

Somers Board of Education Meeting.

Monday, May 9, 2022 7:00 PM

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

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **AWARDS AND RECOGNITIONS**
 1. **CABE Leadership Awards**

Mrs. Margot Martello, Principal of Mabelle B. Avery Middle School, will present the CABE Leadership Awards.
 2. **Board to Meet the New Assistant Principal for 2022-23 Mabelle B. Avery Middle School**

Mrs. Hannah Dill will be present to meet the Board on her new position.
4. **APPROVAL OF MINUTES**
 1. **Approval of Amended Board Minutes of 3/28/22** **3**

Approval of Amended Board Minutes of 3/28/22.
 2. **Approval of Draft Minutes of 4/25/22** **9**
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
 1. **Warrant of May 9, 2022** **15**

The Board to review and approve the warrant of May 9, 2022.
 2. **Resignations at End of this School Year**

The following teachers will be leaving at the end of this school year:
Megan Potamianos, SES Kindergarten teacher
Susanne Brannstrom, SHS Special Education teacher
Suzette Reading, MBA Library Media Specialist
Justin Tracy, SES IT Specialist in April
7. **NEW BUSINESS**
 1. **1st Warning on New Textbooks** **20**

New Textbook Proposals:
The Culinary Professional, Goodheart-Wilcox, ISBN#:978-978-1-64564-785-0 (textbook and online software)
Century 21 Accounting General Journal, 11th Edition, Cengage Learning
Century 21 Accounting Advanced, 11th Edition, Cengage Learning
Chemistry, Cengage, ISBN#: 1305957407
US History American Stories Beginnings to 1877, National Geographic Learning/Cengage Learning, ISBN#: 9781337467001, (textbook and online subscription)
National Geographic World Cultures and Geography, National Geographic Learning/Cengage Learning, (textbook and online subscription)
D'Accord (French), Vista Higher Learning
Senderos (Spanish), Vista Higher Learning
 2. **1st Warning on New Course Proposal** **37**

Proposal for the state-mandated elective: African American/Black and Puerto Rican/Latino Studies
 3. **Food Service Presentation**

A presentation from a representative from EASTCONN on Food Services
8. **OLD BUSINESS**
9. **ADMINISTRATIVE REPORTS**
 1. **Quarterly Budget Report** **55**

Mrs. Stephanie Levin has submitted the Quarterly Budget report
 2. **Superintendent's Update**

The Superintendent will update the Board on current events.

10. COMMITTEE REPORTS

1. **Curriculum**
2. **Policy Committee**
3. **Planning Committee**
4. **Salary & Negotiations Committee**

11. CREC UPDATE

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

13. ADJOURNMENT

**Somers Board of Education Meeting
Board of Education Chambers
March 28, 2022
7 PM**

Present Board Members: Marissa Marks, Ed DePeau, Jan Martin, Mike Briggs, Anne Kirkpatrick, Kim Radziewicz (joined via telephone at 7:03 p.m.), Carl Stebbins, Chris Thiesing

Absent Board Members: Krista Cherry

Others: Brian Czapla, Stephanie Levin, Dorothy Ruggiero, Shannon Kelleher, Max Kelleher, Grace Kelleher, Catherine Embriano, Jim Formica, Emily Garcia Segal

1. CALL TO ORDER

The regular Board of Education meeting was called to order at 7:03 p.m. by Chairwoman Marks in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Draft Minutes of Board of Education's March 14, 2022 Public Hearing

Rationale: Board to review and approve the draft minutes of Board of Education's March 14, 2022 Public Hearing.

Motion to approve the BOE Public Hearing draft minutes of March 14, 2022.

This motion, made by Anne Kirkpatrick and seconded by Mike Briggs, Carried.

Yea: 8, Nay: 0, Absent: 1

3.2. Draft Minutes of Board of Education's March 14, 2022 Meeting

Rationale: Board to review and approve the draft minutes from the March 14, 2022 meeting.

Motion to approve the BOE draft minutes of March 14, 2022. This motion, made by Carl Stebbins and seconded by Mike Briggs, Carried.

Yea: 8, Nay: 0, Absent: 1

4. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion to add agenda item 6.4 - Approval of Donation of Tools to the Somers High School Career and Technical Education Department. This motion, made by Jan Martin and seconded by Ed DePeau, Carried. **Yea: 8, Nay: 0, Absent: 1**

5. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Chris Thiesing and seconded by Carl Stebbins, Carried. **Yea: 8, Nay: 0, Absent: 1**

5.1. Warrant of March 28, 2022

Rationale: The Board to review and consent to the warrant of March 28, 2022.

5.2. Resignation of Mabelle B. Avery Middle School Assistant Principal

Rationale: Mrs. Lynda Thornton, MBA Assistant Principal, will be resigning June 30, 2022.

5.3. Board to Approve Job Share

Rationale: The Board to consent to 2022-23 job share for 4th grade from Mrs. Nicole Dzicek and Mrs. Melissa Shannon.

5.4. Somers High School Graduation

Rationale: The Board to consent to the Somers High School Graduation on June 15, 2022.

6. NEW BUSINESS

6.1. 1st Warning on Somers Policy DBS 0200 - Goals of the Board of Education - Somers Public Schools

Rationale: Board to review 1st Warning on Somers Policy DBS 0200 – Goals of the Board of Education – Somers Public Schools.

Discussion: Chairwoman Marks stated that questions may be directed to members of the Policy Committee.

