

Board of Education Meeting
Monday, November 27, 2017 7:00 PM
Board of Education Room, 4 Vision Boulevard, Somers, CT 06071

1. BOARD OF EDUCATION MEMBERS SWORN IN
Board of Education re-elected and newly elected members will be sworn in by Somers Town Clerk, Ann Logan.
2. CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. ELECTION OF OFFICERS
The Board of Education will elect new officers at this meeting.
5. APPROVAL OF MINUTES 3
Board Minutes of 11/13/17 will be reviewed and approved by the Board.
6. AUDIENCE TO CITIZENS/STAFF/STUDENTS
7. CORRESPONDENCE
8. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
9. CONSENT AGENDA 9
 1. Warrant of 11/27/2017.
The Board is to consent to the bills in the warrant of 11/27/2017.
10. NEW BUSINESS
11. OLD BUSINESS
 1. 2nd Warning - SHS Curriculum Proposal - English novel "Things Fall Apart" 13
2nd Warning - SHS Curriculum Proposal - English novel "Things Fall Apart". The Curriculum Committee has met and is available for discussion.
 2. 2nd Warning - SHS Curriculum Proposal - New Course - Mathematics Skills 15
Intervention.
2nd Warning - SHS Curriculum Proposal - New Course - Mathematics Skills Intervention. The Curriculum Committee has met and is available for discussion.
 3. 2nd Warning - SHS Curriculum Proposal - New Course - English - Literacy Skills. 25
2nd Warning - SHS Curriculum Proposal - New Course - English - Literacy Skills. The Curriculum Committee has met and is available for discussion.
 4. 2nd Warning - SHS Curriculum Proposal - New Course - French 1. 33
2nd Warning - SHS Curriculum Proposal - New Course - French 1. The Curriculum Committee has met and is available for discussion.
12. ADMINISTRATIVE REPORTS
 1. Somers High School Counseling Report 38
The Somers High School Counseling and Career Center Report
 2. Erase Survey Report 50
Mr. Cotzin and Mr. Krevolin, Principals of Somers High and MBA Middle School will be on hand to discuss the Erase Survey Report of 2017.
 3. Technology Update - 5 year Plan 52
Mr. Rob Wilson will present the Technology Update - 5 year Tech Plan.
 4. Communication Report 56
Superintendent Czapla will review with the Board the survey taken in the fall of 2017 on Communications with parents and staff.
 5. Superintendent's Update
Superintendent Czapla will give an informational update to the Board.
13. COMMITTEE REPORTS
 1. BUDGET

2. CURRICULUM
3. POLICY
4. SALARY & NEGOTIATION
5. PLANNING
6. OTHER COMMITTEES
14. OTHER
15. ADJOURNMENT

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Board of Education Meeting
November 13, 2017 7:00 PM
Board of Education Room

Attendance Taken at 7:00 PM:

Present Board Members:

Ms. Barbara Capuano
Mrs. Kate McLellan
Sarah Bollinger
Bruce Devlin
Mrs. Anne Kirkpatrick
Rick Lees
Marybeth Marquardt
David Palmer

Absent Board Members:

Mr. Jeremy Anderson

1. CALL TO ORDER

Discussion:

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

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

Motion Passed: Draft minutes of 10/23/17 passed with a motion by Mrs. Kate McLellan and a second by Sarah Bollinger.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

4. AUDIENCE TO CITIZENS/STAFF/STUDENTS

5. CORRESPONDENCE

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

7.1. Donations

Rationale: Somers Public Schools has received donations in the past month. Somers Education Foundation has granted 14 staff requests and the Somers High School R & D Electrathon Program as also received donations.

Motion Passed: The BOE reviewed the generous donations by SEF and sponsors supporting the CT Electrathon and passed with a motion by David Palmer and a second by Sarah Bollinger.

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8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

7.2. Warrant of November 13, 2017

Rationale: Warrant of November 13, 2017 for Board approval.

Motion Passed: The BOE reviewed the 11/13/17 warrant in the amount of \$334,011.75 and passed with a motion by David Palmer and a second by Sarah Bollinger.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

7.3. 2017-2018 Budget Revisions

Rationale:

The attached report will show revisions to the 2017-2018. Mr. Boutwell will be present for any questions.

Motion Passed: The BOE reviewed the 2017-18 budget revisions as presented and passed with a motion by David Palmer and a second by Sarah Bollinger.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

8. NEW BUSINESS

8.1. 1st Warning - SHS Curriculum Proposal - English novel "Things Fall Apart"

Rationale: 1st Warning - SHS Curriculum Proposal - English novel "Things Fall Apart". The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.

8.2. 1st Warning - SHS Curriculum Proposal - New Course - Mathematics Skills Intervention.

Rationale: 1st Warning - SHS Curriculum Proposal - New Course - Mathematics Skills Intervention. The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.

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8.3. 1st Warning - SHS Curriculum Proposal - New Course - English - Literacy Skills.

Rationale: 1st Warning - SHS Curriculum Proposal - New Course - English - Literacy Skills. The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.

8.4. 1st Warning - SHS Curriculum Proposal - New Course - French 1.

Rationale: 1st Warning - SHS Curriculum Proposal - New Course - French 1. The Curriculum Committee has met and is available for discussion. The 2nd warning will be November 27th.

9. OLD BUSINESS

9.1. 2nd Warning - DBS 3520.13- Operations

Rationale: 2nd Warning of DBS Code 3520.13- Operations. The Policy Committee has reviewed this policy and is recommending the attached changes.

Discussion: A. Kirkpatrick noted that all corrections were made in red.

Motion Passed: The BOE reviewed DBS Code 3520.13 - Operations as presented and passed with a motion by Mrs. Anne Kirkpatrick and a second by Sarah Bollinger.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

9.2. 2nd Warning of DBS Code 4112.2 - Certification.

Rationale: 2nd Warning of DBS Code 4112.2 - Certification. The Policy Committee has reviewed this policy and is recommending the attached changes.

Discussion:

Motion Passed: The BOE reviewed DBS Code 4112.2 - Certification as presented and passed with a motion by Ms. Barbara Capuano and a second by Mrs. Anne Kirkpatrick.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

9.3. 2nd Warning DBS Code 5144.1 - Use of Physical Force

Rationale: 2nd Warning of DBS Code 5144.1 - Use of Physical Force. The Policy Committee has reviewed this policy and is recommending the attached changes.

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Discussion:

Motion Passed: The BOE reviewed DBS Code 5144.1 - Use of Physical Force as presented and passed with a motion by Marybeth Marquardt and a second by David Palmer.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

9.4. 2nd Warning - DBS Code 6146.2 State Testing

Rationale: 2nd Warning of DBS Code 6146.2 State Testing. The Policy Committee has reviewed this policy and is recommending the attached changes.

Discussion:

Motion Passed: The BOE reviewed DBS Code 6146.2 - State Testing and passed with a motion by Mrs. Anne Kirkpatrick and a second by Rick Lees.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

10. ADMINISTRATIVE REPORTS

10.1. Curriculum Report on Art, Music and Business

Rationale: Dr. Irene Zytka will give presentation on the Art, Music and Business Curriculums.

Discussion:

Superintendent Czapla introduced Dr. I. Zytka, Director of Curriculum, to explain how they are working on standardizing the curriculum report by asking four questions: What is the sequence of courses in Grades K-12? Were there any major changes in the program's curriculum this past year? What are the long-term plans for change and direction in accordance with the current curriculum/program review? What program objectives (current and future) have financial implications for the upcoming year?

Music: Major changes include aligning professional goals with the curriculum and being purposeful from an interdisciplinary standpoint. The music department has altered their technology to conform with Chromebooks. Long-term plans include moving into higher level music and creating "Honors Level" courses. The department continues to search for ways to include music appreciation into MBA and increase learning at SHS including music technology, drama, theatre, and ECE UConn and AP Music Theory. The department is researching several method books to be used as a comprehensive warm-up system.

Financially, SES music is stable with their instruments and maintenance. MBA and SHS are looking at long-range instrument replacement(s)

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Art: There continues to be a variety of courses offered, especially in the upper levels. Achievements included a District Art Show which attracted over 500 guests. Students also participated in the Square 1 Art Fundraiser supporting student field trips. SES invited a Fast Painter Artist and a former SES student who published and illustrated a book thus melding the Arts and Literacy curricula. Staff is currently working on a preschool art curriculum. MBA 8th grade students worked on an interdisciplinary project with Mr. Estes in science class regarding Monarch butterflies. The art room complimented the Monarch Butterfly Unit by creating origami butterflies. Math will also be involved with art by creating buildings with measurement. SHS has students who excel in art and create their portfolios. The State has new national standards for art which are rigorous and encourage interdisciplinary work at a high level of engagement. An SEF grant came through providing a new kiln for

SHS.Business: The sequence of courses begin at SHS. The SHS Yearbook team was recognized in both regional and national competitions. Business and Technology departments collaborated to prototype, engineer, market, and sell a new product in the marketplace and yielded the highest level of sales the program has seen since its first year. There haven't been any major changes in the curriculum. The department is running an Effective Leadership Independent Study online course. The long-range plan is to build upon the collaboration with the journalism class. A teacher has also agreed to attend a yearbook conference at Columbia University every other year and will speak if requested. Dr. Zytka reported that staff are currently utilizing the Atlas Program, an interdisciplinary curriculum management system. This program has several features. Teachers can write their curriculum, search a curriculum, find references, upload units to their library, and develop a unit calendar where other teachers may align their curriculum with each other. Essential questions, knowledge, skills, and resources are listed. All students will learn the same skill sets with the same standards. It is a Cloud-based program that can be accessed anywhere.

10.2. Professional Development

Rationale: Dr. Irene Zytka will present the Board of Education a summary of Professional Development for staff for the 2017-18 school year.

Discussion:

Dr. I. Zytka reported the Professional Development offerings for the 2017-18 school year to the BOE. The two main objectives include designing a rigorous curriculum aligned to the Common Core Standards and Diversity/Equity training. Staff are able to choose what they want to take; however, some workshops are mandatory. Staff have a week to sign up for Professional Development via a Google form. A spreadsheet is then created displaying all of the different sessions and who will be attending. SurveyMonkey is also utilized in order to provide feedback.

