{with a character} and learning about other cultures.

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

~~Yes~~ No
Create own

Provide at least three examples from the proposed text.

- 1- T-chart connections - whole class
- 2- Students can reflect what it would be like to take Malala's place.
- 3- Cite textual evidence to support all claims -

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

Yes

No

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

5. Does the textbook have any technology components?

Yes

No

Please provide some examples. *Many connections with online news, speeches, articles, etc. ABC News, Scope online, YouTube speeches - United Nations, etc.*

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

Yes

No

Please provide some examples. *Students will learn what life is like for a young girl from Pakistan. The book is not offensive and can easily be understood.*

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

Lexile Level: 880 - Scholastic Complexity Factors - challenging for "on-level" middle school readers.

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

Teacher guided instruction with differentiated options for independent student products.

Is the readability appropriate for its intended use?

Yes

No

Attach a standard budget sheet to detail the purchase costs.

Textbook Proposal Form

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

Date: 10/30/13

Person(s) submitting: Mark Maciolek & Christine Hillebrecht

Content Area: Language Arts **Grade(s)** 6 **Course:** 6th Grade Language Arts

Recommended Purchase:

Title or Name of Resource: Woodsong by Gary Paulsen

Type of Resource: Paperback Novel ISBN# 1416939393

Copyright: 2007 Vendor: Amazon.com

Address:

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

Yes No

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

This text has a 1090 lexile which is at the higher end of the new Common Core complex text band for Grade 6. It is a narrative non-fiction text that is autobiographical.

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

Yes No

Provide at least three examples from the proposed text.

Although the text itself is not a "textbook" with teaching strategies and teacher's manual, it does however, allow for the teacher to address many areas of the curriculum and Common Core Standards for both reading and writing.

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

Yes No

Provide at least three examples from the proposed text.

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

Yes No

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

Again, the text does not provide assessments, however, an excerpt from this text is in the new Anthology for Grade 6. It contains many lessons, activities and assessments that can be utilized with this text. There are differentiation strategies as well.

5. Does the textbook have any technology components?

Yes No

Please provide some examples.

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

Yes No

Please provide some examples.

This text provides a setting in which the main character/the author lives on the edge of the wilderness which brings conflict between the character and nature. It does offer an understanding of people living in a rural setting that rely heavily on nature

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

Lexile 1090; Grade level 7.2; DRA 50

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

This text will be used for teacher directed instruction as a grade level novel.

Is the readability appropriate for its intended use?

Yes No

Attach a standard budget sheet to detail the purchase costs.

Amazon.com
60 paperback copies
\$6.95 each
\$377.40 total
\$24.00 estimated tax
0.0 Free Shipping
\$401.40 TOTAL

About This Book

In a memoir as compelling as his novels, Newbery Honor author Gary Paulsen tells the story of his intimate relationship with Minnesota's north woods and the dog team he trained for the Iditarod dogsled race across Alaska.

With thrilling immediacy, Paulsen pulls us into the breathtaking drama of his own story. For a rugged outdoor man and his family, life in northern Minnesota is a wild experience involving wolves, deer, and the sled dogs that make their way of life possible.

This book includes a harrowing account of the author's first Iditarod. His life-changing adventure begins with sparkling days and moonlit nights spent running with his dogs in the Minnesota wilderness.

From Scholastic.com, 11/13/13

Textbook

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

Date: November 17, 2013

Person(s) submitting: Hillebrecht/Maciolek

Content Area: Language Arts

Grade(s) 6th

Recommended Purchase:

Title or Name of Resource: Knots in my Yo Yo String by Jerry Spinelli

Type of Resource: Non-fiction reading text book.

ISBN-10 0679887911

ISBN-13 978-0679887911

Copyright: 1998

Vendor: Amazon.com

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

Yes.

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

We are in desperate need of non-fiction materials.

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

Yes

Examples would range from cooperative learning groups such as literacy groups (where differentiated instruction can often be easily incorporated, to non-linguistic representation such as visualization strategies which also can be differentiated by various media. Finally, how one summarizes text is one of the core, research based instructional strategies, that can also be differentiated throughout a classroom based upon individual needs.

