

Board of Education Meeting

Monday, June 14, 2021 7:00 PM

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

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. RECOGNITIONS AND AWARDS

1. The Board will recognize the Retirement of 4 Staff

4. PENSION UPDATE

5. APPROVAL OF MINUTES

1. Draft of the Board minutes of May 24, 2021

6. AUDIENCE TO CITIZENS/STAFF/STUDENTS

7. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

8. CONSENT AGENDA

1. Warrant of June 14, 2021

2. Staff Resigned or Retired from Somers Public Schools

9. NEW BUSINESS

1. 1st Warning of new DBS Policy 4111.2 - Personnel - Minority Recruitment
2. 1st Warning of DBS Policy 9271 - ByLaws of the Board -Code of Ethics
3. 1st Warning of DBS 3516.11 - Hazardous Materials - Pest Management
4. Open Forum: Equity and Diversity

10. OLD BUSINESS

1. 2nd Warning of Novels for Mabelle B. Avery Middle School and Somers High School.
1. 2nd warning of new ELA Course at Mabelle B. Avery School.

11. ADMINISTRATIVE REPORTS

1. ARP Grant Preliminary Plan
2. Superintendent's Update

12. COMMITTEE REPORTS

1. CURRICULUM
2. POLICY

3. SALARY & NEGOTIATION

4. PLANNING

13. **CREC UPDATE**

14. **ADJOURNMENT**

**Somers Board of Education Meeting
Board of Ed Chambers
May 24, 2021
7:00 PM**

Attendance Taken at 6:59 PM:

Present Board Members: Anne Kirkpatrick, Jan Martin, Sarah Bollinger, Krista Cherry, Marissa Marks

Absent Board Members: Bruce Devlin, David Palmer, Jeremy Anderson, Kate McLellan

Others: Brian Czaplá, Bill Boutwell, Dina Senecal, Margot Martello, Cory Leiphart, Rhonda Davis, Liz Guerin, Tracy Formica, Jim Formica, Chris Thiesing, Erica Thiesing, Lindsay Jamgochian, Doreen Grout, Diane Childs, Cynthia DeRoma, Becky Joyal, Gerard Joyal, Aiden Leiphart, Donna Kibbe, Theresa Cochanek, Kim Radziewicz, Sam Robbiati, Paula Johnson, Steve Krasinski, Bob Schmidt, Tara Moody, Tom Chilicki, Bob Chester, Todd Mitchell, BJ Ferro, Doug Ferro, Tara Moody, Robert Thiesing, Robert Issa, Michael Hevey, Christina Hevey, John Sheehan, Dan Grout, Greg Strouth

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. MBA CABA Leadership Awards

Rationale: Mrs. Margot Martello, Principal of Mabelle B. Avery Middle School, will present the MBA CABA Award with the Board.

Discussion: Mrs. Margot Martello, MBA Principal, presented the CABA Student Leadership Award to Aiden Leiphart, 8th Grade student. He was nominated for his intrinsic motivation to do well, taking appropriate academic risk, participating in class and going the extra mile in school work, offering student support, and his genuine kindness. He is interested in all sports except for baseball and spends a great deal of time playing soccer and lacrosse. He also participates in Drama Club and Fitness Club.

4. APPROVAL OF MINUTES

4.1. Draft Board of Education Minutes of May 10, 2021

Rationale: Board to review and approve the draft minutes of the Board Meeting of May 10, 2021.

Motion Passed: Motion to approve the May 10, 2021 Draft Minutes passed with a motion by Jan Martin and a second by Sarah Bollinger. **5 Yeas - 0 Nays.**

5. AUDIENCE TO CITIZENS/STAFF/STUDENTS

Motion Passed: Motion to extend the public comment section by 20 minutes with a limit of three minutes per person passed with a motion by Sarah Bollinger and a second by Krista Cherry. **5 Yeas - 0 Nays.**

Discussion: Several members of the community voiced their concerns to Superintendent Czapla and the BOE regarding Critical Race Theory in classrooms.

Members of the community commented on Critical Race Theory as dividing society based upon the color of one's skin rather than reinforcing the principle that "all men are created equal" (Declaration of Independence). Concern was raised regarding the Somers Diversity and Equity Council report of using the "Social Justice Standards Framework as the road map for anti-bias education at every stage of K-12 instruction." Members of the community want a quality education framework to be based upon hard work and excellence in the core subjects which will provide equal opportunities for all. Members commented on their concerns regarding the list of books read by the administrative staff. One member of the community commented that components of the Critical Race Theory make sense, but it is "political and not intellectual." Politics cannot drive curriculum. Another member of the community commented that parents should be "responsible for creating caring children." One member stated that a lot of things sound great in theory but that the BOE really needs to analyze what they are bringing into the school system. Students should not be missing school on social justice issues. Another member of the community stated that respectful conversations need to continue and the community consensus heard.

Two members of the community thanked the BOE for their work in trying to educate children of historically accurate issues of race and teaching children to become critical thinkers.

One member of the community asked when children can stop wearing masks to school.

Anne Kirkpatrick thanked the audience for their comments and invited them to stay for the rest of the meeting. She asked the superintendent to comment.

Superintendent Czapla stated that the Critical Race Theory is not something that he embraces and will not bring it to the students, teachers, or town. He addressed concerns for the list of books that were mentioned indicating that he didn't agree with many of the books. The books are part of professional development with staff and will not be included in the curriculum. The goal is to make sure that there is an acceptance at SPS of all cultures so that students can be successful beyond Somers. There is still work to be done that will take years. It is a multi-year process in which the first steps are to educate staff on equity, culture, and race issues so that meaningful and responsible discussion and planning can occur. Superintendent Czapla stated there will be a public forum in the future.

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

Motion Passed: Motion to approve Consent Agenda as presented passed with a motion by Jan Martin and a second by Krista Cherry. **5 Yeas - 0 Nays.**

7.1. Warrant of May 24, 2021

Rationale: The Board will review and consent to warrant of May 24, 2021 in the amount of \$361,184.46.

7.2. Retirement/Resignations of SPS Staff

Rationale: Greg Genlot - Maintenance - resigning as of June 11, 2021
Jessica Higgins - SES Para - resigning as of June 16, 2021
Christine Hillebrecht - SES Grade 4 teacher - resigning as of June 30, 2021
LeeAnne Mailhot - SES Kindergarten teacher - retiring after 20 years as of June 30, 2021
Heather Fabian - SES Grade 5 - resigning as of June 30, 2021
Jackie Shea - SES Early Start PreSchool - resigning 5/20/21 (has been on ChildRearing Leave this school year)

7.3. 2nd Warning of DBS 4118.5 - Equipment - Staff Telecommunications Acceptable Use Policy

Rationale: The Board will review the 2nd Warning of DBS 4118.5 – Equipment - Staff Telecommunications Acceptable Use Policy.

7.4. 2nd Warning of DBS 4118.51 - Employees Responsibility for Social Networking Websites

Rationale: The Board will review the 2nd Warning of DBS 4118.51 - Employees Responsibility for Social Networking Websites.

7.5. 2nd Warning of DBS 5125.3 - Student Health/Medical Records.

Rationale: The Board will review the 2nd Warning of DBS 5125.3 - Student Health/Medical Records.

7.6. 2nd Warning of DBS - 6141.32 Appendix A - Standards for District and Schools - www sites hosted on School property

Rationale: The Board will review the 2nd Warning of DBS 6141.32 Appendix A - Standards for District and Schools - www sites hosted on School property.

7.7. 2nd Warning of DBS 6141.321- Instruction - Student Telecommunications Acceptable Use Policy

Rationale: The Board will review the 2nd Warning of DBS 6141.321- Instruction - Student Telecommunications Acceptable Use Policy.

7.8. 2nd Warning of DBS 6141.322 - Instruction - Computers: Web Sites/Pages/Social Media

Rationale: The Board will review the 2nd Warning of DBS 6141.322 – Instruction - Computers: Web Sites/Pages/Social Media.

7.9. 2nd Warning DBS - 9132 - BYLAWS of the Board - Standing Committees

Rationale: The Board will review the 2nd Warning of DBS 9132 - BYLAWS of the Board - Standing Committees.

7.10. 2nd Warning of DBS 9326.1 - BYLAWS of the Board - Minutes

Rationale: The Board will review the 2nd Warning of DBS 9326.1 - BYLAWS of the Board - Minutes.