10.3. Superintendent's Update

Rationale: Superintendent Czapla will give the Board of Education an update.

Discussion: Superintendent Czapla reported that he visited all three schools on Friday, 11/10/17, celebrating Veterans Day. SHS had over 50 veterans visit; MBA students participated in activities including writing postcards to active military personnel; and, SES had veterans attend and songs sung by SES students. Superintendent Czapla wished the SHS Boys Soccer team well as they play Coventry in Suffield at 6:30 p.m. on 11/14/17. If the team advances, finals will be on Saturday, 11/18/17. He will be attending the Teacher of the Year Recognition Ceremony with C. Gustafson, SHS World Language Teacher, and other colleagues being honored on 11/15/17. Superintendent Czapla reported that he and Mr. B. Boutwell, Director of Business Services, have been working on next year's budget. He also reported that SEF provided funds for School Messenger to enhance communications with parents and the community effective on or before January 1, 2018.

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11. COMMITTEE REPORTS

11.1. BUDGET

Discussion:

As stated under agenda item 10.3.

11.2. CURRICULUM

Discussion:

No report.

11.3. POLICY

Discussion:

A. Kirkpatrick reported that the next meeting will be held on 11/27/17 at 6 p.m.

11.4. SALARY & NEGOTIATION

Discussion:

D. Palmer reported that Administrators' negotiations have commenced. The next session will be held on 11/14/17 at 2:30 p.m.

11.5. PLANNING

Discussion:

D. Palmer reported that the next meeting will be held on 12/5/17.

11.6. OTHER COMMITTEES

12. OTHER

Discussion:

Chairman Devlin thanked M. Marquardt for her many years of service on the BOE. Chairman Devlin also suggested inviting students/staff from all three schools to demonstrate how they use their iPads and Chromebooks.

13. ADJOURNMENT

Motion Passed: Adjournment at 8:11 p.m. passed with a motion by Marybeth Marquardt and a second by Sarah Bollinger.

8 Yeas - 0 Nays.

Ms. Barbara Capuano	Yes
Mrs. Kate McLellan	Yes
Mr. Jeremy Anderson	Absent
Sarah Bollinger	Yes
Bruce Devlin	Yes
Mrs. Anne Kirkpatrick	Yes
Rick Lees	Yes
Marybeth Marquardt	Yes
David Palmer	Yes

Rick Lees, BOE Secretary
Shannin Burns, Recording Secretary

Somers Board of Education General Budget Treasury Warrant


Report # 49060

Check Batch: 18661
 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:



11/21/17

William B. Boutwell, Director of Business Services

18661	14334	11/27/2017	V58674	Administrator, Unemployment Compensation	0.00	16.00
	14335	11/27/2017	V02129	Alarm New England LLC	0.00	149.00
	14336	11/27/2017	V60790	Alternative Access Assistive Technology	0.00	660.00
	14337	11/27/2017	V52670	SYNCB/AMAZON	0.00	2,146.46
	14338	11/27/2017	V52306	AmeriPride Services, Inc	0.00	290.49
	14339	11/27/2017	E00003	Anderson, Barbara	0.00	42.75
	14340	11/27/2017	V61182	Automated Building Systems, Inc	0.00	437.50
	14341	11/27/2017	V61115	Ben Bronz Foundation, Inc	0.00	5,200.00
	14342	11/27/2017	V02406	Billings Sports, Inc.	0.00	475.00
	14343	11/27/2017	M52866	CAPP USA	0.00	327.22
	14344	11/27/2017	E00576	Carroll, Daniel	0.00	40.00
	14345	11/27/2017	V00052	CAS Inc.	0.00	675.00
	14346	11/27/2017	V51942	CBS	0.00	438.00
	14347	11/27/2017	V60574	CLG Electric LLC	0.00	825.00
	14348	11/27/2017	E00076	Cotzin, Gary	0.00	112.35
	14349	11/27/2017	V00204	CREC	0.00	14,395.50
	14350	11/27/2017	V61005	Deep Surplus	0.00	482.04
	14351	11/27/2017	V60416	DG Graphics	0.00	310.00
	14352	11/27/2017	V52317	Ellington Board of Education	0.00	7,046.83
	14353	11/27/2017	V61230	ENGIE Resources	0.00	11,195.58

Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	14354	11/27/2017	V00159	Eversource Energy	0.00	13,610.01
	14355	11/27/2017	V54168	First Student, Inc	0.00	3,108.51
	14356	11/27/2017	V60968	Fletcher Sewer & Drain, Inc	0.00	485.00
	14357	11/27/2017	V61017	Frontier Communications	0.00	1,060.09
	14358	11/27/2017	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
	14359	11/27/2017	E00126	Grenier, Lisa	0.00	48.15
	14360	11/27/2017	V53439	Group Dynamic	0.00	27.75
	14361	11/27/2017	V53525	H&H Service, LLC	0.00	160.00
	14362	11/27/2017	V00407	Hartford Courant	0.00	168.55
	14363	11/27/2017	E00142	Herbert, Paula	0.00	169.93
	14364	11/27/2017	V54063	HSABank	0.00	197.75
	14365	11/27/2017	V02625	K & S Distributors	0.00	660.90
	14366	11/27/2017	V61110	Laminex Inc	0.00	473.30
	14367	11/27/2017	V60903	Learning A-Z	0.00	2,663.49
	14368	11/27/2017	V61139	Newsela	0.00	5,403.42
	14369	11/27/2017	V60568	Pediatric Services of America Inc	0.00	996.00
	14370	11/27/2017	V53914	Pitney Bowes, Inc.	0.00	7.78
	14371	11/27/2017	V60864	Pullman & Comley, LLC	0.00	2,365.75
	14372	11/27/2017	V53593	ReadyRefresh by Nestle	0.00	59.89
	14373	11/27/2017	V00615	Scholastic	0.00	659.34
	14374	11/27/2017	E00301	Senecal, Dina	0.00	26.21
	14375	11/27/2017	V61328	Service Press	0.00	323.50
	14376	11/27/2017	V02225	Staples Credit Plan	0.00	90.66
	14377	11/27/2017	V00251	State of Connecticut	0.00	240.00
	14378	11/27/2017	V60394	SWAN Associates Inc	0.00	55.38
	14379	11/27/2017	E00416	Szafir, Michael	0.00	411.50
	14380	11/27/2017	V21164	Unum Life Insurance Company of America	0.00	3,906.51
	14381	11/27/2017	V60949	USSC	0.00	95.66
	14382	11/27/2017	V60464	VEX Robotics Inc	0.00	902.27
	14383	11/27/2017	V53413	W. B. Mason Co., Inc.	0.00	995.56
Totals:					0.00	\$84,803.58

50 Checks Listed.

Somers Board of Education General Journal Register

Report # 49059
Batch: 18655
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
18655	\$84,803.58	Posted	Lbergamini	11/20/2017	Lbergamini	11/21/2017

General Ledger Distribution Summary						
Period, Fiscal Year	Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2018						
Generated Distributions						
	10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			83,407.00	0.00
	10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	83,407.00
		Total Generated Distributions			\$83,407.00	\$83,407.00
User-Entered Distributions						
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			405.99	0.00
	10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	85,209.57
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			932.54	0.00
	10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			0.00	405.99
	10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			169.93	0.00
	10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			659.34	0.00
	10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			2,513.00	0.00
	10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			588.80	0.00
	10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			660.00	0.00
	10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES			996.00	0.00
	10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES			40.00	0.00
	10-221-1-2-50-251-580-05-5-00259	K-5 - TRAVEL/IN-SERVICE			42.75	0.00
	10-221-1-2-50-251-580-05-5-00260	K-5 - PRINCIPAL'S TRAVEL			26.21	0.00
	10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			48.15	0.00
	10-221-1-4-50-251-580-05-5-00269	HS - PRINCIPAL'S TRAVEL			112.35	0.00
	10-222-2-3-52-231-642-03-5-00142	MA - NEWSPAPERS/MAGAZINES			168.55	0.00
	10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			8,066.91	0.00
	10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES			2,365.75	0.00
	10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH			59.89	0.00
	10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES			559.67	0.00
	10-232-6-5-66-830-440-04-5-00526	CO - POSTAGE METER			7.78	0.00
	10-240-1-3-50-137-810-05-5-00055	MA - INSTITUTIONAL DUES			675.00	0.00
	10-240-6-3-66-830-440-03-5-01012	MA - COPIER SUPPLIES			438.00	0.00
	10-259-1-2-40-123-590-04-5-00015	K-5 - FORMS & PRINTING			323.50	0.00
	10-260-5-2-62-722-430-08-5-01141	K-5 BUILDING REPAIRS			55.38	0.00
	10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE			276.70	0.00