6.2. 1st Warning on Somers Policy DBS 2210.3 - Covid-19 Staff Vaccination Policy

Rationale: Board to review 1st Warning on Somers Policy DBS 2210.3 – Covid-19 Staff Vaccination Policy.

Discussion: Superintendent Czapla stated that this policy will be addressed at the next BOE meeting with the intention of deleting it as it has expired and is no longer necessary.

6.3. Approval of Change Order to SHS Boiler Project

Rationale: The Board to review and approve the change order to the SHS boiler project.

Motion to approve the change order to the SHS Boiler Project. This motion, made by Anne Kirkpatrick and seconded by Jan Martin, Carried.

Yea: 8, Nay: 0, Absent: 1

Discussion: Stephanie Levin, Director of Business Services, updated the BOE on the change order to the SHS boiler project. The project manager requested a change in vendors since the original vendor was not providing shipping dates for the boilers. The new vendor, Viessman, guarantees the project will be completed two weeks earlier. The boilers should be online and functional prior to the start of school.

6.4. Approval of Donation of Tools to the Somers High School Career and Technical Education Department

Rationale: The Board to review and approve the donation of tools to the Somers High School Career and Technical Education Department.

Motion to approve the donation of tools to the Somers High School Career and Technical Education Department valued at \$23,500 from Stanley Black and Decker. This motion, made by Jan Martin and seconded by Ed DePeau, Carried.

Yea: 8, Nay: 0, Absent: 1

Discussion: Superintendent Czapla stated that a grant was submitted for additional resources to continue with the career technical education program and further develop other career programs. This will be a wonderful opportunity for the technical education department at Somers High School. The new course at SHS approved for trades helped with the grant approval.

7. OLD BUSINESS

7.1. 2022-2023 Budget Update

Rationale: The Superintendent will update the BOE on the 2022-2023 budget.

Discussion: Superintendent Czapla updated the BOE on the 2022-2023 budget. He stated that he had meetings with the BOF, and they are looking into ways to use ARPA funds to reduce the school budget. There is \$87,000 that may be reduced from the Special Education tuition. He will be presenting to the BOF on Thursday, 3/31/22. He recommended a Special BOE Meeting on April 4, 2022 to review the adjustment.

8. ADMINISTRATIVE REPORTS

8.1. Food Services Update

Rationale: Mrs. Stephanie Levin, Director of Business Services, will update the BOE on Food Services.

Discussion: Mrs. Stephanie Levin, Director of Business Services, updated the BOE on food services and potential programs. Information packets were provided. She met with Cathy Smith, SPS Food Service Manager, who provided her with historical information. While SPS does not participate in the National School Lunch Program (NSLP), nutritional guidelines are followed as well as collaboration with other districts. The Somers Food Services Program does not currently impact the BOE's operational budget.

Three options were presented to the BOE: contracting the lunch program out to an outside contractor (EASTCONN), contracting out to a food management company (Whitson's), or hiring a Director of Food Services and remain a self-operating lunch program.

Somers would have to participate in NSLP if contracted with EASTCONN, and the BOE would have to adopt various policies and standards. The NSLP would be explored if Somers contracted with Whitson's or hired a Director of Food

Services. Ultimately, these scenarios will have a financial impact and must be included in the BOE's operational budget.

Mrs. Levin recommended the BOE thoroughly review the materials provided and suggested inviting the outside food service companies to present and speak at a higher level to the NSLP. The BOE would like to invite Cathy Smith to present the food service program at Somers as well. **Discussion ensued regarding surveying students and families on food choices and expanding opportunities within the program.**

8.2. HVAC Study Update

Rationale: Superintendent Czapla will provide the BOE with an update on the HVAC study.

Discussion: Superintendent Czapla updated the BOE on the HVAC study provided by Consulting Engineering Services. It is not an extensive study but looks at certain aspects from an industry standard. The study includes the three schools:

- SES (Priority 1): There is not a HVAC system that provides external air exchange. It is recommended that the air conditioning and HVAC installation occur at the same time for a reduced cost. The range for bringing SES up to date is \$2,600,000-\$3,800,000.
- MBA (Priority 3): MBA has full air conditioning and external air exchange systems. If they need to be replaced, the cost would be approximately \$730,000.
- SHS (Priority 2): All areas have external air exchange with air conditioning in certain areas. To include air conditioning for the other areas of the building, the cost would range from \$875,000-\$1,300,000.

The entire project will range from 4,250,000-\$5,854,000. The BOF would like to proceed with the project. The next step consists of developing a bid scope for engineers to provide a finalized number, which will take time considering electrical load, code, compliance, etc. This number will then be presented to the BOF.

Superintendent Czapla also introduced SB 423 to the BOE, which provides strict standards for indoor air quality in schools. He stated there has been a lot of opposition to this bill due to its over-prescriptive nature but not what it is trying to accomplish. He will continue to monitor this development.

9. COMMITTEE REPORTS

9.1. Curriculum

Discussion: Jan Martin stated that the next meeting will be on 4/25/22.

9.2. Policy Committee

Discussion: Anne Kirkpatrick stated that the Policy Committee met prior to the BOE meeting this evening. The committee is thinking of moving ahead and looking to expand the Long-Range Committee and making a Finance and Planning Committee instead of adding additional committees. The next Policy Committee meeting will be on 5/9/22 at 6:15 p.m.

9.3. Planning Committee

Discussion: No report.

9.4. Salary & Negotiations Committee

Discussion: No report. Superintendent Czapla stated that the committee will start up in the summer/fall.

10. CREC UPDATE

No report.