8. NEW BUSINESS**8.1. 1st Warning of Novels for Mabelle B. Avery Middle School and Somers High School and New ELA Course at Mabelle B. Avery Middle School**

Rationale: The Board will review the 1st Warning of Novels for Mabelle B. Avery Middle School and Somers High School and also the new ELA course at Mabelle B. Avery Middle School.

9. OLD BUSINESS**9.1. Approval of Daily Sub Rate up to \$125 effective September 7, 2021**

Rationale: The Superintendent will be there for any discussion.

Motion Passed: Motion to approve the daily substitute rate up to \$125 effective September 7, 2021 passed with a motion by Krista Cherry and a second by Sarah Bollinger. **5 Years - 0 Nays.**

10. ADMINISTRATIVE REPORTS**10.1. Social Emotional Learning (SEL) Update**

Rationale: Mrs. Senecal will be there for any questions on Social Emotional Learning (SEL) Update.

Discussion: Mrs. Dina Senecal, Director of Curriculum, updated the BOE on Social Emotional Learning (SEL) at SPS. A mission statement was created, and the information is on the school website. She worked with teachers and administration and bases SEL at SPS on five CASEL criteria. SPS has also adopted flexibilities for educator evaluations. There has been SEL professional development involving "The Covid Experience" and an online course from Yale, "Managing Emotions in Times of Stress and Uncertainty." Second Step program materials have been implemented in grades K-8. School-Connect will be piloted at SHS. The future of SEL at SPS involves continuing Second Step in grades K-8, continued alignment district-wide to the five CASEL criteria, and creating Second Step for Adults. Discussion ensued among BOE members.

10.2. School Wellness Committee Report

Rationale: Mrs. Fry, our Head Nurse, will be there to present this report.

Discussion: Mrs. Cheryl Fry, Head School Nurse, updated the BOE on the School Wellness report. There was a reduction in the number of nurse office visits this year due to the pandemic and the decreased number of students in schools. SES health office visits increased faster because students returned to full in-person learning faster. Health office visits are increasing now as students are back in full. Staff visits were increased this year due to stress and information seeking regarding Covid. There is the same percentage of students receiving medication.

Mitigation strategies worked very well this year. PPE was given to staff as needed.

There has been a change in Religious Exemptions as of 4/28/21, and they are no longer accepted. There is a total of 47 students with medical or religious exemptions. Most of the exemptions are at SES for the flu vaccine. An immunization report goes to the State annually.

Professional development was new for nurses this year and held virtually on the Wednesday PD days.

The number of Covid cases as of the end of April include:

- SES: 38 confirmed, 455 quarantined
- MBA: 26 confirmed, 284 quarantined
- SHS: 33 confirmed, 158 quarantined

Superintendent Czaplá stated he is waiting for guidelines from the State on next school year re-opening requirements. Also, DPH has indicated that the mask mandate will stay in effect for the rest of the school year.

10.3. Superintendent's Update

Discussion: Superintendent Czaplá updated the BOE on recent events at SPS. He reported that he held interviews last week for the position of Director of Business Services and is hopeful to offer one of the candidates a contract in the near future. He will report back to the BOE upon acceptance of the contract.

Due to the number of end-of-year events, SHS will be sending out communications regarding seniors who would like to switch to remote learning for the last two weeks of school in order to avoid potential Covid contact and quarantine.

There were not traditional final exams this year. Teachers opted for small assessments or projects. Discussion ensued among BOE members.

11. COMMITTEE REPORTS

11.1. CURRICULUM

Discussion: Marissa Marks reported that the committee met on 5/24/21 prior to the BOE meeting. The summer reading list will go live tomorrow. The list of approved books was on the 5/24/21 BOE agenda.

11.2. POLICY

Discussion: Anne Kirkpatrick reported that the committee met on 5/24/21 prior to the BOE meeting. The next meeting will be held on 6/14/21 at 6:30 p.m.

11.3. SALARY & NEGOTIATION

Discussion: Superintendent Czapla stated that the committee is up-to-date. There will be one item discussed in Executive Session at the end of the 5/24/21 BOE meeting.

11.4. PLANNING

Discussion: No update. Superintendent Czapla stated that the next meeting will be in the fall.

12. CREC UPDATE

Discussion: Krista Cherry stated that the annual meeting was held on 5/19/21. The election of officers was held. Student scholarship winners were recognized.

13. EXECUTIVE SESSION

Rationale: The Board will go into Executive Session to discuss the Non-Union staff wage adjustments and stipends for the 21-22 school year. The Board will invite the Superintendent and the Director of Business Services into Executive Session.

Motion Passed: Motion to enter into Executive Session at 8:14 p.m. for the purpose of discussing the non-union staff wage adjustments and stipends for the 2021-22 school year and invite Superintendent Czapla and Bill Boutwell, Director of Business Services, into Executive Session passed with a motion by Krista Cherry and a second by Jan Martin.

5 Yeas - 0 Nays.

The BOE exited Executive Session at 8:24 p.m.

Motion Passed: Motion to approve the wage adjustments and stipends for the non-union staff for the 2021-22 school year as presented passed with a motion by Sarah Bollinger and a second by Marissa Marks. **5 Yeas - 0 Nays.**

14. ADJOURNMENT

Motion Passed: Motion to adjourn the BOE meeting at 8:25 p.m. passed with a motion by Krista Cherry and a second by Jan Martin. **5 Yeas - 0 Nays.**

Somers Board of Education General Budget Treasury Warrant

Report # 68980

Check Batch: 44885
 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: 6/16/21
 William B. Boutwell, Director of Business Services

44885	20143	06/14/2021	V62704	A&D Portable Rentals	0.00	450.00
	20144	06/14/2021	V61397	All-Phase Electric Supply Co.	0.00	981.26
	20145	06/14/2021	V52670	SYNCB/AMAZON	0.00	677.71
	20146	06/14/2021	V60084	American Time	0.00	394.67
	20147	06/14/2021	V60040	Anthem Life Insurance Company	0.00	2,512.71
	20148	06/14/2021	V02141	Apple Inc.	0.00	11,760.00
	20149	06/14/2021	V61684	Aramark	0.00	371.87
	20150	06/14/2021	V62720	Arrow Concrete Products, Inc	0.00	476.00
	20151	06/14/2021	V54164	Auto Tek LLC	0.00	49.95
	20152	06/14/2021	V00884	Avery Septic Service	0.00	150.00
	20153	06/14/2021	V60312	Barnes Pools, Stones & Stuff	0.00	328.00
	20154	06/14/2021	V61672	Best Plumbing Specialties	0.00	577.21
	20155	06/14/2021	V02406	Billings Sports, Inc.	0.00	1,925.00
	20156	06/14/2021	V60784	Bloomfield Public Schools	0.00	410.12
	20157	06/14/2021	V61601	Brown Small Engine Repair	0.00	71.25
	20158	06/14/2021	V00121	CABE	0.00	8,672.00
	20159	06/14/2021	V61608	Cap and Gown Direct	0.00	260.61
	20160	06/14/2021	V61550	CareerStaff Unlimited	0.00	378.00
	20161	06/14/2021	V00129	Carolina Biological Supply Co.	0.00	185.48
	20162	06/14/2021	V00052	CAS Inc.	0.00	6,115.00