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

performance based evaluation?

No, assessments
are not provided.

Provide at least three examples from the proposed text.

Although not provided by the text, Spinelli's story will fit in perfectly with our current CCSS standards. Whether it is reading informative texts, citing textual evidence to support claims, or understanding how an individual is introduced, illustrated, and elaborated in a text...a great non-fiction text such as Knots in My Yo-Yo String will be a great asset to 6th grade Language Arts.

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

Assessments not
provided.

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

We will create our own assessments based on our new CCSS standards.

5. Does the textbook have any technology components?

Not that I am
aware of.

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

Yes

Please provide some examples.

Spinelli's books touch upon many cultural issues such as race discrimination, poverty, and even morality issues that are extremely engaging for our students. Spinelli's work derives from his many life experiences and I believe they are worth looking at.

**PURCHASE ORDER
SOMERS BOARD OF EDUCATION
1 Vision Boulevard
Somers, CT 06071
(860) 749-2279**

37740

Date: <i>10/10/2013</i>	Reference #: <i>895</i>	
Requested by: <i>Maciolek/Hillebrant</i>	Dept./Grade: <i>LA-6th</i>	Account Name: <i>MS LA Textbooks</i>
Vendor Code:		

Amazon.com

Instructions:

1. PO# must appear on all invoices
2. Invoice in duplicate
3. Collect shipments will be refused
4. Send MSDS when applicable
5. Bill To: Accounts Payable
Somers Board of Education
1 Vision Boulevard, Somers, CT 06071

Ship Prepaid to:

- Office of the Superintendent, 1 Vision Boulevard, Somers, CT 06071
- Somers Elementary School, 4 Vision Boulevard, Somers, CT 06071
- Mabelle B. Avery Middle School, 1 Vision Boulevard, Somers, CT 06071
- Somers High School, 5 Vision Boulevard, Somers, CT 06071
- Pupil Services Office, 1 Vision Boulevard, Somers, CT 06071
- Maintenance Building, 3 Vision Boulevard, Somers, CT 06071

The Somers Board of Education is a tax-exempt Governmental Agency pursuant to Connecticut General Statutes 12-412 (1)

QUANTITY	CAT. NO.	DESCRIPTION	UNIT PRICE	EXTENSION
<i>30</i>	<i>Amazon</i>	<i>I Am Malala: The GIRL Who stood up for Education and Was shot by the Taliban (Hardcover only)</i>	<i>\$15.60</i>	<i>\$468-</i>
<i>30 30</i>	<i>Amazon</i>	<i>My Life in Dog Years by Gary Paulsen (Lexile L-1150) paperback</i>	<i>\$6.18</i>	<i>\$185.40</i>
<i>30</i>	<i>Amazon</i>	<i>KNOTS in My Go-Go-STRING - Jerry Spinelli - (Lexile 900)</i>	<i>\$7.91</i>	<i>\$291.30</i>
Signature:		Administrator:	Shipping/Handling	<i>NC</i>
Date:	Superintendent:		TOTAL	<i>\$944.70</i>

Important messages about items in your Cart:
1 item has been moved to the Saved for Later section of your Cart.
 You've exceeded the maximum number of items that can be stored in the Cart. We have moved the following items to the Saved for Later section of your Cart:

- I Am Malala: The Girl Who Stood Up for Education and Was Shot by...

Your order qualifies for FREE Super Saver Shipping (Restrictions apply). Choose this option at checkout.

Subtotal (30 items): \$468.00
 Estimate your shipping and tax

This order contains a gift

Proceed to Checkout

Start In 5 min on 1-Click ordering



Mark, get the Amazon.com Rewards Visa Card and Get \$50 Off Instantly

Your current subtotal: **\$ 468.00**
 Gift Card savings: **- \$ 50.00**
 Your cost after savings: **\$ 418.00**

Apply now

Shopping Cart

Items to buy now



I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban - Malala Yousafzai; Hardcover

Usually ships in 1 to 3 weeks
 Eligible for FREE Super Saver Shipping
 This will be a gift (Learn more)

Delete · Save for later

Price **\$15.60** Quantity **30**
 You save: **\$10.40 (40%)**

Subtotal: \$468.00

Saved for Later

To buy an item now, click Move to Cart.