Somers Board of Education General Journal Register

Report # 49059

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
18655	\$84,803.58	Posted	Lbergamini	11/20/2017	Lbergamini	11/21/2017
		10-260-5-3-64-642-530-04-5-00365	MA - TELEPHONE		136.55	0.00
		10-260-5-4-12-722-430-01-5-00395	HS - TECHNOLOGY ED MAINTENANCE		902.27	0.00
		10-260-5-4-38-722-430-01-5-00393	HS - QUANTITY FOODS MAINT.		450.49	0.00
		10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE		338.80	0.00
		10-260-5-5-64-642-530-04-5-00367	CO - TELEPHONE	Yes	308.04	0.00
		10-260-5-6-62-650-613-05-5-00377	SW - CUSTODIAL SUPPLIES		970.90	0.00
		10-260-5-6-62-722-430-08-5-00435	SW - THERMOSTAT/CONTROLS		764.72	0.00
		10-260-5-6-62-722-430-08-5-00439	HS - BUILDING MAINTENANCE		1,310.00	0.00
		10-260-5-6-62-722-430-08-5-00467	SW - GENERAL PAINT		95.66	0.00
		10-260-5-6-62-722-430-08-5-00801	SW - EXTERMINATING		166.00	0.00
		10-260-5-6-62-722-430-08-5-01646	SW - SECURITY	Yes	149.00	0.00
		10-260-5-6-64-641-620-05-5-00358	K-5 - ELECTRICITY		3,300.49	0.00
		10-260-5-6-64-641-620-05-5-00360	MA - ELECTRICITY		10,200.65	0.00
		10-260-5-6-64-641-620-05-5-00361	HS - ELECTRICITY		11,081.55	0.00
		10-260-5-6-64-641-620-05-5-00362	MAINTENANCE - ELECTRICITY		222.90	0.00
		10-260-6-5-62-722-430-04-5-00452	SW - MAINTENANCE CONTRACTS		240.00	0.00
		10-270-9-9-84-522-112-12-5-00333	SP ED - TRANSPORTATION AIDE		2,268.00	0.00
		10-279-4-3-42-530-580-06-5-00336	MA - ATHLETIC TRIPS		529.19	0.00
		10-279-4-4-42-530-580-06-5-00337	HS - ATHLETIC TRIPS		411.50	0.00
		10-279-7-4-20-530-580-07-5-00268	HS - BAND TRAVEL		311.32	0.00
		10-280-6-5-82-820-200-13-5-00509	SW - FLEXIBLE SPENDING ACCT		27.75	0.00
		10-280-6-5-82-820-200-13-5-00513	L.T.D.		3,906.51	0.00
		10-280-6-5-82-820-200-13-5-00517	UNEMPLOYMENT INSURANCE		16.00	0.00
		10-280-6-5-82-820-200-13-5-01228	SW - HEALTH SAVINGS ACCOUNT		197.75	0.00
		10-320-7-4-42-880-690-06-5-00595	HS - ATHLETIC SUPPLIES		475.00	0.00
		10-613-9-9-88-955-561-14-5-00622	SPED - CREC RIVER STREET		14,395.50	0.00
		10-613-9-9-88-955-561-14-5-00673	SP ED - TUITION		12,246.83	0.00
				Total User-Entered Distributions	\$85,615.56	\$85,615.56
				Total for November, 2018	\$169,022.56	\$169,022.56
				Grand Total for Batch # 18655	\$169,022.56	\$169,022.56

158 Transactions Listed.

Textbook Proposal Form

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

Date: September 26th, 2017

Person(s) submitting: Mindy Lajeunesse

Content Area: English **Grade(s)** 12 **Course:** College Prep English 10

Recommended Purchase: 120 copies of *Things Fall Apart*

Title or Name of Resource: _____

Type of Resource: Novel ISBN# _____

Copyright: _____ Vendor: _____

Address: _____

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

Yes

No

Process used to select this curriculum resource:

Things Fall Apart is used with the grade 12 AP Literature and Composition course and receives high interest response from the students. Because grade 12 has a world literature focus, this novel will be a great addition to the College Prep English curriculum. This is a modern African novel, which is unique to the rest of the grade 12 English curriculum. The novel addresses many pre and post-colonization issues, cultural and religious identity, masculinity and femininity within tribal culture and the concept of the tragic hero. All of these themes fit well within the curriculum as they come up in many other works read during the year. The students will be able to draw connections across multiple works. The addition of *Things Fall Apart* will allow the students to experience a work from a part of the world and history to which they are not regularly exposed.

Is this the only curriculum resource for this course? No If not, what other resource(s) will be used?

All other College Prep Senior English units will remain the same.

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

The novel was read and discussed by both Ms Collins and Mr Serrell-Dubé over the summer. Both found the text to fit the needs of shifting the curriculum towards authentic World Literature that is accepted by the academy.

Attach a standard budget sheet to detail the purchase costs.

Quantity 3 from the following link:

https://www.prestwickhouse.com/book/id-301118/Things_Fall_Apart_-_30_Books_and_Teaching_Unit

Course Proposal Form

Date: 10/20/2017

Proposed Title: Mathematics Skills Intervention

Content Area: Math
Semester(s): Fall/Spring

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

This course will address the need for improved mathematics skills for students struggling in their Math class.

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

The needs for improved math skills are identified in one of two ways. First, a Math teacher can recommend a student for Intervention through the SRBI process and the committee can decide that the student needs additional support to succeed in their Math class. The need can also be identified through standardized testing with the NWEA assessment. That data can help show both proficiency and growth in math skills. All sophomores take this exam three times with an eye on growth.

The NWEA assessment is also used for progress monitoring of all students in Intervention. This tool is used quarterly with students and growth goals are set with each student to begin the year. Student progress is monitored in reading, grammar, and math.

(c) Who was involved in determining the need?

Math teachers, the SRBI committee, and administration were involved in determining a need for improved math skills.

(d) Who designed the course?

The course was designed by the Math Intervention Teacher, Mary Baldyga, with support from SHS Math Department teachers, Mr. Dan Carroll and Dr. Irene Zytka.

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

This course will allow students putting in the work to improve their math skills to be awarded credit for that effort. Ideally, students will be receive $\frac{1}{4}$ (quarter) credit for each quarter term spent working in on their skills in this course. This will require the Math Intervention Teacher to input grades within the designed curriculum for students to meet the requirements of earning that $\frac{1}{4}$ credit each term. Students will receive that $\frac{1}{4}$ credit as long as they earn a passing grade from their efforts that term. Students who participate in this course on a "fading basis" may only earn a $\frac{1}{4}$ credit per semester.

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

The teacher in place has a background in mathematics, including content from PreAlgebra through Calculus classes.

- (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?**

There are no prerequisites for the students to complete. However entry into Math Intervention will be dependent on a recommendation from the SRBI committee.

- (i) Insert curriculum standards this course will address:**

1. HSA-SSE.A and B
2. HSA-CED.A
3. HSF-REI.A and B
4. HSF-IF.A, B and C
5. HSF-IF.A, B, and C
6. HSF-BF.A

- (j) How will student learning be assessed?**

Students will be assessed on a variety of skills indicated by the NWEA assessment and their content teacher. Students will use a variety of assessments including skill assessment worksheets/quizzes, Odysseyware, BrainHQ, and IXL.

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

- a. Google Classroom, Odysseyware, BrainHQ, IXL, Student Portfolio (All Subscriptions are already active so no additional costs)
- b. Texts will all include those available for free from math curriculum room or online (no cost).
- c. Students will use chromebooks and LMC computer lab (no cost)

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



Course Budget Sheet

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

Proposed Title: Math Skills Intervention

Submitted by: _____ **Date** _____

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

Signatures of person(s) submitting this proposal:

Name Mary Baldyga Date 10-20-2017

Name _____ Date _____

Signature of Principal  Date 11/8/17

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

Unit/Activity	Timeline	Standards	Content/Objectives	Essential Question	Content/Concepts	Assessments	Resources/Materials	Technology Integration	Differentiation	21st Century Learning Expectations
Executive Functioning	Week 1, 2 Weeks. Week 17, 2 Weeks.	Organization, Memory	Assessment and Skills Practice, Multiple Intelligences	How can I self-regulate? How will organization help my math skills?	Memory Games, Organization Puzzles, Games, Graphic Organizers,	Executive Functioning Assessment and Multiple Intelligences Assessment Written Reflections on Results.	Executive Functioning Assessment and Multiple Intelligences Assessment (Edutopia)	Using Chromebooks and Google Classroom	Self-Evaluation, Student Choice	Problem Solving
Basic Math Skills	Week 3, 1 Week	make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics, attend to precision, use appropriate tools strategically, look for and make use of structure, look for and express regularity in repeated	Good Mathematical practices	How do I demonstrate the outcome of my work to the reader of my math work	syntax	various written assessment samples	worksheets	Chromebooks	Individual assessment	Communication

Algebra 1 Skills	Weeks 4, 30 weeks	reasoning	see standards associated with Algebra 1 course	Support student in math content class (see specific content objectives for Algebra 1)	various, see Algebra 1 scope and sequence	various, see Algebra 1 scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving
Topics in Geometry Skills	Weeks 4, 30 weeks	see standards associated with Geometry course	Support student in math content class (see specific content objectives for Geometry)	various, see Geometry scope and sequence	various, see Geometry scope and sequence	various, see Geometry scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving
Geometry Skills	Weeks 4, 30 weeks	see standards associated with Geometry course	Support student in math content class (see specific content objectives for Geometry)	various, see Geometry scope and sequence	various, see Geometry scope and sequence	various, see Geometry scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving
Topics in Algebra 2 Skills	Weeks 4, 30 weeks	see standards associated with Algebra 2 course	Support student in math content class (see specific content objectives for Algebra 2)	various, see Algebra 2 scope and sequence	various, see Algebra 2 scope and sequence	various, see Algebra 2 scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving
Algebra 2 Skills	Weeks 4, 30 weeks	see standards associated with Algebra 2 course	Support student in math content class (see specific content objectives for Algebra 2)	various, see Algebra 2 scope and sequence	various, see Algebra 2 scope and sequence	various, see Algebra 2 scope and sequence	iXLS (assigned by either content teacher or math intervention), additional worksheets, possible test and quizzes	worksheets	Chromebooks	Individual assessment	Problem Solving

recommendations. 1 day out of STRIVE schedule. Week 4, 30 weeks.	used to supplement Executive Functioning. Week 4, 30 Weeks.	Executive Functioning Memory Tools, Organization Tools, Using iPad	How do I self-regulate, organize, and stay on task?	Organization, Memory	Completion of Tools including in participation grade	BrainHQ.com	BrainHQ.com, iPad	Activities Selection based on Executive Function Data	Problem Solving
Ongoing. 2 days out of STRIVE schedule on rotation. Week 4, 30 Weeks.	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students working on math skills for their assigned Path. NWEA Data is used to design Path based on Skill Strands	Have I mastered the skills necessary to complete the given Odysseyw are path?	skill development specific to the content class	OW percentage in Path including in Class Grade	somerssd.owschools.com	somerssd.owschools.com	Path designed based on NWEA data	Problem Solving
Ongoing. 2 days out of STRIVE schedule on rotation. Week 4, 30 Weeks.	As needed, or determined by SRBI meeting	Homework assignments, Projects, Notes, Quiz Review, Test Review, Quiz and Test corrections	How do I manage my time to meet all my responsibilities?	Various Skills used to complete related work for Math Class	Participation	Inclusion of products in participation portion of class grade	Chromebooks, Google Classroom, Powerschool	Based on individual Need	Problem Solving
3-5 Days for Each of 4 Sessions. Week 3, 1 Week. Week 9, 1 Week.	various, depending upon student skill level	Fall, Winter, Spring for Math 6+ Common Core	How do I measure my math skills?	various, depending upon student skill level	Expected Growth	None	Chromebooks and/or Computer Lab		Problem Solving

Course Proposal Form

Date: 7-26-17

Proposed Title: Literacy Skills Intervention

Content Area: English
Semester(s): Fall/Spring

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

This course will address the need for improved reading and writing skills for students struggling in their English class.