Somers Board of Education General Budget Treasury Warrant

Report # 68980

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20163	06/14/2021	V61455	ConnectCare, Inc	0.00	195,827.15
	20164	06/14/2021	R00846	Connors, Michael	0.00	148.88
	20165	06/14/2021	V61473	COX Business	0.00	982.97
	20166	06/14/2021	V00204	CREC	0.00	12,990.14
	20167	06/14/2021	V60709	DBS Financial Services LLC	0.00	3,325.81
	20168	06/14/2021	V60416	DG Graphics	0.00	95.00
	20169	06/14/2021	V60089	Dime Oil Company LLC	0.00	356.60
	20170	06/14/2021	V62715	Drone Blocks	0.00	4,194.00
	20171	06/14/2021	V00605	Electrical Wholesalers	0.00	759.29
	20172	06/14/2021	V52317	Ellington Board of Education	0.00	6,572.11
	20173	06/14/2021	V00743	Enfield Board of Education	0.00	11,475.27
	20174	06/14/2021	V00159	Eversource Energy	0.00	5,420.74
	20175	06/14/2021	V61235	F. W. Webb Company	0.00	243.58
	20176	06/14/2021	V61448	FireTech	0.00	488.00
	20177	06/14/2021	V54168	First Student, Inc	0.00	102,129.66
	20180	06/14/2021	V02186	Flinn Scientific, Inc.	0.00	582.80
	20181	06/14/2021	E00257	Ford, Linda	0.00	150.00
	20182	06/14/2021	E00257	Ford, Linda	0.00	202.03
	20183	06/14/2021	V61688	Gateway Fence & Guardrail, LLC	0.00	18,200.00
	20184	06/14/2021	V54184	Geissler's Supermarket, Inc	0.00	339.15
	20185	06/14/2021	V60920	Global Equipment Company	0.00	629.31
	20186	06/14/2021	V00511	Granger	0.00	47.54
	20187	06/14/2021	V01790	Heinemann	0.00	4,111.93
	20188	06/14/2021	V60090	High Grade Gas Service, Inc	0.00	2,265.36
	20189	06/14/2021	V21177	Home Depot CRC	0.00	192.03
	20190	06/14/2021	V61527	InsectLore	0.00	15.90
	20191	06/14/2021	V51979	Integrated Systems Services, LLC	0.00	272.50
	20192	06/14/2021	V02625	K & S Distributors	0.00	1,017.45
	20193	06/14/2021	V61604	Kelly Refrigeration & Freezer	0.00	300.00
	20194	06/14/2021	V00665	Kelly-Fradet Lumber	0.00	8,211.01
	20195	06/14/2021	V00718	King Ward Coach Lines	0.00	4,000.00
	20196	06/14/2021	E00178	Kosloski, Nicholas	0.00	18.65
	20197	06/14/2021	V62713	Learning Techniques, LTD	0.00	300.00
	20198	06/14/2021	V60467	MFAC, LLC	0.00	69.00
	20199	06/14/2021	V02898	Magnakleen Services	0.00	193.34
	20200	06/14/2021	V61483	Maplebrook School Inc.	0.00	8,219.00
	20201	06/14/2021	V62719	Megan Campbell March, PH.D	0.00	3,150.00

Somers Board of Education General Budget Treasury Warrant

Report # 68980

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
20202		06/14/2021	V21005	MSC Industrial Supply Co.	0.00	8.92
20203		06/14/2021	R00217	Nadler, Georgia	0.00	395.00
20204		06/14/2021	V60983	OMNI Group, The	0.00	24.00
20205		06/14/2021	V60097	Paxton/Patterson LLC	0.00	208.43
20206		06/14/2021	V53914	Pimey Bowes, Inc.	0.00	105.00
20207		06/14/2021	V60093	PSAT/NMSQT	0.00	1,451.70
20208		06/14/2021	V02610	Reliable Welding & Speed, LLC.	0.00	50.00
20209		06/14/2021	V00567	Reserve Account	0.00	4,970.00
20210		06/14/2021	V53811	RJ Mase, LLC	0.00	84.00
20211		06/14/2021	V61195	TriHex Athletic LLC	0.00	2,288.83
20212		06/14/2021	V60259	School Nurse Supply Inc.	0.00	336.01
20213		06/14/2021	V01292	School Specialty, LLC	0.00	116.21
20214		06/14/2021	E00301	Senecal, Dina	0.00	231.19
20215		06/14/2021	V51324	Sherwin-Williams Co., The	0.00	84.37
20216		06/14/2021	V61387	Shipman & Goodman, LLP	0.00	4,030.00
20217		06/14/2021	V00886	Somers Lunch Program	0.00	26.91
20218		06/14/2021	V61373	Somers Star Hardware	0.00	428.83
20220		06/14/2021	V01591	Town of Somers	0.00	4,748.77
20221		06/14/2021	V61643	Stafford Mechanical Services	0.00	2,459.90
20222		06/14/2021	V61537	Sunshine Tent Rentals LLC	0.00	19,595.00
20223		06/14/2021	V00290	Town of Enfield	0.00	4,394.00
20224		06/14/2021	V62710	TruMark Athletics	0.00	394.83
20225		06/14/2021	V60819	Turf Products	0.00	181.90
20226		06/14/2021	V53987	U.S. Bank Equipment Finance, Inc	0.00	2,592.91
20227		06/14/2021	V00548	USA Waste and Recycling	0.00	1,356.79
20228		06/14/2021	V61140	Van Pool Transportation LLC	0.00	2,500.00
20229		06/14/2021	V54059	Verizon Wireless	0.00	559.28
20230		06/14/2021	V60464	VEX Robotics Inc	0.00	905.66
20231		06/14/2021	V61404	Voice New England	0.00	147.00
20232		06/14/2021	V53413	W.B. Mason Co., Inc.	0.00	1,125.00
20233		06/14/2021	E00342	Walker, Alan	0.00	192.97
20234		06/14/2021	V02738	William V. MacGill & Co.	0.00	5,366.46
20235		06/14/2021	V60943	Zoro Tools Inc	0.00	19.64
Totals:					<u>0.00</u>	<u>\$495,622.55</u>

90 Checks Listed.

Somers Board of Education General Journal Register

Report # 68979
Batch: 44855
Transaction: N/A
Show Summary Only: Yes

Batch # 44855	Control Total \$495,622.55	Status Posted	Created By Ibergamini	Created On 06/07/2021	Last Updated By Ibergamini	Last Updated On 06/10/2021
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General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
June, 2021					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			448,586.45	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	448,586.45
	Total Generated Distributions			\$448,586.45	\$448,586.45
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			274.00	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	495,896.55
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	20,554.16	0.00
10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES		Yes	1,125.00	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES		Yes	15.90	0.00
10-100-2-3-02-242-611-01-5-00164	MA - ART SUPPLIES		Yes	90.72	0.00
10-100-2-3-16-220-641-01-5-00895	MA - LANGUAGE ARTS TEXTBOOK		Yes	4,111.93	0.00
10-100-2-4-02-242-611-01-5-00165	HS - ART SUPPLIES		Yes	25.49	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES		Yes	4,614.43	0.00
10-100-2-4-28-242-611-01-5-00206	HS - SCIENCE SUPPLIES		Yes	768.28	0.00
10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES		Yes	339.15	0.00
10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT		Yes	1,223.61	0.00
10-100-2-4-99-242-611-01-5-00180	HS - SAT PREP		Yes	1,451.70	0.00
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY		Yes	11,760.00	0.00
10-120-9-9-88-955-500-14-5-01707	SP ED - OOD SPEECH LGE SERV		Yes	1,111.72	0.00
10-120-9-9-88-955-500-14-5-01708	SP ED - OOD OCC THERAPY SERV		Yes	204.70	0.00
10-120-9-9-88-955-500-14-5-01709	SP ED - OOD PHY THERAPY SERV		Yes	511.75	0.00
10-120-9-9-98-132-530-04-5-00041	SP ED - POSTAGE		Yes	100.00	0.00
10-120-9-9-98-251-580-05-5-00272	SP ED - TRAVEL/IN-SERVICE		Yes	134.19	0.00
10-120-9-9-98-955-330-02-5-01117	SP ED-INDEPENDENT EVALUATIONS		Yes	3,150.00	0.00
10-212-1-3-46-132-530-02-5-00646	MA - GUIDANCE POSTAGE		Yes	75.00	0.00
10-212-1-4-46-132-530-02-5-00647	HS - GUIDANCE POSTAGE		Yes	210.00	0.00
10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES		Yes	5,702.47	0.00
10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	378.00	0.00
10-221-1-5-72-231-690-05-5-00284	CO - PROFESSIONAL LIBRARY		Yes	97.00	0.00
10-221-2-5-50-251-322-01-5-00300	CURRICULUM DEVELOPMENT		Yes	300.00	0.00