11. AUDIENCE TO CITIZENS/STAFF/STUDENTS

- Dorothy Ruggiero commented on the lunch program and the amount of wasted food.
- Max Kelleher commented that he has only seen apples in a bag at lunch and that he would buy more fruit if there was more variety.
- Shannon Kelleher spoke to the Board about an incident that occurred with her daughter at SHS and her concern for her daughter's safety. She cited DBS Policy 5114 and questioned whether or not it could be amended. She and her daughter spoke with Superintendent Czapla regarding the incident.
- Emily Garcia Segal thanked the administration and the BOE for researching school lunch options as diet plays a critical role in academic performance, concentration, self-esteem, etc.

12. EXECUTIVE SESSION

Rationale: The Board to discuss and possible action on the Superintendent's contract.

Motion to enter into Executive Session at 8:05 p.m. and invite Superintendent Czapla for the purpose of discussion and possible action on the Superintendent's contract. This motion, made by Ed DePeau and seconded by Jan Martin, Carried.

Yea: 8, Nay: 0, Absent: 1

The Board came out of Executive Session at 8:33 p.m.

Motion to accept the change in retirement date of the Superintendent to August 12, 2022 and amend his contract as presented in Executive Session effective July 1, 2022. This motion, made by Carl Stebbins and seconded by Chris Thiesing.

Yea: 8, Nay: 0, Absent: 1

Somers Board of Education Meeting
Board of Education Chambers
April 25, 2022
7 PM

Present Board Members: Marissa Marks, Ed DePeau, Jan Martin, Mike Briggs, Krista Cherry, Anne Kirkpatrick, Kim Radziewicz, Carl Stebbins, Chris Thiesing

Others: Brian Czaplá, Dina Senecal, Mary Broderick, Melissa Mucci, Margot Martello, Stephanie Settevendemie, Julia Settevendemie, Dorothy Ruggiero, Emily Garcia Segá

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairwoman Marks in the Board of Education Chambers.

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITIONS

3.1. Board to recognize Julia Settevendemie, an eighth-grader at Mabelle B. Avery.

Rationale: Board to recognize Julia Settevendemie, an eighth-grader at Mabelle B. Avery. Julia Settevendemie won this year's Connecticut Spelling Bee and will be recognized by the Board of Education.

Discussion: Margot Martello, MBA Principal, introduced Julia Settevendemie, 8th grade student, to the BOE. Miss Settevendemie is the winner of the Connecticut Spelling Bee and won after 12 rounds. She was awarded with gifts and a scholarship to the University of St. Joseph. She will compete among over 200 regional spelling bee champions in the National Spelling Bee on 6/2/22 in Maryland, which will be aired on the Bounce and Ion channels. The BOE congratulated Miss Settevendemie and presented her with a gift.

4. APPROVAL OF MINUTES

4.1. Draft Minutes of Board of Education's March 28, 2022 Meeting

Rationale: Board to review and approve the draft minutes of Board of Education's March 28, 2022 meeting.

Motion to approve the draft minutes of the Board of Education's March 28, 2022 meeting. This motion, made by Chris Thiesing and seconded by Kim Radziewicz.

Discussion: Ed DePeau commented on the minutes to reflect the discussion around surveying students and families on food choices and expanding opportunities within the program.

Motion to approve the draft minutes of the Board of Education's March 28, 2022 meeting as amended. This motion, made by Carl Stebbins and seconded by Anne Kirkpatrick, Carried. **Yea: 8, Nay: 0, Abstain (Krista Cherry, absent): 1**

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion to add agenda item 7.2--Discussion of BOE Letter for Teacher Appreciation Week. This motion, made by Ed DePeau and seconded by Krista Cherry, Carried.

Yea: 9, Nay: 0

6. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Chris Thiesing and seconded by Mike Briggs, Carried. **Yea: 9, Nay: 0**

Discussion: Discussion ensued regarding an update for the BOE on open positions at the end of May, utilizing long-term substitute teachers to fill positions in March, further anticipated retirements, and exit interviews.

6.1. Warrants of April 11 & 25, 2022

Rationale: The Board to review and consent to the warrants of April 11 & 25, 2022.

6.2. Administrative Appointments for 2022-2023

Rationale: Board to consent to the appointment of Caroline Hargraves as Director of Pupil Services effective August 1, 2022.

Board to consent to the appointment of Hannah Dill as Assistant Principal of Mabelle B. Avery Middle School for the 2022-2023 year.

6.3. Resignations of SPS Staff

- Megan Kelly, Grade 5 Teacher, resigned as of March 25, 2022.
- Kyle Hughes, Paraeducation at SES, resigned as of March 21, 2022.
- Megan Potamanos, Kindergarten Teacher, is resigning June 17, 2022.
- Caitlin Dunlap, Sp. Education Teacher at MBA, is resigning June 17, 2022.
- Kristen Baber, Grade 4 Teacher at SES, is resigning June 17, 2022.

6.4. Retirements of SPS Teachers at the end of the 2021-2022 School Year

- Karen Jones, SES Math and Reading Intervention Teacher, will be retiring and has been with SPS for 46 years.
- Michael Mayo, SHS Business Teacher, will be retiring and has been with SHS for 31 years.
- Michael Byrnes, SHS Special Education Teacher, will be retiring and has been with SHS for 20 years.

6.5. 2nd Warning on Deletion of Somers Policy DBS 2210.3 - Covid-19 Staff Vaccination Policy

Rationale: The Board to delete Somers Policy DBS 2210.3 – Covid-19 Staff Vaccination Policy.