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

The needs for improved literacy skills are identified in one of two ways. First, an English teacher can recommend a student for Intervention through the SRBI process and the committee can decide that the student needs additional support to succeed in their English class. The need can also be identified through standardized testing with the NWEA. That data can help show both proficiency and growth in literacy skills. All sophomores take this exam three times with an eye on growth.

(c) Who was involved in determining the need?

English teachers, the SRBI committee, and administration were involved in determining a need for improved literacy skills.

(d) Who designed the course?

The course was designed by the English Intervention Teacher, Pasquale DeMatteo, with support from Mr. Dan Carroll and Dr. Irene Zytka. A Scope and Sequence for the course is attached to this form.

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

None.

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

The teacher in place has a background in journalism, English, and literacy classes.

(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?

There are no prerequisites for the students to complete. However entry into Literacy intervention will be dependent on a recommendation from the SRBI committee.

(i) Insert curriculum standards this course will address:

1. RL.9-10. #1-10
2. RI.9-10 #1-10
3. Literacy.W.9-10. #1-10

(j) How will student learning be assessed?

- see scope and sequence for further details*
- Students will be assessed on a variety of skills including reading comprehension in literature and informational texts, writing, and speaking. Students will use a wide variety of sources including Google Classroom, NewsELA, Odysseyware, BrainHQ, and IXL. Students will also be expected to read short stories in class and complete writing and analysis using graphic organizers for plot, characters, setting, theme, and conflicts.

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

- a. Google Classroom, Odysseyware, NewsELA, BrainHQ, IXL (All Subscriptions are already active so no additional costs)
- b. Texts will all include those available for free from ELA book room or online (no cost).
- c. Students will use chromebooks and LMC computer lab (no cost)

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



Course Budget Sheet

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

Proposed Title: Literacy Skills Intervention

Submitted by: _____

Date

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

Signatures of person(s) submitting this proposal:

Name Pasquale DeMatteo Date 7-29-17

Name _____ Date _____

Signature of Principal  Date 11/8/17

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

Unit/Activity	Timeline	Standards	Content/Objectives	Essential Question	Contents	Assessments	Resources/Materials	Technology Integration	Differentiation	21st Century Learning Expectations
Executive Functioning and MI	Week 1, 2 Weeks. Week 17, 2 Weeks.	Organization, Memory	Assessment and Skills Practice. Multiple Intelligences	How can I self-regulate? What are my specific needs as a reader/writer?	BreakoutEDU, Memory Games, Text Organization Games, Graphic Organizers, This I Believe Essay	Executive Functioning Assessment and Multiple Intelligences Assessment. Written Reflections on Results.	Executive Functioning Assessment and Multiple Intelligences Assessment (Edutopia)	Using Chromebooks and Google Classroom	Self-Evaluation, Student Choice	Problem Solving
Basic English Skills	Week 3, 2 Weeks	L.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	Parts of Speech, 5 Story Elements, Literary Elements Review in Music, Rhetorical Devices	How are sentences constructed for specific meaning? How do writers build stories?	Mechanics, Syntax, Literary Elements	Classroom Observation Participation and Understanding	Google Slides Presentations	Using Picklers, Quizlet, Google Classroom, Google Slides	Whole-Class	Communication
Google Classroom	Ongoing. 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks	H.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students choose from a list of news articles and respond to questions in a reflective paragraph. May also be used for History Current Event Assignments.	What are my interests? What do I enjoy reading about? How do I write reflectively?	CER Paragraph Writing, Annotating Texts, Nonfiction Reading, Text Reflection	Reflective Paragraphs for each article chosen graded using communication rubric	Articles from CNN, Economist, National Geographic, Time, Brain Pickings, Writers Write, New York Times, Psychology Today, Sporting News, ESPN, TEDed	Using Google Classroom and Chromebooks	Student Choice, Varying Lexiles, Individual Assessments	Communication Reading
NewsELA	Ongoing. 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks	I.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Students choose from a list of articles in Social Studies, Science, Literature, and Health to annotate and respond a short quiz	How do world events affect me?	Nonfiction Reading, Annotating Texts, Nonfiction Reading, PSAT style command of evidence questions	Scores on Quizzes used. Total Data Collected.	NewsELA.com	using NewsELA.com and Chromebooks	Varying Lexiles based on NWEA data. Student Choice	Reading

<p>Nonfiction Reading and Reflection</p>	<p>Ongoing, 1 Day out of STRIVE schedule on rotation. Alternating Semester with Literature Circles. Week 4, 30 Weeks.</p>	<p>L3. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 16. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Students choose from the Intervention Library and read independently before completing a reading log for each chapter</p>	<p>What is the purpose of communication? How do authors research to prepare for writing?</p>	<p>Nonfiction Reading, Annotating Texts, Discussion, Collaboration</p>	<p>Socratic Seminar (Discussion), Reading Logs</p>	<p>Texts: Outliers, David and Goliath, The Tipping Point, On Writing, 7 Habits of Highly Effective People</p>	<p>Google Classroom for Reading Journals</p>	<p>Varying Lexiles, Student Choice</p>	<p>Reading</p>
<p>Fiction Reading and Literature Circle Discussion</p>	<p>Ongoing, 1 Day out of STRIVE schedule on rotation. Alternating Semester with Nonfiction Reading. Week 4, 30 Weeks.</p>	<p>L3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. S1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students selected by choice and grade level work on independent reading and discussion of themes as they connect to texts in English classes</p>	<p>What connections can I make to a text? How does an author tell a story?</p>	<p>Reading, Plot Chart, Literary Elements, Collaboration, Discussion</p>	<p>Alphabet Book (Project), Socratic Seminar (Discussion)</p>	<p>Texts: The Stand, A Time to Kill, Watership Down, Interview with a Vampire, Looking for Alaska, Gone Girl, Jurassic Park, The Help</p>	<p>Alphabet Book on Google Slides</p>	<p>Student-Choice, Varying Lexiles, Individual Assessment, Student Groupings based on NWEA Data and Choice</p>	<p>Reading, Creative Expression, Communication</p>
<p>IXL</p>	<p>IXL used as additional skills practice based on teacher recommendations. Week 4, 30 Weeks.</p>	<p>I.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Grade-Appropriate Skills Practice on IXL</p>	<p>Grammar, Spelling, Syntax, Diction</p>	<p>IXL Percentage including in Class Grade</p>	<p>IXL.com</p>	<p>IXL.com</p>	<p>Grade-Level and Data-Based</p>	<p>Communication</p>	<p>Communication</p>
<p>BrainHQ</p>	<p>used to supplement Executive Functioning. Week 4, 30 Weeks.</p>	<p>Executive Functioning</p>	<p>Executive Functioning Practice with Memory Tools, Organization Tools, Using iPad</p>	<p>How do I self-regulate, organize, and stay on task?</p>	<p>Organization, Memory</p>	<p>Completion of Tools including in participation grade</p>	<p>BrainHQ.com, iPad</p>	<p>Activities Selection based on Executive Function Data</p>	<p>Problem Solving</p>	<p>Problem Solving</p>

OdysseyWare	Ongoing, 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks.	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students working on reading comprehension and Writing for their assigned Path. NWEA Data is used to design Path based on Skill Strands	How does word-choice affect meaning? What is the purpose of applying mechanical writing skills to my writing?	Reading, Text Analysis	OW Path including in Class Grade	somer.ssd.owschools.com	somer.ssd.owschools.com	Path designed based on NWEA data	Communication, Reading
Mini Writing Lessons	<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)</p>	<p>Intro, Hook, Thesis, Transitions, Quotes in Context, Claims, Evidence, Reasoning, Closure</p>	<p>How do I organize my writing? How do I cite my sources? How do I support my claims with evidence?</p>	<p>Argumentative Writing, Expository Writing, Narrative Writing, Descriptive Writing</p>	<p>Building a Thesis, Writing a Hook, CER Paragraphs, Inserting Quotes for Evidence, Conclusion Writing</p>	<p>Inclusion of products in participation portion of class grade</p>	<p>Google Classroom, Google Docs</p>	<p>Whole-Class</p>	<p>Communication</p>	
Homework Assistance	<p>Ongoing, 1 Day out of STRIVE schedule on rotation. Week 4, 30 Weeks.</p>	<p>As needed</p>	<p>Essays, Novel Questions, Projects, History Notes, Test Review, Independent Reading</p>	<p>How do I manage my time to meet all my responsibilities?</p>	<p>Various Skills used to complete related work for English and History classes</p>	<p>Participation</p>	<p>Chromebooks, Google Classroom, PowerSchool</p>	<p>Based on individual Need</p>	<p>Communication, Reading, Creative Expression</p>	
DRAW Activities	<p>Week 4, 30 Weeks.</p>	<p>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)</p> <p>H1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>All-Class Discussion, Reading, Analysis, Writing on topical issues presented in class</p>	<p>How do I share my thoughts on a text in writing and speaking?</p>	<p>Discussion, Reading, Graphic Organizers, Expository Writing</p>	<p>Graded using participation (1, 2, or 3 Comments) and Writing using Communication Rubric</p>	<p>Google Docs, Google Slides, YouTube</p>	<p>Whole-Class, Student Choice</p>	<p>Reading, Communication, Creative Expression</p>	

NWEA Testing	3-5 Days for Each of 4 Sessions. Week 3, 1 Week. Week 9, 1 Week. Week 16, 1 Week. Week 26, 1 Week.		Fall, Winter, Spring for Reading 6+ and Language 2-12	How do I measure my reading and language skills?		Growth?	None	Chromebooks,		Reading, Communication, Creative Expression
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Course Proposal Form

Date: September 25, 2017

Proposed Title: French 1

Content Area: World Language

Semester(s): 4 (Full-year)

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

Currently, there is no introductory-level French course offered to students at the high school. By offering a Level 1 course, students who have not had the opportunity to study a world language in grades 7 and 8 will have the opportunity to choose between French and Spanish study at the high school. (Currently, only Spanish is offered at the introductory level at the high school.) This course will also provide intermediate and upper-level Spanish students the opportunity to pick up a second language to study.