Somers Board of Education General Journal Register

Report # 68979

Batch # 44855	Control Total \$495,622.55	Status Posted	Created By Ibergamini	Created On 06/07/2021	Last Updated By Ibergamini	Last Updated On 06/10/2021
10-231-1-5-50-137-810-10-5-00058		B.O.E. - INSTITUTIONAL DUES			8,672.00	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			4,054.00	0.00
10-231-1-5-74-134-690-10-5-00047		B.O.E. - SUPPLIES			26.91	0.00
10-232-1-5-72-132-530-04-5-00039		CO - POSTAGE			3,170.00	0.00
10-232-1-5-72-134-690-04-5-00031		CO - PETTY CASH			150.00	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			202.03	0.00
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL			648.23	0.00
10-232-6-5-66-830-440-04-5-00526		CO - POSTAGE METER			105.00	0.00
10-240-1-2-40-132-530-04-5-00035		K-5 - POSTAGE			330.00	0.00
10-240-1-2-50-137-810-05-5-00053		K-5 - INSTITUTIONAL DUES			200.00	0.00
10-240-1-3-40-132-530-04-5-00037		MA - POSTAGE			525.00	0.00
10-240-1-3-50-137-810-05-5-00055		MA - INSTITUTIONAL DUES			675.00	0.00
10-240-1-4-40-132-530-04-5-00038		HS - POSTAGE			560.00	0.00
10-240-1-4-50-137-810-05-5-00056		HS - INSTITUTIONAL DUES			5,200.00	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			648.22	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			648.23	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			648.23	0.00
10-240-7-4-54-880-690-07-5-00274		HS - GRADUATION			1,237.88	0.00
10-260-1-5-64-642-530-04-5-01217		SW - COMMUNICATION SUPPLIES			147.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			1,178.48	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			258.10	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			368.56	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			246.98	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			455.87	0.00
10-260-5-4-42-722-430-06-5-00394		HS - ATHLETICS MAINTENANCE			8,601.65	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			431.11	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			484.48	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			1,840.10	0.00
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK			100.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			20,932.40	0.00
10-260-5-6-62-722-430-08-5-00431		MA - SEPTIC TANK			0.00	0.00
10-260-5-6-62-722-430-08-5-00438		HS - SEPTIC TANK			50.00	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			1,033.68	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			121.20	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			328.00	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			1,356.79	0.00
10-260-5-6-62-722-430-08-5-00445		SW - TOOL SUPPLY			39.88	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			417.12	0.00

Somers Board of Education General Journal Register

Batch # 44855	Control Total \$495,622.55	Status Posted	Created By Ibergamini	Created On 06/07/2021	Last Updated By Ibergamini	Last Updated On 06/10/2021
10-260-5-6-62-722-430-08-5-00451		SW - MOWER MAINTENANCE			201.54	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			84.37	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			1,217.61	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			0.00	274.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			820.79	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY			154.00	0.00
10-260-5-6-64-630-620-05-5-00357		MAINTENANCE - FUEL #2			164.81	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			3,542.64	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			4,206.49	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			997.42	0.00
10-260-5-6-64-643-690-05-5-00369		K-5 - PROPANE GAS			1,229.45	0.00
10-260-5-6-64-643-690-05-5-00371		MA - PROPANE GAS			634.47	0.00
10-260-5-6-64-643-690-05-5-00372		HS - PROPANE GAS			236.63	0.00
10-260-5-6-64-643-690-05-5-00372		TRANSPORTATION - ELEMENTARY			30,633.72	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - SECONDARY			36,797.25	0.00
10-270-4-5-84-521-510-12-5-00326		BUS FUEL			4,635.70	0.00
10-270-4-5-84-521-627-12-5-00327		SP ED - TRANSPORTATION AIDE			2,376.00	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - VANS			24,562.17	0.00
10-270-9-9-84-522-510-12-5-00329		SP ED - ADDITIONAL MILEAGE			2,500.00	0.00
10-270-9-9-84-522-510-12-5-00332		HS - ATHLETIC TRIPS			11,101.36	0.00
10-279-4-4-42-530-580-06-5-00337		SW - GASOLINE SCHOOL VEHICLES			469.67	0.00
10-279-4-5-84-722-627-12-5-00341		LIFE AND AD&D INSURANCE			2,512.71	0.00
10-280-6-5-82-820-200-13-5-00512		SW - HEALTH SAVINGS ACCOUNT			195,827.15	0.00
10-320-2-4-54-880-690-07-5-00602		HS - ACADEMIC AWARDS			40.00	0.00
10-320-2-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES			87.07	0.00
10-320-7-4-42-880-690-06-5-00601		HS - ATHLETIC AWARDS			269.90	0.00
10-320-7-4-42-880-690-06-5-01220		HS - ATHLETIC UNIFORMS			4,213.83	0.00
10-611-6-5-88-960-560-14-5-00638		ENFIELD ADULT EDUCATION			4,394.00	0.00
10-613-9-9-88-955-561-14-5-00622		SPED - CREC RIVER STREET			6,458.56	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			31,379.91	0.00
Total User-Entered Distributions					\$496,170.55	\$496,170.55
Total for June, 2021					\$944,757.00	\$944,757.00
Grand Total for Batch # 44855					\$944,757.00	\$944,757.00

Somers Board of Education General Journal Register

Report # 68979

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
44855	\$495,622.55	Posted	Ibergamini	06/07/2021	Ibergamini	06/10/2021

421 Transactions Listed.

DBS CODE: 4111.2

PERSONNEL - CERTIFIED AND NONCERTIFIED:

Minority Recruitment

Somers Public Schools is committed to cultivating a just and fair learning community characterized by culturally responsive learners and staff who embrace, accept and respect differences and perspectives. The Board recognizes the value in providing students opportunities to interact with staff from different racial, ethnic, and economic backgrounds and directs the Superintendent to develop and implement a minority recruiting plan to ensure a diverse staff

Legal Reference: Connecticut General Statutes

18-34 An Act Concerning Minority Teacher Recruitment and Retention

BYLAWS OF THE BOARD *(policy only needed grammatical corrections)*

Code of Ethics:

This Code of Ethics is based upon “Standards of Leadership for Members of Boards of Education” recommended by the CAFE Board of Directors in 1977.

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of “children first.”
2. I will, as an agent of the State, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education, whether it be in providing adequate finances, optimum facilities, staffing and resources or better educational programs for children.
5. I will join with my Board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society. I will support needed change in our schools.
6. I will strive to ensure that the community is fully and accurately informed about our schools and will try to interpret community aspirations to the school staff.
7. I will recognize that my responsibility is not to “run the schools” through administration but, together with my fellow Board members, to see that they are well-run through effective policies.
8. I will attempt to confine my Board action to policy-making, planning and appraisal and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
9. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meeting. I will respect the opinions of others and abide by the principle of majority rule.
10. I will recognize that authority rests only with the whole Board assembled in meeting and will make no personal promises nor take any private action which may compromise the Board.
11. I will acknowledge that the Board represents the entire school community and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board ~~for gain of myself~~ for my benefit or for that of my friends.

12. I will hold confidential all matters pertaining to schools which, if disclosed, might needlessly injure individuals or the schools.
13. I will insist that all school business transactions be open and ethical.
14. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
15. I will strive to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.
16. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but [also](#) the necessary authority to perform effectively.
17. I will refer all complaints through the proper “chain of command” within the [system](#) and will act on such complaints at public meetings only when administrative solutions fail.

Adopted: January 26, 1981

NOTE: Total rewrite of policy to comply with state statute

BUSINESS

Hazardous Material in Schools:

Pest Management

Somers Public Schools implements an integrated pest management plan that uses available pest control techniques to reduce the amounts of pesticides applied in any building, or the grounds of any Somers Public School by using alternative methods of pest control, that may include structural maintenance, proper sanitation practices, appropriate solid waste management and alternative mechanical or biological control, along with pesticides.

The decision to apply pesticide in any building, or the grounds of any Somers Public School is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any Somers Public School during regular school hours or during planned activities at any school except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The application of lawn care pesticides on the grounds of schools with students in Grades K-8 is prohibited except in emergencies and as permitted by Connecticut statutory and regulatory provisions. In such emergencies they must be applied according to an integrated pest management plan (IPM).

Somers Public Schools may make an emergency application of pesticide without prior notice to parents/guardians of children in any school and/or staff members in the event of an immediate threat to human health, subject to the notice provisions of applicable Connecticut statutory and regulatory provisions.

Legal Reference: Connecticut General Statutes

10-231b. Pesticide applications at schools: Authorized applicators.
Exception, (as amended by PA 09-56)

10-231c. Pesticide applications at schools without an integrated pest management plan.