Knots in My Yo-Yo String - Jerry Spinelli; Paperback
 In Stock
 Eligible for FREE Super Saver Shipping
 Delete · Move to Cart · Move to Wish List

Price **\$7.91**
 You save: **\$3.08 (28%)**



My Life in Dog Years - Gary Paulsen; Paperback
 In Stock
 Eligible for FREE Super Saver Shipping
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Price **\$6.18**
 You save: **\$0.81 (12%)**

The price and availability of items at Amazon.com are subject to change. The Cart is a temporary place to store a list of your items and reflects each item's most recent price. [Learn more](#)

Do you have a gift card or promotional code? We'll ask you to enter your claim code when it's time to pay.

Customers Who Bought I Am Malala: The Girl Who Stood... Also Bought



The Boy on the Wooden Box: How...
 Leon Levson

★★★★★ (30)
\$12.23

Add to Cart



Malala Yousafzai: Education...
 Rebecca Rowell

\$23.32

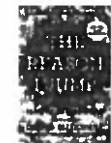
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My Story
 Elizabeth Smart

★★★★★ (54)
\$15.59

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The Reason I Jump: The Inner...
 Naoki Higashida

★★★★★ (135)
\$14.24

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The Tarantula in My Purse:
 and...
 Jean Craighead George
 ★★★★★ (16)



Guts
 Gary Paulsen
 ★★★★★ (72)
\$6.18



The 6th Grade Nickname Game
 Gordon Korman
 ★★★★★ (22)

\$5.39

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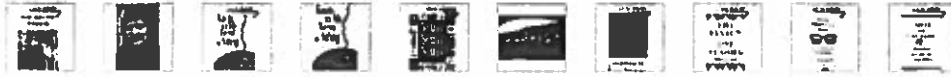
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\$5.39

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Page 1 of 10



Book of Mercy
› Leonard Cohen
★★★★ (16)
Paperback
\$15.26 *Prime*



The Keeping Quilt: 25th Anniversary Edition
Patricia Polacco
★★★★ (2)
Hardcover
\$12.78 *Prime*



The Holy or the Broken: Leonard Cohen's Last Poems
› Alan Light
★★★★☆ (87)
Hardcover
\$16.99 *Prime*



Cinders: A Chicken Cinderella
› Jan Brett
Hardcover
\$10.79 *Prime*



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6pm
Score deals on fashion brands

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Rare Books & Textbooks

AfterSchool.com
Kids Sports, Outdoor & Dance Gear

AmazonFresh
Groceries & More Right To Your Door

Amazon Local
Great Local Deals in Your City

AmazonSupply
Business, Industrial & Scientific Supplies

AmazonWebServices
Scalable Cloud Services

Askville
Community Answers

Audible
Download Audio Books

BeautyBar.com
Prestige Beauty Delivered

Book Depository
Books With Free Delivery Worldwide

Bookworm.com
Books For Children Of All Ages

Casa.com
Kitchen, Storage & Everything Home

CreateSpace
Indie Print Publishing Made Easy

Diapers.com
Everything But The Baby

DPRReview
Digital Photography

East Dane
Designer Men's Fashion

Fabric
Sewing, Quilting & Knitting

IMDb
Movies, TV & Celebrities

Junglee.com
Shop Online in India

Kindle Direct Publishing
Indie Digital Publishing Made Easy

Look.com
Kids' Clothing & Shoes

MYHABIT
Private Fashion Designer Sales

Shopbop
Designer Fashion Brands

Soap.com
Health, Beauty & Home Essentials

Vine.com
Everything to Live Life Green

Wag.com
Everything For Your Pet

Warehouse Deals
Open-Box Discounts

Woot!
Discounts and Shenanigans

Yoyo.com
A Happy Place To Shop For Toys

Zappos
Shoes & Clothing

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Textbook

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

Date: November 17, 2013

Person(s) submitting: Hillebrecht/Maciolek

Content Area: Language Arts

Grade(s) 6th

Recommended Purchase:

Title or Name of Resource: Knots in my Yo Yo String by Jerry Spinelli

Type of Resource: Non-fiction reading text book.