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

French enrollments have been down over the past few years, and offering a French 1 course would bolster enrollments at the higher level. Parents have also expressed an interest to the French teacher in having their students (who hadn't previously studied a language) have the option to try French. Also, when Secondary School Reform is implemented in 2023, students will be required to complete a minimum of two years of a world language. By offering a French 1 course, the Somers High School will be better able to serve the needs of all students.

(c) Who was involved in determining the need?

K-12 language teachers

(d) Who designed the course?

Cheryl Gustafson, High School French Teacher

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

There should not be an impact in staffing during the first year rollout; if there is a successful first year with a high enrollment, however, it may be necessary to bring .2 on in the future (2, probably 3 years out). There will be no implications on space as classes would take place in the current French classroom. There is a possibility that the addition of a French 1 class may impact Spanish 1 enrollment, though Spanish 1 is a popular choice, and would still enjoy high enrollments (and would therefore continue to require 2.8 FTE teachers.)

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

Teacher must hold an 018 certification (French, 7-12).

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

Freshmen

Sophomore

Juniors

Seniors

Middle School

This class is primarily geared to 9th and 10th grade students, but students in grades 11 and 12 may also enroll in this course.

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

None.

(h) Insert curriculum standards this course will address:

COMMUNICATION

How do I use another language to communicate with others? (Interpersonal Mode)

How do I understand what others are trying to communicate in another language? (Interpretive Mode)

How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

CULTURES

How do I use my understanding of culture to communicate and function appropriately in another culture?

CONNECTIONS

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

COMPARISONS AMONG LANGUAGES

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

COMPARISONS AMONG CULTURES

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

COMMUNITIES

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

(i) How will student learning be assessed?

Student learning will be assessed in a variety of ways to provide the instructor with multiple measures of student growth that address all seven standards, and that are differentiated to the learning styles of all students. In addition to standard tests and quizzes will include assessment of the "four-skills" – *reading, writing, listening, speaking*. Students will also have opportunities to demonstrate their skills through project-based-learning. Frequent formative assessments will be administered both via pen and paper and technology-based methods.

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

Somers High School currently holds adequate licenses for the Bien Dit I! textbook series for a full class (20) students to pursue French I study. As our textbook series runs on a

digital platform. Chromebooks will be necessary in order to access the textbook series and any related ancillary materials.

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

Proposed Title: French 1

Signatures of content area members indicate that the proposal has been discussed and proposals require the signatures of members of all involved content areas/departments.

<i>NAME</i>	<i>CONTENT AREA</i>	<i>DATE</i>
<u>Cheryl A. Gustafson</u>	<u>French – World Language</u>	<u>10/18/2017</u>

Course Budget Sheet

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

Proposed Title: French 1

Submitted by: Cheryl Gustafson

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$0	\$ (maybe .2)*	\$0
Professional Development	\$0	\$0	\$0
Additional Space	\$0	\$0	\$0
Contracted Services/Licensing	\$0	\$0	\$0
Textbooks	\$0	\$0	\$0
Consumable Books	\$0	\$0	\$0
Resources/Support Materials	\$0	\$0	\$0
Teacher Resource Books	\$0	\$0	\$0
Journals/Magazines	\$0	\$0	\$0
Consumable Supplies	\$0	\$0	\$0
Equipment under \$200	\$0	\$0	\$0
Software	\$0	\$0	\$0
Field Trips	\$0	\$0	\$0
Speakers	\$0	\$0	\$0
Other:	\$	\$	\$
Other:	\$	\$	\$
20% shipping/handling materials & books	\$	\$	\$
TOTAL	\$	\$	\$

* Depends on enrollment during year 1.

Signatures of person(s) submitting this proposal:

Name Cheryl A. Gustafson Date October 18, 2017

Name _____ Date _____

Signature of Principal  Date 11/2/17

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



Somers Board of Education Administrative Report

Title of Report: SHS Counseling and Career Center Executive Summary

Board Meeting Date: 11/27/17

Action

Report

Information

Discussion

Submitted by: High School School Counselors & Career Specialist

Executive Summary

This Executive Summary includes college matriculation data for the Class of 2017 and the application submission for the current senior class. Starting with this academic year, numerous changes have been implemented in our course levels, grading system, and transcript submission process. The following report summarizes these changes.

Report

- **Grading Scale Changes:** Starting with the 2017/2018 school year, Somers High School moved to a 100 point weighted GPA scale. This weighted GPA is used to determine honor roll status and class rank and is recorded on the students' official high school transcripts. Academic and College Preparatory courses will carry a 1.0 weighted factor. Honors level courses will carry a 1.1 weighted factor. AP and AP/ECE level courses will carry a 1.2 weighted factor. The students' numerical average on the 100 point scale will be multiplied by the designated weight factor in determining grade point average.

During the 2017/2018 school year, both numerical average and letter grade appear on the report card and transcript using the following grading scale.

A+	97 - 100	C	73 - 76
A	93 - 96	C-	70 - 72
A-	90 - 92	D+	67 - 69
B+	87 - 89	D	63 - 66
B	83 - 86	D-	60 - 62
B-	80 - 82	F	0 - 59
C+	77 - 79		



Somers Board of Education Administrative Report

As a result of the grading scale changes and course level changes, our School Profile (Attachment A), sent with all transcripts, also underwent major revisions. For the 2018/2019 school year, only numerical grades will be used.

- **eDocs (Naviance)** This academic year, we transitioned from mailing all transcripts and supporting documents to colleges to sending them using eDocs. The following documents that we send electronically are listed below.
 - Transcript Submission
 - School Profile
 - Secondary School Reports
 - Counselor Recommendations & forms
 - Teacher Recommendation & forms
 - Grade updates
 - Final transcript

As with any new process and program, it was time intensive to implement and a learning process for both counselors and teachers. Although we are still working out minor glitches, we met students' earliest deadlines of November 1st.

- **2017 Acceptance/Matriculation Statistics**
 - The Class of 2017 self-reported college matriculation data from Naviance
 - 70% are attending 4-year colleges
 - 12.15% are attending 2-year colleges
 - .02% are attending the militaryThe remaining students reported employment, year off, or unknown
 - Attachment B includes all of the colleges that the Class of 2017 applied and accepted. Colleges listed in green indicate matriculation for at least 1 member of the class.
- **Class of 2018 Update**
 - As of November 15th, 48 seniors have applied to 283 colleges.
 - December 1st deadlines will be the next round.
- **College Fair.** The Fair took place on Thursday, October 19 with over 125 colleges, universities and the military represented. Sophomores, juniors and seniors and parents were invited to gather information about post-secondary choices and speak with college representatives. Feedback from the college representatives, students and faculty was overwhelmingly positive.
- **Career Activities/News.** Activities include career assessments, career treks, job shadows and the Career Exploration Independent Study. To date, students have participated in the: Women in Engineering Day at UCONN, Actuarial & Analytics Day at



Somers Board of Education Administrative Report

Travelers Insurance, Accounting is My Major Day at the University of Hartford and Manufacturing Day at Mastercam in Tolland. The *Internship Program* has been renamed the *Career Exploration Independent Study* to allow for more flexibility with planning around student's career interests. Students enrolled are assisting in classrooms at Somers Elementary School and are participating in the ACE (Architecture/Construction & Engineering) Mentoring Program at Tecton Architects in Hartford. Upcoming activities include a Health Career Guest Forum with SHS alumni, participation in the CT Judicial Court Job Shadow Program, a visit to the Advanced Manufacturing Program at Asnuntuck Community College and more. In October, representatives from RHAM and Housatonic Valley Regional School visited to learn more about starting a career program in their schools.



**Somers Board of Education
Administrative Report**

Attachment A

Somers High School

5 Vision Boulevard, Somers, CT 06071
CEEB #070683

Gary Cotzin, Principal Daniel Carroll, Assistant Principal
Phone: (860) 749-2270 FAX: (860) 749-9264 www.somers.k12.ct.us



School Profile • 2017 - 2018

School Counselors: Lisa Grenier lisa.grenier@somers.k12.ct.us
Karen Regan karen.regan@somers.k12.ct.us
Kelly Giannuzzi kelly.giannuzzi@somers.k12.ct.us

MISSION STATEMENT

Everyone at Somers High School will work to foster a learning community characterized by academic excellence, intellectual curiosity, creative expression, personal growth, responsible citizenship, and respect for all.

COMMUNITY & SCHOOL

Somers, CT is a picturesque rural-suburban town in Tolland County with a population of approximately 11,600 and a rich agricultural history. Our public school district is comprised of three educational facilities located on a 115-acre campus. Our campus is also home to the town's public library and borders the town's main recreational area. This unique setting is known as the Somers Educational Complex, and it is located on Vision Boulevard.

Somers High School is a public high school, housing grades 9-12 with a total enrollment of approximately 478 students. Our faculty is a highly qualified staff of 60, including 1 faculty member with a PhD, 3 Sixth Year certificates, 46 Master's degrees and 10 Bachelor's degrees.

ACCREDITATION

Somers High School is accredited by the New England Association of Schools and Colleges (NEASC) and the Connecticut State Department of Education. NEASC has commended Somers High School for having



Somers Board of Education Administrative Report

“a safe, positive, respectful, and supportive culture” with a “dedication to class sizes that support effective teaching and learning.”

SCHEDULE

The schedule is an eight period, 6-day cycle offering 7 periods per day. Classes meet an average of 48 minutes with 1 long period per day of 70 minutes.