22a-46. Short title: Connecticut Pesticide Control Act

22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58. Records to be kept by distributors and applicators.

23-61a. Definitions. Tree protection examining Board within Department of Consumer Protection. Regulations.

23-61b. Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7
U.S. Code 136 et seq.

		For book synopsis use: https://www.goodreads.com/			
Title of Book	Author	For Course	Grade Level		
Tuck Everlasting	Natalie Babbitt	ELA	6		
Holes	Louis Sachar	ELA	6		
Stargirl	Jerry Spinelli	ELA	6		
Home of the Brave	Katherine Applegate	ELA	6		
Lost Trail (graphic novel)	Donn Fendler	ELA	6		
Out of the Dust	Karen Hesse	ELA	7	Poetry Links	
Children of the Dust Bowl	Jerry Stanley	ELA	7	Maya Angelou- Caged Bird	
Rose's Journal	Marissa Moss	ELA	7	Tupac Shakur- The Rose That Grew From Concrete	
Unbroke	Laura Hillenbrand	ELA	7	Poetry Links*	
A Midsummer Night's Dream (Sonnet 5)	Shakespeare	ELA	7	Li-Young Lee- From Blossoms	
The Wednesday Wars	Gary D. Schmidt	ELA	7	Portia Nelson- Autobiography In Five Short Chapt	
Poetry (various)*	Maya Angelou, Tupac Shukar, Sherman Alexie, Li-Young Lee, Portia Nelson	ELA	7		
Futredaze Science Fiction	Various (33 short stories by various authors)	ELA	7		
Dark They Were Golden	Various (Sci-Fi short stories)	ELA	7	Sci-Fi Short Stories	
Examination Day	Various (Sci-Fi short stories)	ELA	7	The Arrival by Shaun Tan	
Autumn Time	Various (Sci-Fi short stories)	ELA	7	Autumn Time Plot Chart- flashback	
Earth from Two Perspectives	Various (Sci-Fi Poetry)	ELA	7	Dark They Were and Golden Eyed- point of view	
Endangered	Eliot Schrefer	ELA	8		
Woods Runner	Gary Paulsen	ELA	8		
Between Shades of Gray	Ruta Sepetys	ELA	8		
Call of the Wild	Jack London	ELA	8		
To Build a Fire and Other Short Stories	Jack London	ELA	8		
Hidden Roots	Joesph Bruchac	ELA	8		
Diary of Anne Frank (play)	Francis Goodrich, Albery Hackett	ELA	8		

For book synopsis use: <https://www.goodreads.com/>

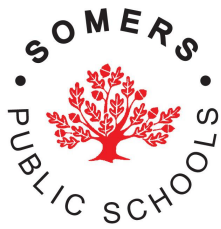
Title of Book	Author	For Course	Grade Level
Romeo and Juliet	William Shakespeare	All English 9 Courses	9
To Kill a Mockingbird	Harper Lee	All English 9 Courses	9
Animal Farm	George Orwell	All English 9 Courses	9
Great Expectations	Charles Dickens	Honors English 9	9
Adventures of Huck Finn	Mark Twain	Honors English 9	9
Ready Player One	Ernest Cline	College English 9	9
The Alchemist	Paul Coelho	Honors English 9	9
The Tempest	William Shakespeare	Honors English 9	9
Life of Pi	Yann Martel	Honors English 9	9
Lord of the Flies	William Golding	All English 10 Courses	10
A Raisin in the Sun	Lorraine Hansberry	All English 10 Courses	10
Fahrenheit 451	Ray Bradbury	All English 10 Courses	10
Night	Elie Wiesel	English 9 or 10 CP and/or H	10
Merchant of Venice	William Shakespeare	Honors English 10	10
Twelfth Night	William Shakespeare	All English 10 Courses	10
BraveNew World	Aldous Huxley	Honors English 10	10
The Night Diary	Veera Hiranandani	College English 10	10
A Tale of Two Cities	Charles Dickens	Honors English 10	10
Pride and Prejudice	Jane Austen	Honors English 10	10
The Catcher in the Rye	J.D. Salinger	Honors English 10	10
The Scarlet Letter	Nathaniel Hawthorne	Honors English 10	10
Educated	Tara Westover	English 10 Course	10
Whale Talk	Chris Cutcher	English 11	11
The Great Gatsby	F. Scott Fitzgerald	All English 11 Courses	11
Into the Wild	John Krakaur	English 11	11
House on Mango Street	Sandra Cisneros	English 11	11
Macbeth	William Shakespeare	All grade 11 English courses	11
1984	George Orwell	All grade 11 English courses	11
Beowulf	Translation by Seamus Heaney	College English 11 and Honors English 11	11
The Canterbury Tales	Geoffrey Chaucer	Honors English 11	11
The Best of Poe	Edgar Allen Poe	All English 11 Courses	11
The Crucible	Arthur Miller	All English 11 Courses	11

For book synopsis use: <https://www.goodreads.com/>

Title of Book	Author	For Course	Grade Level
To the Lighthouse	Virginia Woolf	AP Language and Comp	11
Feed	Matthew Tobin Anderson	Honors English 11	11
Dracula	Bram Stoker	Honors English 11	11
Outliers	Malcom Gladwell	College/English 12	12
The Martian	Amy Weir	English 12	12
Educated	Tara Westover	English 12	12
Dopesick	Beth Macy	English 12	12
Invisible Man	Ralph Ellison	AP Lit and Comp	12
A Thousand Splendid Suns	Khaled Hosseini	College English 12	12
Things Fall Apart	Chinua Achebe	College English 12 and AP	12
Rozencrantz and Guildenstern are Dead	Tom Stoppard	AP Lit and Comp and Honors 12	12
Chronicle of a Death Foretold	Gabriel Garcia-Marquez	AP Lit and Comp	12
Their Eyes were Watching God	Zora Neale Hurstin	AP Lit and Comp and Honors 12	12
The Awakening	Kate Chopin	AP Lit and Comp	12
Kite Runner	Khaled Hosseini	Honors English 12 and AP Lit and Comp	12
Extreme Ownership	Jocko Willink and Leif Babin	English 12	12
The Things they Carried	Tim O'Brien	English 12	12
The Joy Luck Club	Amy Tan	Honors English 12	12
Cry, the Beloved Country	Alan Paton	AP Literatur and Comp	12
The Road	Cormac McCarthy	English 12	12
Death of a Salesman	Arthur Miller	AP Lit and Comp	12
Fences	August Wilson	AP Lit and Comp	12
Hamlet	William Shakespeare	All Grade 12 English Courses	12
Othello	William Shakespeare	AP Lit and Comp	12
Writer's INC	Sebranek/Kemper/Meyer	All English Courses	9-12
Life as We Knew It	Susan Beth Pfeffer	All Courses (Summer Reading)	9-12
People's History of the United States	Howard Zinn	AP US History	11
Major Problems in American History	Elizabeth Hofman	AP US History	11
La Guerra Sucia	Nathaniel Kirby	WL	11-12
Don Quijote de la Mancha	Miguel Cervantes	WL	12

For book synopsis use: <https://www.goodreads.com/>

Title of Book	Author	For Course	Grade Level
La hija del sastre	Carrie Toth	WL	11-12
Frida Kaholo	Kristy Placido	WL	9-12
Todo lo que brilla no es oro	Chris Mercer	WL	9-12
Vida o muerte en el Cusco	Lisa Ray Turner	WL	9-12
Pobre Ana	Blaine Ray	WL	9-12
Los ojos de Carmen	Blaine Ray	WL	9-12
Amor por sorpresa	Lourdes	WL	9-12
El Entierro	Adriana Ramírez	WL	9-12
Semi-Profesional	Adam Giedd	WL	9-12
El Árbol Generoso	Shel Silverstein	WL	9-12
El Brazalete Mágico	Margarita Pérez García	WL	9-12
Caras Vemos	Theresa Jensen	WL	9-12
Billy y las botas	Señor Wooly	WL	9-12
La Casa de la Dentista	Señor Wooly	WL	9-12
Le Petite Prince	Antoine Saint Exupery	WL	9-12
Pauvre Anne	Blaine Ray	WL	9-12
Ma voiture a moi	Blaine Ray	WL	9-12
Famma va en Californie	Blaine Ray	WL	9-12



**Board of Education
Administrative Report**

Title of Report: Warnings: MBA & SHS Novels, MBA ELA Program

Board Meeting Dates: May 24, 2021 & June 14, 2021

Action Report Information Discussion

Submitted by: Dina M. Senecal

Executive Summary

The Curriculum Subcommittee is presenting the Board of Education with the MBA & SHS Novel list as well as the MBA ELA Program (Teachers College of Reading and Writing Units of Study) for first warning on May 24th and second warning on June 8th

A complete novel list for MBA and SHS along with informational sheets about the MBA ELA Program is attached.