ISBN-10 0679887911

ISBN-13 978-0679887911

Copyright: 1998

Vendor: Amazon.com

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

Yes.

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

We are in desperate need of non-fiction materials.

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

Yes

Examples would range from cooperative learning groups such as literacy groups (where differentiated instruction can often be easily incorporated, to non-linguistic representation such as visualization strategies which also can be differentiated by various media. Finally, how one summarizes text is one of the core, research based instructional strategies, that can also be differentiated throughout a classroom based upon individual needs.

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

performance based evaluation?

No, assessments
are not provided.

Provide at least three examples from the proposed text.

Although not provided by the text, Spinelli's story will fit in perfectly with our current CCSS standards. Whether it is reading informative texts, citing textual evidence to support claims, or understanding how an individual is introduced, illustrated, and elaborated in a text...a great non-fiction text such as Knots in My Yo-Yo String will be a great asset to 6th grade Language Arts.

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

Assessments not
provided.

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

We will create our own assessments based on our new CCSS standards.

5. Does the textbook have any technology components?

Not that I am
aware of.

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

Yes

Please provide some examples.

Spinelli's books touch upon many cultural issues such as race discrimination, poverty, and even morality issues that are extremely engaging for our students. Spinelli's work derives from his many life experiences and I believe they are worth looking at.

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

Up to seventh grade, Lexile Level: 980

Will the text be used for teacher directed instruction or for independent student study?
Both teacher directed and use during Literature Groups

Is the readability appropriate for its intended use?

Yes

Summary:

"A master of those embarrassing, gloppy, painful, and suddenly wonderful things that happen on the razor's edge between childhood and full-fledged adolescence" (The Washington Post), Newbery medalist Jerry Spinelli has penned his early autobiography with all the warmth, humor, and drama of his best-selling fiction. From first memories through high school, including first kiss, first punch, first trip to the principal's office, and first humiliating sports experience, this is not merely an account of a highly unusual childhood. Rather, like Spinelli's fiction, its appeal lies in the accessibility and universality of his life. Entertaining and fast-paced, this is a highly readable memoir-- a must-have for Spinelli fans of all ages.

\$7.91 Paper back price from Amazon.com

60 Copies \$949.20

FIELD TRIP REQUEST

School: Somers High School

Date: 10-29-13

Requested by: Philip Goduti Department: Social Studies

Destination: Washington, DC Date of trip: May ²³⁻²⁵ ~~24-26~~ 2014

Departure time: 5:30 AM Approximate time of return: 10:00 PM

Number of students involved: 32 Number of chaperones: 4 (1 Additional Teacher)

Type of transportation: BUS

Expense to students: 598.00

Expense to school system: 0

Written Objectives/Relationship to curriculum:

Students will tour Washington, DC and experience
the history through the sites and the museums.
This is in conjunction with the AP History Curriculum.

Comments:

TRIP LOG

Approved by: _____
(Signature of Principal)

We're going to Washington, D.C.!

To: Students and Parents of Somers High School

From: Philip Goduti

I am thrilled to invite you on a once in a lifetime trip to our nation's capital from **May 24-26, 2014 (Memorial Day weekend)**. Students will experience first-hand the rich history of our nation by touring one of the world's most powerful cities. The Washington, D.C. experience challenges students to role-play life from the perspective of our founding fathers to the legislators and judges who write and interpret the laws of the land today. From Capitol Hill to the Smithsonian, students are introduced to the sacrifices and heritage of our great nation. Touring important national treasures such as Arlington National Cemetery and the Vietnam, Korean, and Iwo Jima Memorials further reinforces the themes of patriotism and sacrifice. Students gain a deeper understanding of our history, the consequences of choices, and of their role in shaping America's destiny. This trip is an opportunity every American should experience!