GRADUATION REQUIREMENTS

22 Credits (Minimum passing grade D-60%)

English - 4 credits Math - 3 credits

Social Studies - 3 credits Science - 3 credits

Fine Arts - .5 credits Practical Arts - .5 credits

Physical Education/Health - 1.5 credits Computer Literacy - .5 credits

HONORS & ADVANCED PLACEMENT

Honors English 9,10,11 Honors Algebra 2 Honors Chemistry

AP/ECE English 12 Honors Geometry AP/ECE Biology

AP/ECE US History Honors Precalculus AP Chemistry

Honors French 2,3,4,5 Honors Calculus Honors Physics

Honors Spanish 2,3,4,5 AP Calculus Honors Research and Development

Honors Art AP Statistics Honors Engineering Graphics I, II, III

Honors Drawing and Painting Honors Choir Honors CNC Machining

AP Studio Art Honors Biology Honors Speech and Debate

AP Exams 2017: 73 students took 108 exams. 18% scored 5, 17% scored 4, 38% scored 3.

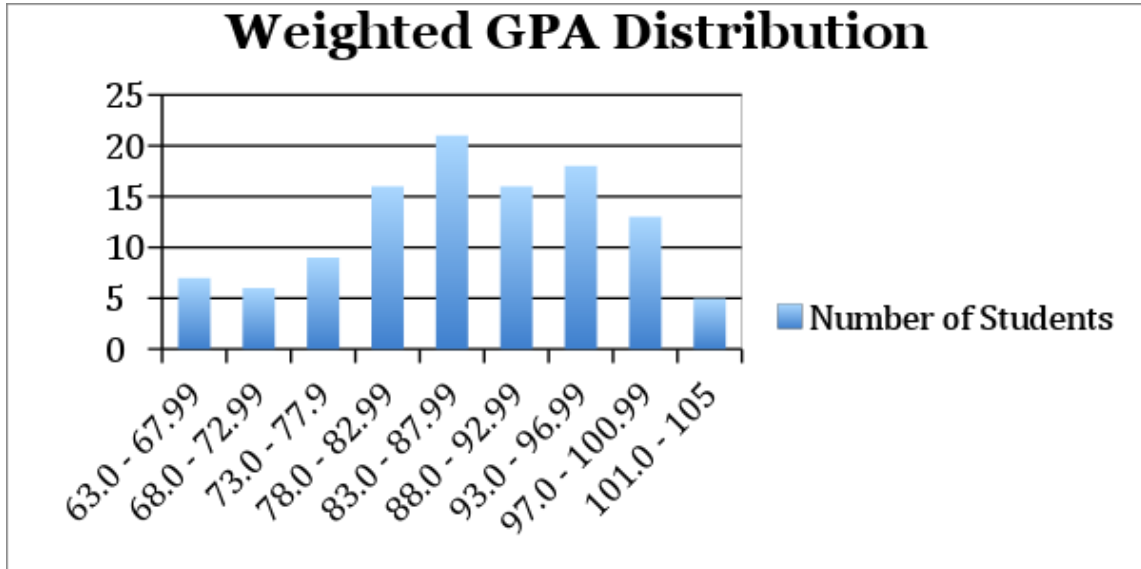
SPECIAL PROGRAMS

- Early College Experience Program (ECE) offers college credit from the University of Connecticut in English, Biology and U.S. History.
- College Career Pathways Program offered in conjunction with Asnuntuck Community College allows students to take selected courses for community college credit.
- High School Partnership Program with Asnuntuck Community College allows students to take college courses and earn both college and high school credit.
- Somers High School Career program offers options for job shadowing, independent study, and other career exploration activities.
- Virtual High School and Odysseyware courses are available to students on-line for high school credit.
- 1:1 Device Program



Somers Board of Education Administrative Report

GRADE POINT AVERAGE 100 point weighted GPA system





Somers Board of Education Administrative Report

CLASS RANK/COURSE WEIGHTING

Weighted GPA is used to determine class rank and cumulative GPA. Academic and College Preparatory courses carry a 1.0 weighted factor. Honors level courses carry a 1.1 weighted factor. AP and AP/ECE level courses carry a 1.2 weighted factor.

Class rank is established at the end of a student's junior year. All courses that a student takes at Somers High School are used in determining rank except those receiving a P, MED, WD/WDP, Partnership and other outside courses. In order to be included in rank, a student must enter SHS by the 2nd semester of their sophomore year.

The highest weighted GPA for the Class of 2018 is 104.6773.

SAT SUMMARY

Class of 2018 - Students participated: 109 (spring statewide assessment)

	<u>EBRW</u>	<u>Math</u>
75 th Percentile	650	635
50 th Percentile	560	540
25 th Percentile	495	470

Class of 2017 - Students participated: 102

	<u>EBRW</u>	<u>Math</u>
75 th Percentile	620	610
50 th Percentile	570	550
25 th Percentile	490	500

POSTSECONDARY PLANS	<u>4 year</u>	<u>2 year</u>	<u>Career Education</u>	<u>Military</u>
Class of 2017	70%	12.15%	0%	.02%
5 year average	62.1%	19.1%	3.1%	3.1%



Somers Board of Education Administrative Report

Attachment B

College	Attend	Accept
Asnuntuck Community College	5	6
Assumption College	2	6
Bard College	1	1
Bates College	1	1
Bay Path University	0	3
Belmont University	0	1
Boston College	0	2
Boston University	0	2
Bridgewater State University	0	1



Somers Board of Education Administrative Report

Bryant University	1	4
University of California, Santa Barbara	0	1
Central Connecticut State University	1	14
University of Chicago	1	1
Coastal Carolina University	0	1
Colgate University	0	0
The College of Saint Rose	1	1
Connecticut College	0	1
University of Connecticut	8	21
University of Connecticut at Hartford	1	5
Cornell University	0	1
Curry College	2	3
University of Delaware	0	2
Drew University	0	1
Drexel University	0	1
Eastern Connecticut State University	2	11
Elms College	3	7
Emerson College	0	1
Emmanuel College	0	1
Endicott College	1	3
Fairfield University	0	1
Fordham University	1	1
Framingham State University	0	1
Franklin Pierce University	0	3
University of Hartford	3	10



Somers Board of Education Administrative Report

High Point University	0	1
College of the Holy Cross	0	1
Husson University	0	1
University of Illinois at Urbana-Champaign	0	1
Ithaca College	1	1
James Madison University	0	1
Johnson & Wales University (Providence)	1	3
Keene State College	3	6
Landmark College	1	1
Lasell College	0	3
University of Maine at Farmington	0	1
University of Maine	1	3
Manchester Community College	8	5
University of Massachusetts Dartmouth	0	3
University of Massachusetts, Amherst	1	9
University of Massachusetts, Lowell	1	3
Mercy College	0	1
Merrimack College	1	4
Minot State University	1	1
Montserrat College of Art	1	1
Mount Holyoke College	0	1
Mount Saint Mary College	0	1
University of Nebraska at Lincoln	1	1
University of New England	0	1
University of New Hampshire at Durham	1	10



Somers Board of Education Administrative Report

University of New Haven	0	4
University of North Carolina at Charlotte	1	1
University of North Carolina at Wilmington	0	1
Northeastern University	0	1
Northern Vermont University Lyndon	0	1
University of Notre Dame	1	1
Palm Beach Atlantic University	1	1
Pennsylvania State University	0	2
Providence College	1	2
Purchase College State University of New York	1	2
Quinnipiac University	2	8
Rensselaer Polytechnic Institute	1	1
Rhode Island College	0	1
University of Rhode Island	1	12
Rochester Institute of Technology	1	2
Roger Williams University	2	4
Sacred Heart University	1	4
Saint Anselm College	0	1
University of Saint Joseph	0	2
Saint Leo University	0	1
Saint Michael's College	0	1
Salem State University	0	1
Salve Regina University	1	2
Siena College	0	2



Somers Board of Education Administrative Report

Southeastern University	0	1
Southern Connecticut State University	1	10
Springfield College	2	8
St. John's University - Queens Campus	0	1
Stevenson University	0	1
Stonehill College	0	7
Stony Brook University	0	2
Suffolk University	1	2
SUNY Oswego	0	1
Syracuse University	0	1
The University of Tampa	1	1
Temple University	0	2
Towson University	1	1
University of Vermont	0	2
Villanova University	0	1
Wentworth Institute of Technology	1	2
Western Connecticut State University	2	8
Western New England University	3	11
Westfield State University	3	7
Wheaton College MA	0	1
Worcester Polytechnic Institute	0	1



Somers Board of Education
Administrative Report

Title of Report: **ERASE 2017 Survey Report**

Board Meeting Date: November 27, 2017

Action Report Information Discussion

Submitted by: Clay Krevolin & Gary Cotzin

Executive Summary

The following report is a summary of data that was gathered during May-June of 2017 at Mabelle B. Avery Middle School (Grades 7 & 8) and Somers High School (Grades 9 - 12). The ERASE Survey has been utilized to monitor the rates and trends of substance abuse and other risk and protective factors for over 15 years.

The Somers 2017 Student Survey Fulfills the Following Objectives:

1. Describes the nature and extent of substance abuse, school environment, and other risky behavior among Somers students in grades 7 - 12 in the year 2017.
2. Monitors trends in substance abuse and other risky behaviors over time through comparisons with the 2006 and 2012 survey reports.
3. Aids in future planning of services and activities for young people in the town of Somers

Students' guardians received letters notifying them of the purpose and content of the survey and were able to return a signed "passive consent" form to the school if they did not want their children to participate in the school survey.

Report

Utilizing data charts from grades 7 & 8 and grades 9 - 12, it is possible to look at substance abuse trends for the years 1998, 2001, 2006, 2012 and 2017. Substance abuse areas include: Alcohol, Binge Drinking, Tobacco, Inhalants, Marijuana and Rx Drugs. Gambling trends were also included in the report. Across the district, we continue to appreciate a significant drop in substance abuse from 1998. The ERASE survey also compared substance abuse and sexual activity in Somers with regional and national collected data in grades 7 through 12. In the areas of past month alcohol use, binge drinking and e-cigarettes, Somers was slightly higher than the ERASE Region, but considerably lower than national averages. Gambling in grades 7 - 12 showed a significant drop when compared to data collected in 2006.



Somers Board of Education Administrative Report

Bullying rates in grades 7-12 were looked and compared to lifetime and past month bullying rates. Past month bullying rates were at an approximate 10% level. This was broken down into the following areas in grades 7 through 12. In the past 30 days, I have been bullied in the following ways (% yes):

1. Being left out, excluded or ignored by other students
2. Hit, kicked, pushed, shoved, or locked indoors
3. Other students spread lies or rumors about me
4. Had money or things taken away from me or damaged
5. Threatened or forced to do things I didn't want to
6. With mean names / comments about my race
7. With mean names / comments with a sexual meaning

The survey also collected data on the Percentage of students who have had sexual intercourse or oral sex by grade level. ERASE survey data shows an increase in incidents of sexual activity as students progress from grades 7 to 12.