What Do Middle Grade Readers Need?

We want our middle grade students to become flexible, resilient readers who read for pleasure as well as for multiple academic purposes. We want them to have a toolkit of strategies for dealing with difficulty, and we want them to know when and how to use those strategies. Not least, we want students to read broadly and deeply, alert to the intricacies of texts and to the power of language.

How Can We Best Meet Those Needs?

To accomplish the ambitious goals we have for students, we must reconsider how we think about English Language Arts classrooms and curricula. We can no longer conceive of the curriculum as a few books kids will master. Ambitious world-class standards require that we equip students with a repertoire of skills and strategies to help them be more powerful in any text, whether print, digital, or multi-modal.

As we adapt to new instructional priorities, we must also rethink the classroom structures that support our teaching. Reading workshop offers a powerful framework that allows the teacher to listen, to assess, and to teach complex reading strategies while also coaching into each student's zone of proximal development. During each day in the reading workshop, students read for the bulk of the time, and as they do, they draw upon an ever-growing repertoire of skills, tools, strategies, and habits.

The Units of Study for Teaching Reading series provides teachers with the tools and support they need to teach these vital skills and to move students quickly and efficiently toward and beyond grade-level expectations, while also helping them become proficient, passionate, lifelong learners.





A Deep Study of Character

Mary Ehrenworth
Lucy Calkins, Series Editor

This unit serves as a primer in what it means to participate in an intense reading workshop. It introduces students to a variety of instructional methods such as read-aloud, partner work, and minilessons, and coaches both teachers and students in how to harness those methods to increase reading expertise and independence.

Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit also helps readers take charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.

This is an ideal unit for the beginning of the school year, offering extra support for organizing a classroom library, matching readers to books, organizing partnerships, and planning for reading workshops.



Tapping the Power of Nonfiction

Katie Clements
Lucy Calkins, Series Editor

Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. To do science, students need to read science books and articles. To study history, they need to be skilled at reading all kinds of primary and secondary sources. When we help students become powerful readers of nonfiction, we help them become powerful learners.

Across this unit, students will develop a solid set of nonfiction reading skills: discerning central ideas, summarizing to create a concise version of a text, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view and perspective. They'll also learn to develop flexibility as they read across text types, reading a variety of nonfiction chapter books, articles, trade books, and online resources, and transferring what they know from one text type to the next.



Social Issues Book Clubs: Reading for Empathy and Advocacy

Audra Kirshbaum Robb & Emily Strang-Campbell
Lucy Calkins & Mary Ehrenworth, Series Editors

The topic of social issues, the lens for reading in this unit, is one that matters greatly to the young human beings who enter our classrooms every day. In middle school, many kinds of issues start to weigh more heavily on students: relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids.

A recent *Washington Post* article titled "Does Reading Make You a Better Person?" concludes that the answer to the title question is "Yes!" Reading literature especially has proven to increase people's ability to empathize with others, and to be more socially aware. A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what's right.

READING UNITS: MIDDLE SCHOOL GRADES



Investigating Characterization: Author-Study Book Clubs

Mary Ehrenworth & Katy Wischow
Lucy Calkins, Series Editor

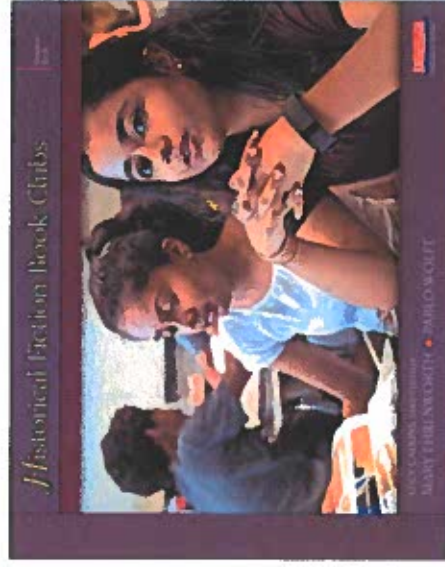
This unit of study focuses readers on studying not just characters, but characterization, or how authors create multifaceted characters replete with weakness and strengths, complex relationships with others, and life lessons they learn and teach. The unit strikes a delicate balance between encouraging readers to hold on to the magic of reading, allowing them to slip longingly into the pages of a compelling story, and presenting readers with opportunities to engage in meta-analysis, fostering an appreciation of the craft of the text as well as the story.



Essential Research Skills for Teens

Mary Ehrenworth & Marc Todd
Lucy Calkins, Series Editor

This unit is all about learning well in today's digital world and then sharing that knowledge with others—the most fundamental and joyous of intellectual experiences. Students will form study groups to research topics of contemporary, scientific, or historical significance. The first bend immerses readers into essential study habits that will serve them well throughout their research across the unit. Bend II focuses on developing ethical research practices and internet literacy skills as readers tackle the challenges of Internet research. Students will learn to check sources, discern “fake news,” and compensate for connotations and confirmation bias. As students gain expertise in their research topics, the third bend calls readers to study the disputes and arguments inside their topics, eventually coming to informed positions that they will present in a final project.



Historical Fiction Book Clubs

Mary Ehrenworth & Pablo Wolfe
Lucy Calkins, Series Editor

Historical fiction helps students see how history is not a collection of old, dead facts to be memorized, but is full of compelling stories that help us understand our present and, perhaps, what we need to do to shape a better future. We hope that the reading of historical fiction in this unit will kindle for your students an interest in the genre and generate awareness of how much we have yet to learn from history and the stories of people who struggled, suffered, and persevered as we do today.

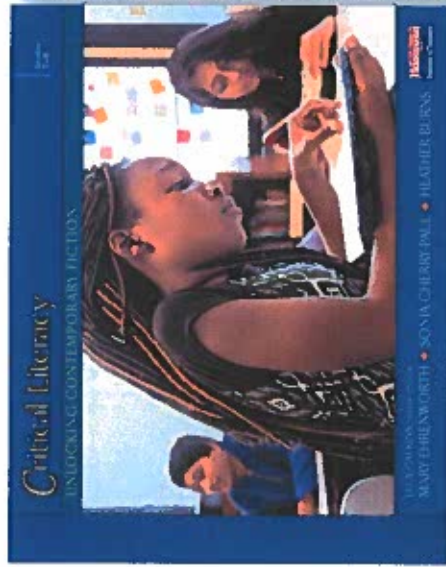
As students progress through these lessons, they will read stories from history that will expose them to hard truths about the world. They will cry out, “That’s not fair!” again and again, and the teacher will respond with “You’re right!” and then ask, “What kind of world do we want to live in? How do we get there?”



Literary Nonfiction

Katie Clements & Audra Kirshbaum Robb
Lucy Calkins & Mary Ehrenworth, Series Editors

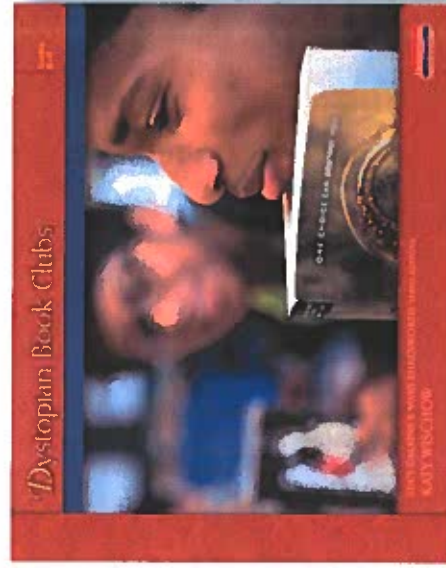
In this unit, you'll introduce students to nonfiction books and media they will love, and teach them how to make the most of these portals to fascinating times, places, and people—not to escape our world, but to better understand and address its issues. The book-length nonfiction that middle schoolers will read possesses a unique blend of heart-rendering storytelling, artful juxtaposition of subtopics, and challenging density. The skills of this unit are essential for students coming of age in an era of global collaboration and vital in the development of a truly informed, critical electorate.