6.6. 2nd Warning on Somers Policy DBS 0200 - Goals of the Board of Education - Somers Public Schools

Rationale: The Board to review and approve Somers Policy DBS 0200 – Goals of the Board of Education – Somers Public Schools.

7. NEW BUSINESS

7.1. Superintendent Profile Presentation - Mary Broderick of CABA

Rationale: Superintendent Profile Presentation – Mary Broderick of CABA

Motion to accept the SPS Superintendent Search Leadership Profile as presented. This motion, made by Krista Cherry and seconded by Anne Kirkpatrick, Carried.

Yea: 9, Nay: 0

Discussion: Mary Broderick from CABA Search Services presented the SPS Superintendent Search Leadership Profile to the BOE. This profile was created through input from focus groups and surveys. Ms. Broderick spoke with 48 individuals comprised of parents, teachers, administrators, non-certified/support staff, and members of the BOE. She stated that there was robust participation of 172 Somers residents and staff with the survey, which is a really good showing for a community of this size. She acknowledged Linda Ford's, Administrative Assistant to the Superintendent, tremendous efforts in getting the word out and keeping people aware of the opportunity to participate in the focus groups and survey.

Ms. Broderick identified the staff of SPS as the greatest strength. It is a desirable place to work, and people are inclined to stay in Somers. It is a culture of "we are all in this together," and the staff feel respected. Staff work cohesively and are caring, competent, compassionate, and committed to and invested in students. The administrative staff are accessible, connected, professional, responsive, treat staff fairly with respect, trustworthy, and have a healthy work/life balance. The administrators are devoted to students ensuring the safest and most positive experience in the schools. Teachers feel valued and make decisions for students based on data-driven goals. Communication was applauded at all levels by the Superintendent, administrators, and staff. Other strengths listed include: strategic plan, broad educational offerings, commitment to the whole child, technology, art/drama/sports programs, social and emotional needs delivered with terrific support systems, alignment of curriculum with enhanced collaboration and focus on Professional Development, facilities' needs addressed, size of the schools/classrooms with excellent student-teacher ratios, collaborative culture with an innovative environment and team spirit, campus layout, Somers community, low taxes in Somers, SEF supporting staff needs, parent involvement, safety and security, and the students.

Ms. Broderick identified the biggest challenges according to the focus groups/surveys for the new Superintendent as students' learning loss, mental health, and behavioral issues secondary to Covid-19. The pandemic eroded student motivation and put the strategic plan on hold. Students are distracted and

have lost stamina, perseverance, and interest in high expectations. There are more behavior and focus issues in class with increased depression and anxiety. According to the results of the focus groups and surveys, there is conflict regarding social emotional learning (SEL). Many believe that the needs of SEL need to be addressed before learning, while others believe the focus must be on academics. Other challenges include community political division on diversity, equity and inclusion, CRT, and SEL. The challenge for the new leader will be to "foster an environment of collaboration and curiosity." Other challenges listed include: financial resources to fund curricular expansion and support student needs, leadership obstacles, staffing issues, parents, and diversity.

Ms. Broderick listed nine areas of expertise in a new Superintendent with the top four choices as follows:

- Communicates and collaborates effectively in schools and the community (gets to know the community, open-minded, understanding, conveys information concisely, team player, etc.)
- Builds trusting relationships with staff, students, and community (build bridges and foundations, sustain positive district culture, trust staff, respect work/life balance, keep morale high, present in schools)
- Shares district's vision of excellence and innovative instruction (innovative and forward-thinking, challenge the status quo)
- Demonstrates a proven track record of success for improving performance (successful in implementing updated curricula, cultivate an innovative environment, experienced as a teacher/principal)

Ms. Broderick listed 11 areas of qualities in a new Superintendent with the top three choices as follows:

- Keeping student growth and wellbeing the primary focus (keeps students at the core of decisions, carefully listens and respects others, ensures students of all backgrounds experience a sense of belonging)
- Trustworthy, honest, respectful (ethical, skillful in conflict resolution)
- Accessible, approachable, visible in schools and the community (open-door policy, patient, kind, responsive)

Other characteristics of the new Superintendent include talent for operating a unified system, being fiscally strong and adept at fair collective bargaining, hiring excellent staff, taking criticism well, staying in Somers long enough to make a difference, etc.

Ms. Broderick stated that she will be emailing BOE members to sign a confidentiality agreement. She will work with Chairwoman Marks on setting a date for a candidate selection meeting. Ms. Broderick will ensure that the position is posted online.

7.2. Discussion of BOE Letter for Teacher Appreciation Week

Rationale: The Board will discuss and present the letter drafted by Ed DePeau for Teacher Appreciation Week.

Motion to present letter for discussion for Teacher Appreciation Week. This motion, made by Carl Stebbins and seconded by Kim Radziewicz.

Discussion: Ed DePeau distributed a draft of a letter of appreciation for the teachers of SPS to the BOE. He read it to the audience and stated that he would be happy to hear other drafts. Superintendent Czapla stated that it was a great idea. Mike Briggs suggested sending the teachers a video to make it more personal. Superintendent Czapla stated that a video would require logistics, extra time to prepare, and coordination between BOE members. Ed DePeau stated he will send an electronic version to Superintendent Czapla.

Motion to approve the letter with edits as presented. This motion, made by Krista Cherry and seconded by Jan Martin, Carried. **Yea: 9, Nay: 0**

8. OLD BUSINESS

9. ADMINISTRATIVE REPORTS

9.1. Superintendent Updates

Rationale: Superintendent Czapla will update the Board of Somers Public School events.