Our tour is being coordinated by *School Tours of America*.
The all-inclusive, per-person tour prices are:
\$598.00 (Quad occupancy) and **\$698.00** (Double occupancy)

Pricing is based on 35 full-paying participants and includes:

- ❖ Round-trip transportation via Motor Coach
- ❖ Secure, quality hotel accommodations
- ❖ 2 Breakfasts, 3 Lunches, 3 Dinners
- ❖ Sightseeing with professional drivers and licensed guides
- ❖ Nighttime private security chaperones
- ❖ Evening monument tour
- ❖ 24 hour on-call company representatives at our hotel
- ❖ Comprehensive medical and accident insurance for students and chaperones

Safety and your peace of mind are always our first priority. I will chaperone the group with other adults as necessary. School Tours of America provides the group with the additional security measures of 24 hour, on-call representatives, a toll free 24-hour phone number for both parents and students, and private security chaperones stationed on each floor where students are housed.

Space is limited. To register for the trip, complete the enclosed registration form and mail it in the enclosed envelope with the registration fee of \$99.00 to School Tours of America by November 21, 2013. You may also register on line through the website listed below. Confirmation and optional partial payment forms will be sent to you. Final payment is due by **March 15, 2014. Please read and take advantage of the Payment Protection Program (PPP) that is explained on the enclosed registration form.**

For more information please contact Philip Goduti at 860-749-2270 ext 4213, or you may call SCHOOL TOURS OF AMERICA Customer Service at 866-543-9625. To learn more about School Tours of America, visit their website at www.schooltoursofamerica.com.

Trip 6852

WASHINGTON, D.C.

3 DAYS / 2 NIGHTS

DAY 1:

	<i>LUNCH: Union Station</i>	<i>DINNER: Pizza Hut</i>
STA representative meets group upon arrival. Group boards sightseeing bus	<u>Capitol Hill:</u> U.S. Capitol Supreme Court Library of Congress	Hotel Check-In Security guard(s) report
National Postal Museum	Vietnam Veterans Memorial Korean War Memorial World War II Memorial M.L.K. Memorial	
National Archives		

DAY 2:

<i>BREAKFAST: Vie de France</i>	<i>LUNCH: Museum Cafeteria</i>	<i>DINNER: Old Post Office</i>
Group boards sightseeing bus	<u>Smithsonian Complex:</u> Natural History Museum National Gallery of Art Air & Space Museum American History Museum	<u>Night Tour:</u> Jefferson Memorial Lincoln Memorial Kennedy Center Iwo Jima Memorial
White House (photo stop) Washington Monument		Security guard(s) report

DAY 3:

<i>BREAKFAST: Hotel Buffet</i>	<i>LUNCH: McDonald's</i>	<i>DINNER: En route</i>
Hotel Check-Out Group boards sightseeing bus	<u>Arlington National Cemetery:</u> Tomb of the Unknowns Changing of the Guard Kennedy Gravesites Challenger Memorial	Group departs for home
<u>Mt. Vernon:</u> Home of George Washington		

**** SAMPLE ITINERARY ****

Somers Athletic Booster Club

5 Vision Boulevard Somers, Connecticut 06071

November 14, 2013

Alan,

Enclosed is a check for \$1,800 to help with purchase of the much need storage shed at the baseball field. The Somers Booster Club along with several other generous donors helped make this purchase achievable.

**Sincerely,
Tony Casciano
President**

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

Dr. Suffredini,

November 19, 2013

It is with regret that I am submitting my letter of resignation for the Recording Secretary position with the Somers Public Schools District. I will attend, record and submit minutes for the December 2, 2013 meeting as my last meeting. When I accepted the position I was confident I possessed the skills set and knowledge to fulfill the duties successfully. As time has passed it has become clear to me that this is not the case.

I appreciate your support and patience as I attempted to improve and solidify my performance. I have enjoyed working with you and the Somers Board of Education and wish you success in the remainder of the school year and the ones to follow.

Sincerely,

Beth Ann Morhardt