Critical Literacy: Unlocking Contemporary Fiction

Mary Ehrenworth, Sonja Cherry-Paul & Heather Burns
Lucy Calkins, Series Editor

This unit is not like what most of us experienced in our English classes as teens. It's not an all-class novel unit, nor a canonical text unit, nor a classic interpretation unit. Like the novel at the heart of this unit—Ibi Zoboi's *Pride: A Pride and Prejudice Remix*—this unit offers a new take on an old classic. This unit is about cultural relevance and getting teens to fall in love with books that are deeply meaningful to the lives they are living right now. The unit will introduce young people to some of the great writers of their generation, the writers who are writing for them, and will create powerful opportunities for teens to share their voices, and find their places, in school and in the world.



Dystopian Book Clubs

Katy Wischow
Lucy Calkins & Mary Ehrenworth, Series Editors

This unit is for teachers whose classes could benefit from a deep study of an incredibly engaging genre. It will support classes who could learn to talk more deeply about their reading and push themselves to read with greater volume. It will also pay off for teachers who want to take advantage of the power of a popular genre to lure kids into studying complexity and symbolism and allusions.

During the unit, readers will develop skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis, understanding story arcs, reading critically with questions in mind. Meanwhile, they will build on their work with reading notebooks, strengthening their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers.

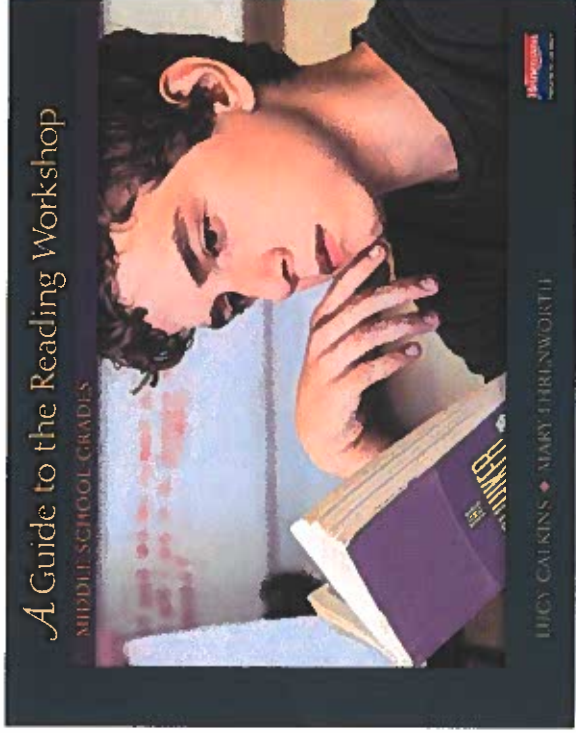
A Guide to the Reading Workshop: Middle School Grades

Lucy Calkins & Mary Ehrenworth

The *Guide to the Reading Workshop* provides a comprehensive overview of the architecture of the minilessons, conferences, and small-group strategy sessions, and articulates the management techniques needed to support an effective reading workshop.

CONTENTS INCLUDE

- What Does Research Say Adolescent Readers Need?
- Launching and Sustaining Independent Reading
- The Big Picture of a Reading Workshop
- The Architecture (and the Principles) that Inform Minilessons
- Management Systems
- Understanding Levels of Text Complexity
- Conferencing with Readers: Specific, Transferable Feedback
- Small-Group Work
- Resources to Draw upon When Conferencing and Leading Strategy Lessons
- Writing about Reading
- Practical Help with Book Clubs
- Instructional Read-Aloud
- The Special Importance of Nonfiction Reading
- Supporting English Learners in Reading Workshop



ONE OPTION FOR SEQUENCING ACROSS GRADE LEVELS

GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> • <i>A Deep Study of Character</i> • <i>Tapping the Power of Nonfiction</i> • <i>Social Issues Book Clubs</i> 	<ul style="list-style-type: none"> • <i>Investigating Characterization: Author Studies</i> • <i>Essential Research Skills for Teens</i> • <i>Historical Fiction Book Clubs</i> 	<ul style="list-style-type: none"> • <i>Literary Nonfiction</i> • <i>Critical Literacy: Unlocking Contemporary Fiction</i> • <i>Dystopian Book Clubs</i> 	<ul style="list-style-type: none"> • <i>Critical Literacy: Unlocking Contemporary Fiction</i> • <i>Essential Research Skills for Teens</i> • <i>A Book Club Unit of Choice</i>

Of course there are many other viable options for sequencing the units. Keep in mind that there is a layering of complexity across the units that you will want to consider as you plan.



GRADE LEVEL	6–8 LIBRARY SHELVES
Grades 6–8 Core Libraries (On-Level and Below-Benchmark collections)	Adventure Biography Fantasy and Dystopia High-Interest Fiction Historical Fiction High-Interest Nonfiction Mystery Classics (gr. 8 On Level only)
Additional Shelves (not included in the core Libraries)	Westward Expansion, gr. 4–6 Argument and Advocacy, gr. 5–6 Interpretation Book Clubs, gr. 4–6 Nonfiction Book Clubs, gr. 6–8 Historical Fiction Book Clubs, gr. 6–8 Fantasy and Dystopian Book Clubs, gr. 6–8 Social Issues Book Clubs, gr. 6–8 Investigating Characterization Book Clubs, gr. 6–8 Literary Nonfiction Book Clubs, gr. 6–8 Critical Literacy Book Clubs, gr. 7–9

Note: TCRWP Classroom Libraries are not available for sale or distribution outside of the U.S.

Classroom Libraries for Grades 6–8

A study by the American Library Association showed that when asked the day before graduating from high school, “Will you voluntarily pick up a book after graduation?” 85% of America’s kids said, “No way.” The mission of the Classroom Library Project curators has been to develop high-quality classroom libraries that put heart-stopping, gut-wrenching, glorious books into the hands of students—and that mission is critical. They believe that once these libraries reach students’ hands, nothing on earth can keep them from reading.

Remember that the complete libraries are designed as “starter” collections. Classrooms will need more books. But the good news is that, as they work with the libraries, teachers will develop the knowledge, the momentum, and the energy to build their collections based on what they learn from the ways the books in the libraries fit together to enhance students’ engagement, knowledge, and skills and move them up levels of complexity.

Richard Allington, past president of the International Reading Association, has written and spoken often about the three things that readers need to flourish: access to books they find fascinating, protected time to read, and expert instruction. The aim of these libraries is to provide students with the first of these, to inspire schools and districts to protect the second, and to allow teachers to focus on the third.

Note: The titles in all of the TCRWP Classroom Libraries were evaluated and recommended by educators and librarians from across the country and around the world, and reviewed and vetted by the country’s leading experts in children’s literacy and literature. Titles were chosen for their high-interest topics, rich literary qualities, and strong potential to develop critical thinking.

Because the upper-grades libraries include many contemporary YA titles, some of the fiction books contain very strong language; themes involving death, coming of age (including sexual themes), peer pressure; and similar mature content. We believe the literary merit of these titles warrants their inclusion in the libraries. To ensure your students are exploring content that matches what you understand to be their social and emotional development, we recommend that educators review titles before introducing them to students.

Library Shelves Aligned with Specific Units of Study

The TCRWP Classroom Libraries were designed to serve as the bedrock of powerful classroom libraries—libraries that teachers will continue to build on year after year. The core libraries will help all kids develop powerful reading skills, support their deep learning, and inspire them to read up a storm, but, in addition to the complete on-level and below-benchmark collections, the curators also developed library shelves to support selected units of study. Use this chart to choose additional library shelves with content that is specifically aligned to reading and writing units.