Discussion: Superintendent Czapla updated the BOE on recent events:

- The BOF agreed with the direction and vision of SPS and passed the 2022-23 budget. The next step is the annual town meeting to be held on 5/3/22 where there will be a short presentation, comment/discussion, and vote to either send the budget to referendum or back to the drawing board. If the budget passes at the town meeting, the referendum vote will be held on 5/10/22. He encouraged the BOE to get the word out to vote.
- The BOF gave full support to move forward with the HVAC study to install new systems into the buildings. An RFP will be drafted for the engineering study. This will be a lengthy process but necessary in order to provide the BOF with a number to develop a bond.
- There was a bit of a bump in Covid numbers last week. There is not much of an increase in schools currently, and the hope is to make it through another week to be in the clear.

10. COMMITTEE REPORTS

10.1. Curriculum

Discussion: Jan Martin stated that the committee had a meeting on 4/25/22 prior to the BOE meeting. There will be new textbook proposals and a proposal for a new elective course mandated by the state for Black and Latino Studies. The committee also discussed exams, teacher evaluations, summer reading, etc. Minutes will be posted. Chris Thiesing stated that he would like access to textbooks and other reading materials to review them before voting on them.

Superintendent Czapla stated that this would slow the process down considerably. He explained that the teachers review multiple textbooks starting at the beginning of the school year and finish their reviews in February/March while meeting multiple times in order to meet deadlines. Copies may be housed in the central office. The next Curriculum Committee meeting will be held on 5/23/22 at 6 p.m.

10.2. Policy Committee

Discussion: Anne Kirkpatrick stated that the next meeting will be held on 5/9/22 at 6:15 or 6:30 p.m.

10.3. Planning Committee

Discussion: Chairwoman Marks stated there is a tentative meeting on 6/13/22. Time TBD.

10.4. Salary & Negotiations Committee

Discussion: Krista Cherry stated that the next meeting will be on 5/23/22 at 6:15 p.m.

11. CREC UPDATE

Discussion: Krista Cherry stated that Dr. Florio, CREC Executive Director, emailed members in early April relaying that state appropriations did not recommend a grant increase. This will increase tuition. He encouraged districts to reach out to legislators. Superintendent Czapla stated that enrollment does not fluctuate much. When drafting the budget, historical data is reviewed and extra students are factored into the budget.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

13. ADJOURNMENT

Motion to adjourn the BOE meeting at 8:06 p.m. This motion, made by Jan Martin and seconded by Chris Thiesing, Carried. **Yea: 9, Nay: 0**

Jan Martin, BOE Secretary

Date

Shannin Burns, BOE Recording Secretary

Somers Board of Education General Budget Treasury Warrant

Report # 74246

Check Batch: 48486
 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:


 Stephanie Levin, Director of Business Services
5/5/2022

48486	21546	05/09/2022	V01035	A W Gifford, Inc.	0.00	102.64
	21547	05/09/2022	V60790	Alternative Access Assistive Technology	0.00	2,992.50
	21548	05/09/2022	V52670	SYNCB/AMAZON	0.00	209.81
	21549	05/09/2022	V60040	Anthem Life Insurance Company	0.00	2,661.12
	21550	05/09/2022	V02141	Apple Inc.	0.00	16,580.00
	21551	05/09/2022	V00884	Avery Septic Service	0.00	100.00
	21552	05/09/2022	V60312	Barnes Pools, Stones & Stuff	0.00	344.00
	21553	05/09/2022	V61601	Brown Small Engine Repair	0.00	179.07
	21554	05/09/2022	V60600	BSN Sports LLC	0.00	871.39
	21555	05/09/2022	V00121	CABE	0.00	4,266.67
	21556	05/09/2022	V61550	CareerStaff Unlimited	0.00	382.32
	21557	05/09/2022	V00129	Carolina Biological Supply Co.	0.00	583.98
	21558	05/09/2022	V02541	Carrot-Top Industries, Inc.	0.00	69.33
	21559	05/09/2022	V61551	Cleaning Stuff	0.00	205.40
	21560	05/09/2022	V53280	Collins Sports Medicine	0.00	80.18
	21561	05/09/2022	V60057	Community Child Guidance Clinic, Inc.	0.00	810.00
	21562	05/09/2022	V61473	COX Business	0.00	195.95
	21563	05/09/2022	V60732	CT Department of Energy & Environmental	0.00	125.00
	21564	05/09/2022	V60709	DBS Financial Services LLC	0.00	3,107.83
	21565	05/09/2022	V62797	DDR Properties	0.00	1,240.00