Mr. Krevolin will present feedback from parents as it pertains to the contents of the survey.



**Somers Board of Education
Administrative Report**

Title of Report: Technology Update - 5 Year Tech Plan

Board Meeting Date: November 27, 2017

Action
 Report
 Information
 Discussion

Submitted by: Rob Wilson, Director of Technology and Information Services

Executive Summary

This report is intended to inform the Board of Education of the district's five-year technology replenishment plan. The goal is to keep student, staff, and teacher equipment up to date so all users can continue to use the most up to date software solutions.

Report

Technology Replacement Plan

2018-19	2019-20	2020-21
SES Teachers SES Staff Computers MBA Support Staff Computers SHS Support Staff Computers Grade 5 ChromeBooks Classroom Projection TOTAL: \$292,100	Grade K-4 iPads SHS Media Lab Computers Classroom Projection TOTAL: \$268,375	SES Media Lab Computers MBA Teacher Computers SHS Teacher Computers Grade 9-12 Chromebooks SHS Tech Ed Lab Classroom Projection TOTAL: \$270,675

2021-22	2022-23
Grade 6-8 Chromebooks MBA Media Lab Computers SHS Tech Ed Lab SHS Business Ed Lab Classroom Projection TOTAL: \$183,050	Server Infrastructure Firewall and Switches Wireless Network Classroom Protection TOTAL: \$268,375



Somers Board of Education Administrative Report

SPS - Equipment Replenish ment Plan					Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Number of Devices	Summer 2017 Devices	2017 Device Age	Approx per device upgrade cost	2017-201 8	2018-201 9	2019-202 0	2020-202 1	2021-202 2	2022-202 3	2023-202 4
SES Staff	53	MacBook	varies	1400		74200					74200
SES Teachers	42	Mac Air	5	1400		58800					58800
Kinderga rten	30	iPad Air	4	400			12000				
Grade 1	110	iPad Air	4	400			44000				
Grade 2	110	iPad Air 2	1	400			44000				
Grade 3	110	iPad Air	4	400			44000				
Grade 4	110	iPad Air	4	400			44000				
Grade 5	110	iPad Air	4	300		33000					33000
SES Media Lab	25	2009 Mac Mini	8	850				21250			
MBA Staff	21	MacBook	varies	1400		29400					29400
MBA Teachers	22	MBP 13.3/2.5/ 2x2GB/5 00/SD	2	1400				30800			
Grade 6	110	Dell ChromeB ook	0	300					33000		
Grade 7	110	Dell ChromeB ook	0	300					33000		
Grade 8	110	Dell ChromeB ook	0	300					33000		



Somers Board of Education Administrative Report

MBA Media Lab	25	Mac Mini	4	850					21250		
MBA Media Cart	25	MacBook	4	1400							
SHS Staff	33	MacBook	varies	1400		46200					46200
SHS Teachers	42	MBP 13.3/2.5/ 2x4GB/5 00/SD	1	1400				58800			
Grade 9	110	HP ChromeB ook	1	200				22000			
Grade 10	110	HP ChromeB ook	1	200				22000			
Grade 11	110	HP ChromeB ook	1	200				22000			
Grade 12	110	HP ChromeB ook	1	200				22000			
SHS Media Lab	29	iMac	9	1250		36250					
SHS TechEd 116	13	iMac 21.5/3.4/ 16/1TB	0	1600				20800			
SHS TechEd 118	12	iMac 21.5/3.1/ 16/1TB	1	1600				19200			
SHS Business 114	20	Mac Mini 2.6 16 GB 1TB	1	850				17000			
SHS Media Cart	25	MacBook	4	1400							
DHCP / DNS Servers	3	Mac Mini	6	1000						3000	
Web Server	1	Mac Mini	2	1000						1000	



Somers Board of Education Administrative Report

Virtual Host and VMs	1	Server	3	8000						8000	
Wired Infrastructure	1	Firewall and Switches	3	120000						120000	
Wireless Infrastructure	1	95 Aruba Access Points	3	70000						70000	
Flat Screen TV	SES=65, MBA=45, SHS=60	42in SmartTV & Mount	varies	425		25500	19125	27625			
Projector	SES=65, MBA=45, SHS=60	Bulbless projectors and HDMI connectivity	varies	685		25000	25000	25000	25000	16450	
					0	292100	268375	270675	183050	218450	241600



Somers Board of Education Administrative Report

Title of Report: Communications Survey Results

Board Meeting Date: November 27, 2017

Action

Report

Information

Discussion

Submitted by: Brian P. Czapla

Executive Summary

In the fall of 2017, a survey was developed to solicit feedback on how the school district can enhance communications. Questions were asked about communication mediums, content and frequency. Results from the survey are summarized below. Response data is also included.

Report

Question 1: Respondents

- There were approximately 290 respondents
- The majority of respondents were parents (50.17%) and staff (46.74%)

Question 2: Indicate preferences for receiving communications

- Respondents had a choice of preferred, neutral and not preferred
- Email and text received the highest "preferred" responses
- Online parent portal, hardcopy newsletters and websites had inconclusive data as there was a fairly even spread to all three responses.
- Social media and town hall / community forums were overwhelming not preferred.

Question 3: What types of information should be communicated?

- All topics had fairly good interest
- Highest interest topics were:
 - Curriculum / educational program
 - Safety and security
 - Rationale/reasons for decisions made by the school system leadership
 - Budget, policy and other governance information

Question 4: Frequency of communications

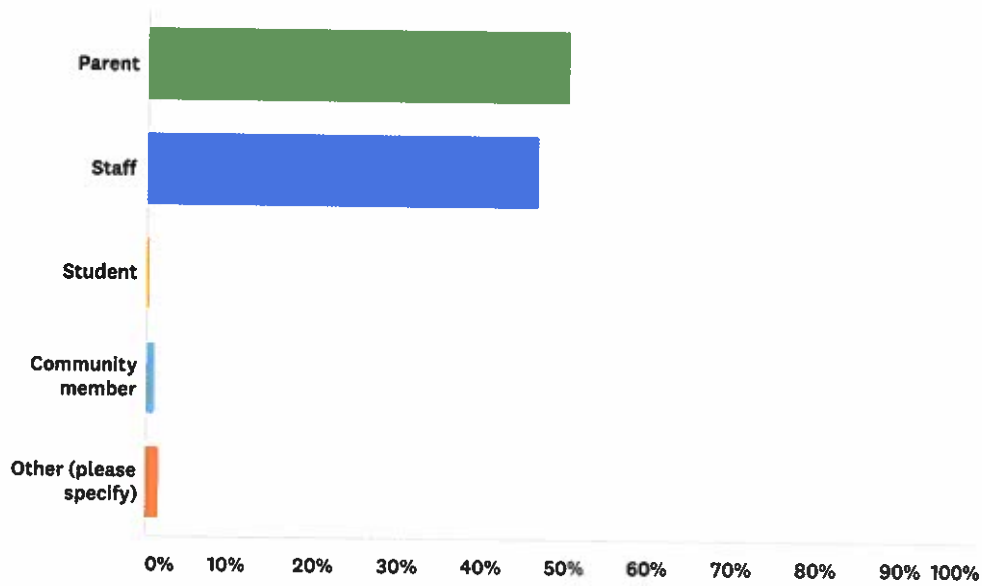
Top preferences were:

- Only when major decisions or updates are warranted
- Monthly
- Weekly

Somers Public Schools Communications Survey

Q1 Please select one item from the list below that best describes you.

Answered: 291 Skipped: 0

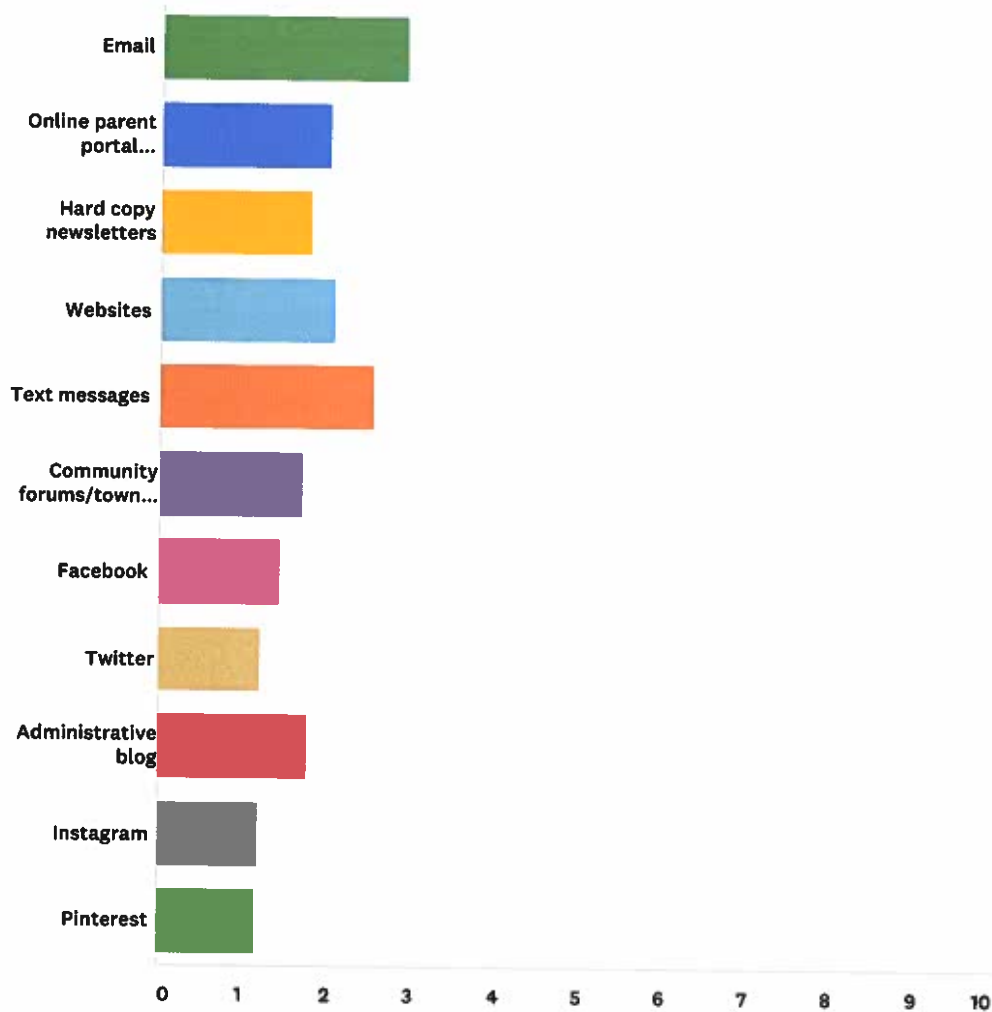


ANSWER CHOICES	RESPONSES	
Parent	50.17%	146
Staff	46.74%	136
Student	0.34%	1
Community member	1.03%	3
Other (please specify)	1.72%	5
TOTAL		291

Somers Public Schools Communications Survey

Q2 Please indicate your preferences for receiving communications from the school district.