UNITS OF STUDY	KINDERGARTEN	RECOMMENDED SHELVES
RUOS Unit 1: <i>We Are Readers</i>		Essentials
RUOS Unit 2: <i>Super Powers: Reading with Print Strategies and Sight Word Power</i>		Concept Books
	GRADE 1	
WUOS Unit 4: <i>From Scenes to Series: Writing Fiction</i>		Series Books
	GRADE 2	
RUOS Unit 4: <i>Series Book Clubs</i>		Series Clubs
	GRADE 3	
RUOS Unit 2: <i>Reading to Learn: Grasping Main Ideas and Text Structures</i>		Biography
RUOS Unit 3: <i>Character Studies</i>		Character Book Clubs
RUOS Unit 4: <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i>		Animals
<i>Mystery: Foundational Skills in Disguise</i> (additional reading unit)		Mystery
WUOS Unit 4: <i>Once Upon a Time: Adapting and Writing Fairy Tales</i>		Fairy Tales
	GRADE 4	
RUOS Unit 2: <i>Reading the Weather, Reading the World</i>		Extreme Weather and Natural Disasters
RUOS Unit 3: <i>Reading History: The American Revolution</i>		The American Revolution
RUOS Unit 4: <i>Historical Fiction Clubs</i>		Historical Fiction Book Clubs
	GRADE 5	
RUOS Unit 1: <i>Interpretation Book Clubs: Analyzing Themes</i>		Interpretation Book Clubs
RUOS Unit 3: <i>Argument and Advocacy: Researching Debatable Issues</i>		Argument and Advocacy
RUOS Unit 4: <i>Fantasy Book Clubs: The Magic of Themes and Symbols</i>		Fantasy Book Clubs
WUOS Unit 2: <i>The Lens of History: Research Reports</i>		Westward Expansion
	GRADES 6–8	
<i>Social Issues Book Clubs</i>		Social Issues Books Clubs
<i>Dystopian Book Clubs</i>		Fantasy and Dystopian Book Clubs
<i>Historical Fiction Book Clubs</i>		Historical Fiction Book Clubs
<i>Tapping the Power of Nonfiction</i>		Nonfiction Book Clubs
<i>Investigating Characterization: Author Study Book Clubs</i>		Investigating Characterization Book Clubs
<i>Literary Nonfiction</i>		Literary Nonfiction Book Clubs
<i>Critical Literary</i>		Critical Literary Book Clubs

Note: TCRWP Classroom Libraries are not available for sale or distribution outside of the U.S.

Writing Unit Summaries: Grades 6–8

GRADE 6



Lucy Colkins • Stacey Fell • Alexandra Marron



Lucy Colkins • Kate Roberts • Kathleen Tolan



Lucy Colkins • Maggie Beattie Roberts • Emily Strang-Campbell

UNIT 1 *Personal Narrative: Crafting Powerful Life Stories:* This unit helps students draw on their lives, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights. This unit especially emphasizes the importance of setting goals, practicing strategically, and aiming for high productivity.

UNIT 2 *The Literary Essay: From Character to Compare/Contrast:* In this unit, sixth graders learn ways essayists generate ideas based on close readings of a text, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.

UNIT 3 *Research-Based Information Writing: Books, Websites, and Presentations:* This unit calls students to explore the broad topic of teen activism in order to teach their readers about a topic, asking them to use increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.

GRADE 7



M. Colleen Cruz



Lucy Colkins • Audra Kirshbaum Robb



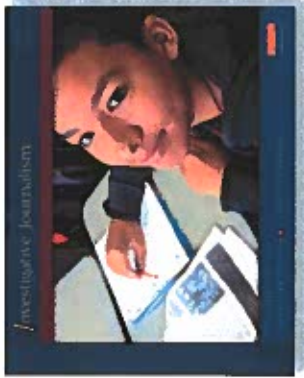
Lucy Colkins • Kelly Boland Hohne • Annie Taranto

UNIT 1 *Writing Realistic Fiction: Symbolism, Syntax, and Truth:* In this unit, students compose engaging short fiction. They lift the sophistication of their writing through attention to individual scenes, symbols, and writing techniques they've discovered from close readings of powerful short fiction.

UNIT 2 *Writing About Reading: From Reader's Notebooks to Companion Books:* This unit teaches students to analyze the craft and structure of the authors they admire and to write for real audiences about why that craft matters.

UNIT 3 *The Art of Argument: Research-Based Essays:* This unit instructs students in writing essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action.

GRADE 8



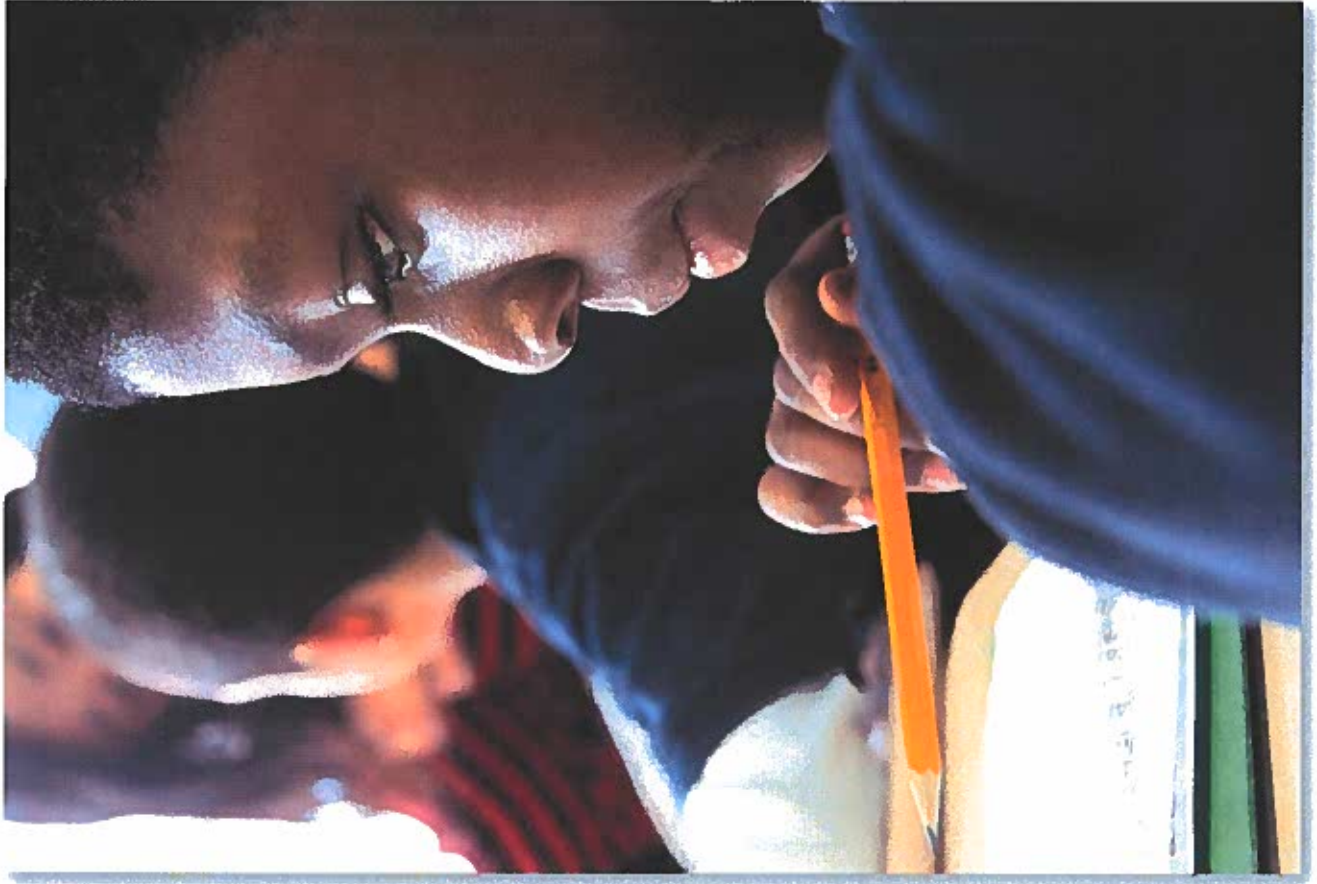
Mary Ehrenworth • Cornelius Minor



Kate Roberts • Katy Wischow



Mary Ehrenworth • Cornelius Minor • Julie Shepherd



UNIT 1 *Investigative Journalism:* In this unit, students learn to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives. They'll write to shine a light on issues in their community and to actively stir their readers to take action.

UNIT 2 *The Literary Essay: Analyzing Craft and Theme:* This unit returns students to literary essays, writing arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author's craft.

UNIT 3 *Position Papers: Research and Argument:* This unit encourages students to compose principled arguments by drawing on evidence, contextualizing their positions, and addressing multiple perspectives.