Somers Board of Education General Budget Treasury Warrant

Report # 74246

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
21566		05/09/2022	V000026	DeDominicis, Anthony	0.00	525.00
21567		05/09/2022	V00605	Electrical Wholesalers	0.00	100.20
21568		05/09/2022	V61671	Environmental Systems Corp.	0.00	5,701.71
21569		05/09/2022	V54168	First Student, Inc	0.00	3,601.21
21570		05/09/2022	V61236	Gateway Enterprise Corporation	0.00	402.00
21571		05/09/2022	V54081	Graduate Pest Solutions, Inc.	0.00	135.00
21572		05/09/2022	V00511	Granger	0.00	25.05
21573		05/09/2022	V60852	Grassmere Country Club	0.00	197.40
21574		05/09/2022	V51232	Hartford HealthCare/Grace-Webb School	0.00	8,030.00
21575		05/09/2022	V21177	Home Depot CRC	0.00	360.51
21576		05/09/2022	V00999	J.W. Pepper & Son, Inc.	0.00	117.99
21577		05/09/2022	V02625	K & S Distributors	0.00	1,298.95
21578		05/09/2022	V61604	Kelly Refrigeration & Freezer	0.00	475.00
21579		05/09/2022	E00173	Kinelski, Jessica	0.00	100.92
21580		05/09/2022	V60467	MFAAC, LLC	0.00	38.30
21581		05/09/2022	V02898	MagnaKleen Services	0.00	101.51
21582		05/09/2022	V60777	May Institute	0.00	9,466.40
21583		05/09/2022	V61444	Morgan Stanley	0.00	65,686.00
21584		05/09/2022	V60983	OMNI Group, The	0.00	16.00
21585		05/09/2022	V62718	Popco Service Inc	0.00	436.99
21586		05/09/2022	V60864	Pullman & Comley, LLC	0.00	1,574.50
21587		05/09/2022	V01292	School Specialty, LLC	0.00	160.72
21588		05/09/2022	V61387	Shipman & Goodman, LLP	0.00	6,757.50
21589		05/09/2022	V00451	Singer MA, LLC	0.00	1,041.36
21590		05/09/2022	V60616	Somers Public Schools	0.00	160.00
21591		05/09/2022	V01591	Town of Somers	0.00	4,996.82
21592		05/09/2022	V60248	Total Protection Security Systems LLC	0.00	4,699.70
21593		05/09/2022	V62722	United Healthcare Insurance Company	0.00	207,499.49
21594		05/09/2022	V54059	Verizon Wireless	0.00	448.01
21595		05/09/2022	V60464	VEX Robotics Inc	0.00	210.09
21596		05/09/2022	V53413	W.B. Mason Co., Inc.	0.00	105.98
21597		05/09/2022	V61410	Cardmember Service	0.00	168.57
21598		05/09/2022	V61689	West Hartford Lock Co. LLC	0.00	609.00
21599		05/09/2022	V02738	William V. MacGill & Co.	0.00	672.61
Totals:					<u>0.00</u>	<u>\$361,027.68</u>

**Somers Board of Education
General Budget Treasury Warrant**

Report # 74246

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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54 Checks Listed.

Somers Board of Education General Journal Register

Report # 74245
Batch: 48404
Transaction: N/A
Show Summary Only: Yes

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
48404	\$361,027.68	Posted	Ibergamini	05/02/2022	Ibergamini	05/05/2022

General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
May, 2022					
Generated Distributions					
10-000-0-0-00-000-241-00-0-00000	ENCUMBRANCE CONTROL			374,569.76	0.00
10-000-0-0-00-000-241-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	374,569.76
	Total Generated Distributions			\$374,569.76	\$374,569.76
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			797.83	0.00
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	361,825.51
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	475.00	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			684.90	0.00
10-100-2-3-02-242-611-01-5-00164	MA - ART SUPPLIES			160.72	0.00
10-100-2-3-08-242-611-01-5-00816	MA - FOREIGN LANGUAGE SUPPLIES			209.81	0.00
10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			210.09	0.00
10-100-2-3-20-214-112-01-5-01706	MA - MUSIC INST COACHES			525.00	0.00
10-100-2-3-20-242-611-01-5-00172	MA - MUSIC SUPPLIES			67.99	0.00
10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES			175.31	0.00
10-100-2-4-20-242-611-01-5-00168	HS - BAND SUPPLIES			50.00	0.00
10-100-2-4-38-242-611-01-5-00181	HS - QUANTITY FOODS SUPPLIES			1,041.36	0.00
10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT		Yes	661.15	0.00
10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT			0.00	661.15
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			16,580.00	0.00
10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES		Yes	2,992.50	0.00
10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES			69.57	0.00
10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			672.61	0.00
10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	382.32	0.00
10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			160.00	0.00
10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	12,614.67	0.00
10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES			99.00	0.00
10-260-5-2-62-722-430-08-5-01141	K-5 - BUILDING REPAIRS		Yes	269.00	0.00
10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE		Yes	81.37	0.00
10-260-5-3-64-642-530-04-5-00365	MA - TELEPHONE		Yes	164.33	0.00
10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE		Yes	99.50	0.00

Somers Board of Education General Journal Register

Report # 74245

Batch # 48404	Control Total \$361,027.68	Status Posted	Created By Ibergamini	Created On 05/02/2022	Last Updated By Ibergamini	Last Updated On 05/05/2022
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE		Yes	298.76	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES		Yes	2,007.86	0.00
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK		Yes	100.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE		Yes	592.28	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE		Yes	0.00	136.68
10-260-5-6-62-722-430-08-5-00435		SW - THERMOSTAT/CONTROLS		Yes	5,701.71	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE		Yes	3,231.99	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR		Yes	318.98	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP		Yes	344.00	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR		Yes	25.05	0.00
10-260-5-6-62-722-430-08-5-00471		SW - FIRE ALARMS & BELLS		Yes	2,009.70	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING		Yes	135.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES		Yes	100.20	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY		Yes	102.64	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY		Yes	3,107.83	0.00
10-260-5-6-64-722-690-05-5-00373		SW - WATER		Yes	125.00	0.00
10-260-6-4-66-722-440-08-5-00840		SW - TRAILER RENTAL		Yes	1,240.00	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL		Yes	4,106.76	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS		Yes	3,601.21	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES		Yes	890.06	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE		Yes	2,661.12	0.00
10-280-6-5-82-820-200-13-5-00855		PENSION		Yes	49,536.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT		Yes	207,499.49	0.00
10-280-6-5-82-820-200-13-5-01690		OPRB - OTHER POST EMPLOY BENEFITS		Yes	16,150.00	0.00
10-320-7-4-42-880-690-06-5-00595		HS - ATHLETIC SUPPLIES		Yes	1,187.27	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION		Yes	18,306.40	0.00
Total User-Entered Distributions					\$362,623.34	\$362,623.34
Total for May, 2022					\$737,193.10	\$737,193.10
Grand Total for Batch # 48404					\$737,193.10	\$737,193.10