Answered: 280 Skipped: 11



	PREFERRED	NEUTRAL	NOT PREFERRED	TOTAL	WEIGHTED AVERAGE
Email	93.88% 230	5.31% 13	0.82% 2	245	2.93
Online parent portai (PowerSchool)	27.80% 62	44.39% 99	27.80% 62	223	2.00
Hard copy newsletters	23.28% 54	33.19% 77	43.53% 101	232	1.80
Websites	31.51% 69	44.75% 98	23.74% 52	219	2.08
Text messages	68.46% 165	18.67% 45	12.86% 31	241	2.56
Community forums/town halls	9.86% 21	49.30% 105	40.85% 87	213	1.69

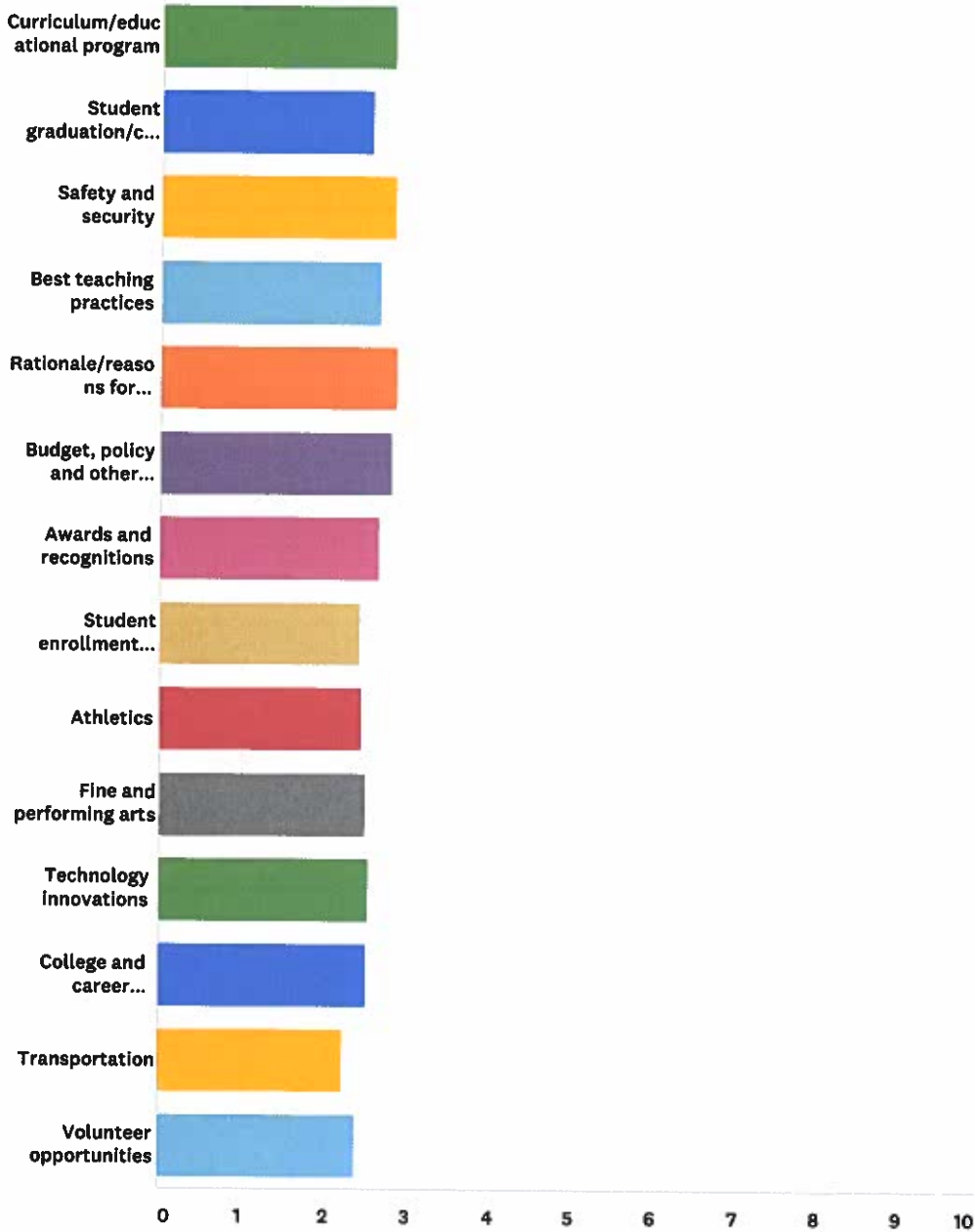
Somers Public Schools Communications Survey

Facebook	11.26% 25	21.17% 47	67.57% 150	222	1.44
Twitter	4.13% 9	12.39% 27	83.49% 182	218	1.21
Administrative blog	16.89% 37	43.38% 95	39.73% 87	219	1.77
Instagram	4.13% 9	11.93% 26	83.94% 183	218	1.20
Pinterest	1.36% 3	13.12% 29	85.52% 189	221	1.16

Somers Public Schools Communications Survey

Q3 Please indicate your interested in receiving information about the following topics:

Answered: 265 Skipped: 26



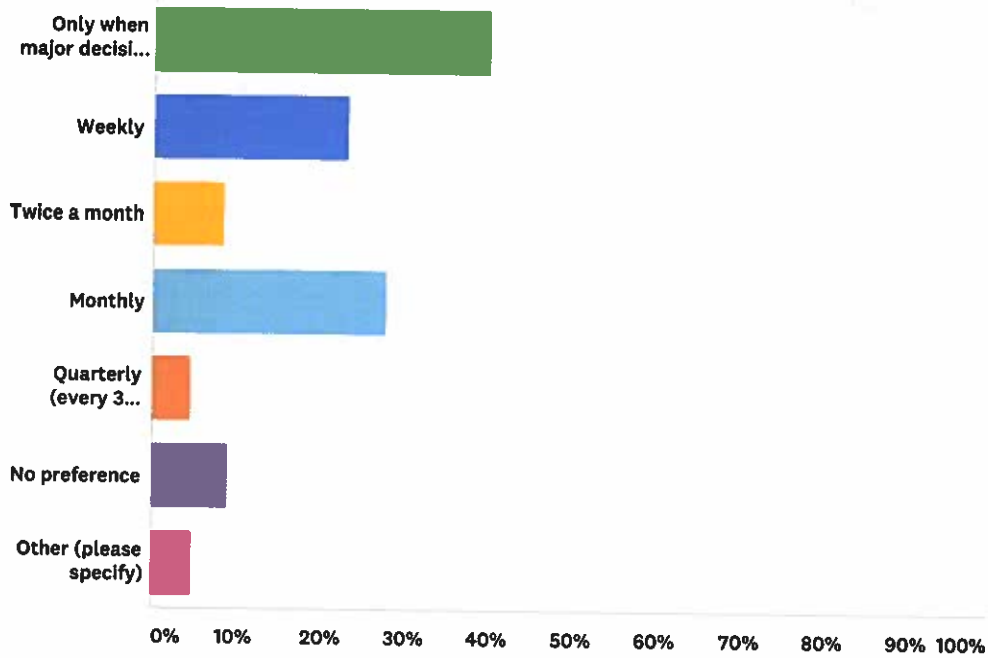
	INTERESTED	NEUTRAL	NOT INTERESTED	TOTAL	WEIGHTED AVERAGE
Curriculum/educational program	83.92% 214	13.73% 35	2.35% 6	255	2.82
Student graduation/course requirements	66.80% 171	21.09% 54	12.11% 31	256	2.55

Somers Public Schools Communications Survey

Safety and security	86.59% 226	12.26% 32	1.15% 3	261	2.85
Best teaching practices	68.90% 175	27.95% 71	3.15% 8	254	2.66
Rationale/reasons for decisions made by school system leadership	86.69% 228	12.55% 33	0.76% 2	263	2.86
Budget, policy and other governance information	82.24% 213	16.60% 43	1.16% 3	259	2.81
Awards and recognitions	66.54% 171	31.52% 81	1.95% 5	257	2.65
Student enrollment information	50.40% 126	40.80% 102	8.80% 22	250	2.42
Athletics	53.88% 132	36.73% 90	9.39% 23	245	2.44
Fine and performing arts	56.63% 141	34.94% 87	8.43% 21	249	2.48
Technology innovations	57.94% 146	37.30% 94	4.76% 12	252	2.53
College and career information	61.69% 153	27.82% 69	10.48% 26	248	2.51
Transportation	42.04% 103	40.41% 99	17.55% 43	245	2.24
Volunteer opportunities	47.58% 118	42.74% 106	9.68% 24	248	2.38

Q4 How often would you like to receive district communications

Answered: 265 Skipped: 26



ANSWER CHOICES	RESPONSES	
Only when major decisions or updates are warranted	40.00%	106
Weekly	23.02%	61
Twice a month	8.30%	22
Monthly	27.55%	73
Quarterly (every 3 months)	4.53%	12
No preference	9.06%	24
Other (please specify)	4.91%	13
Total Respondents: 265		