179 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: 1/24/22

Person(s) submitting: Lynn Tracy

Content Area: Food Service & Management
Food Service & Management 1 & 2

Grade(s) 11 & 12 **Course:**

Recommended Purchase: Textbook and Online Bundle

Title or Name of Resource: The Culinary Professional

Type of Resource: Textbook and Online software resources
ISBN#: 978-978-1-64564-785-0

Copyright: 2023 **Vendor:** Goodheart-Willcox

Address: 18604 West Creek Drive, Tinley Park, Illinois 60477-6243

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

Yes No

Process used to select this curriculum resource: Need an updated version for a text because of outdated information. Also one that has access to Online resources. This will intergrate better for Google classroom and blend with the future of online digital interface. This text is in correlation with CTE standards the ACF, NOCTI and Precision Exam Certification programs .

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used? Periodicals, Internet

How was this resource evaluated in terms of providing adequate instructional support for the curriculum? This text and its digital components were used as a pilot for school years 2020-2022

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title:

Submitted by:

See front page

Textbook/Novel/Resource Name:

Consumable?

Yes

No

Amount of Funds Needed: \$ 11,000

Vendor Name: Goodheart-Willcox Publisher

Contact Person: John Marconi

Address: 18604 West Creek Drive Tinley Park Illinois 60477-6243

Phone: 18003230440

Fax: 18884093900

Email Address: jmarconi@g-w.com

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: 4/5/22

Person(s) submitting: Mike Mayo

Content Area: Business **Grade(s)** 10-12 **Course:** Accounting 1

Recommended Purchase:

Title or Name of Resource: Century 21 Accounting General Journal, 11th

Type of Resource: Textbook **ISBN#:**

Copyright: 2019 **Vendor:** Cengage Learning

Address: 1065 Toebben Drive, Independence , KY, 41051

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

Yes No

Process used to select this curriculum resource:

This is the only high school accounting textbook available that supported our course scope and sequence

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

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

We analyzed the textbook and compared it to course scope and sequence. We also investigated other alternatives.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title: Century 21 Accounting General Journal, 11th Edition

Submitted by: Mike Mayo

Textbook/Novel/Resource Name: See above

Consumable? Yes No

Amount of Funds Needed: \$7,000

Vendor Name: Cengage Learning

Contact Person:

Address: 1065 Toebben Drive, Independence , KY, 41051

Phone: 800-354-9706

Fax:

Email Address: NGL.Cengage.com/customerSupport

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: 4/5/22

Person(s) submitting: Mike Mayo

Content Area: Business **Grade(s)** 11-12 **Course:** Accounting 2

Recommended Purchase:

Title or Name of Resource: Century 21 Accounting Advanced - 11th Edition

Type of Resource: Textbook **ISBN#:**

Copyright: 2020 **Vendor:** Cengage Learning

Address: 1065 Toebben Drive, Independence , KY, 41051

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

Yes No

Process used to select this curriculum resource:

This is the only high school accounting textbook available that supported our course scope and sequence

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

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

We analyzed the textbook and compared it to course scope and sequence. We also investigated other alternatives.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title: Century 21 Accounting Advanced - 11th Edition

Submitted by: Mike Mayo

Textbook/Novel/Resource Name: See above

Consumable? Yes No

Amount of Funds Needed: \$1,300

Vendor Name: Cengage Learning

Contact Person:

Address: 1065 Toebben Drive, Independence , KY, 41051

Phone: 800-354-9706

Fax:

Email Address: NGL.Cengage.com/customerSupport

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: 1/12/2022

Person(s) submitting: Mary Neyssen

Content Area: Science **Grade(s)** 11, 12 **Course:** AP/ECE chemistry

Recommended Purchase: Textbook as required by UCONN

Title or Name of Resource: Chemistry

Type of Resource: Textbook **ISBN#:** ISBN-10: 1305957407

Copyright: 2017 **Vendor:** Cengage

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

Yes No

Process used to select this curriculum resource:

It is the required textbook from UCONN needed to teach ECE chemistry

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

A laboratory manual will be used that is custom made by UCONN

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

It has been evaluated by UCONN

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title: Chemistry

Submitted by: Mary Neysen

Textbook/Novel/Resource Name:

Chemistry

Zumdahl, Steven S.; Zumdahl, Susan A.; DeCoste, Donald J.

25 Copies

Consumable? Yes **No**

Amount of Funds Needed: \$2,500

Vendor Name: Cengage Learning

<https://www.abebooks.com/9781305957404/Chemistry-Zumdahl-Steven-Susan-DeCoste-1305957407/plp>

Contact Person: Brett Soucy (Sales Consultant grades 9-12)

Address:

National Geographic Learning | Cengage
Connecticut and Rhode Island

Phone: 860-836-9443(c)

Email Address: 860-836-9443(c)

Revised: June 27, 20-19

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: 3/24/21

Person(s) submitting: Michael Szafir

Content Area: Social Studies **Grade(s)** 8 **Course:** US History

Recommended Purchase:

Title or Name of Resource: US History American Stories Beginnings to 1877

Type of Resource: Textbook/6 Year Online Subscription

ISBN#: 9781337467001

Copyright: 2020

Vendor: National Geographic/Cengage Learning

Address:

100650 Toebben Drive
Independence, KY 41051

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

Yes X No

Process used to select this curriculum resource:

Meeting with a textbook representative. Online training through National Geographic technology support. Demoing the book in the classroom throughout the year (including posting on GoogleClassroom).

Is this the only curriculum resource for this course? Yes No X

If no, what other resource(s) will be used?

Other curriculum resources include other previously purchased materials (US Atlas, InspireEd US and State Studies, Primary Source Analysis, etc.).

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

The resource was evaluated in terms of providing adequate instructional support for the curriculum through the Grade 8 Social Studies Curriculum. The textbook lexile, spanish edition, and ability to modify lessons fit well into the grade 8 curriculum. The online format of the book is compatible with Google Classroom and easily used by students.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title: National Geographic US History: American Stories Beginnings to 1877

Submitted by: Michael Szafir

Textbook/Novel/Resource Name: American Stories: Beginnings to 1877

Consumable? Yes No X

Amount of Funds Needed: \$ 14,267.50 (130 Student copies/6-year online access)
+ \$ 1,426.75 (shipping and/or process)
Total= 15,694.25

Vendor Name: National Geographic Learning/Cengage Learning

Contact Person: Brett Soucy

Address:
Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051

Phone: 860-836-9443

Fax:

Email Address: brett.soucy@cengage.com

Revised: June 27, 20-19

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: 3/20/2022

Person(s) submitting: John Gieras & Tammany Reynolds for both 6th and 7th Grade

Content Area: Social Studies **Grade(s)** 6 & 7 **Course:** World Regions

Recommended Purchase:

Title or Name of Resource: National Geographic World Cultures and Geography

Type of Resource: Textbook and 6 year online subscription

Copyright: 2021 **Vendor:** National Geographic Learning/Cengage Learning

Address: Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706

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

Yes No

Process used to select this curriculum resource:

I compared this book to three other current Social Studies Geography programs.

I made sure that our current curriculum matched this book and it did.

Both Tammany and myself looked at the book, teacher resources and the online platform.

Both 6th Grade Language Arts teachers picked this textbook over others being considered.

Sent up a zoom professional development training for the program to be piloted and tested with the chromebooks.

Looked at the advantage of having the same online platform for two years in Social Studies would help the students feel more comfortable with the program.

Is this the only curriculum resource for this course? Yes No
If no, what other resource(s) will be used?

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

This resource was compared to the current 6th and 7th grade curriculum. This survey edition covers all the curriculum for both grade levels. During our professional development zoom we were shown how the program can link with google classroom, has the textbook read aloud to students, includes various note taking formats (the high school Social Studies staff indicated this was a weakness for incoming freshman), allows for Differentiation and includes videos with the lessons.

https://ngl.cengage.com/search/productOverview.do?Ntt=1575357091164463349012538865681373597106&N=201+4294918395&Ntk=P_EPI&Ntx=mode+matchallpartial&homePage=false

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title: National Geographic World Cultures and Geography

Submitted by: John Gieras & Tammany Reynolds

Textbook/Novel/Resource Name: National Geographic World Cultures and Geography

Consumable? Yes No

Amount of Funds Needed: \$ 19,340.75 130 Copies for 6th Grade
19,340.75 130 Copies for 7th Grade

TOTAL FOR 6TH AND 7TH GRADE \$ 38,681.50

<https://poweron.cengage.com/Magellan/SchoolQuote.aspx?cid=WIB8jqWbhBlmsWq1NSVxoQ%3d%3d&qid=ecU1TGGsBK8%3d&qulDs=>

<https://poweron.cengage.com/Magellan/SchoolQuote.aspx?cid=NwuNzbtiaWeKH+uW/Z7KBw%3d%3d&qid=Qw59ucqpJV4%3d&qulDs=>

Vendor Name: National Geographic Learning Cengage Learning

Contact Person: Brett Soucy

Address:

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupp>

Phone: 860-836-9443(c)

Fax: Textbook rep said they do not use a fax number

Email Address: brett.soucy@cengage.com

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: March 2022

Person(s) submitting: SPS World Language Department (Grades 7-12)

Content Area: Spanish & French **Grade(s)** 7-12 **Course:** All Spanish and French Courses District Wide

Recommended Purchase: Textbooks & on-line access to support World Language Grades 7-12 See attached quote/document.

Title or Name of Resource: D'Accord (French) & Senderos (Spanish)

Type of Resource: Textbooks, Digital Access (6 year access)
ISBN#: Various (see attached quote for details)

Copyright: 2019-2023 **Vendor:** Vista Higher Learning

Address: 500 Boylston St. Suite 620 Boston, MA 02116-3736

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

Yes No

Process used to select this curriculum resource:

World Language teachers district-wide along with administration met several times to review possible materials to support instruction. Once the team narrowed down the materials to three, they scheduled demos with the publishers/sales rep and requested samples. They reviewed the materials as a verticle team eventually reaching consensus.

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

This is a primary resource however, teacher do supplement with various other resources (videos, articles, websites)

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

The World Language Team looked at vertical alignment of skills/lessons, alignment to the CT world language standards as well as comparing and contrasting to current course curriculum expectations.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

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

Proposed Title: D'Accord (French) & Senderos (Spanish)

Submitted by: SPS World Language Department (Grades 7-12)

Textbook/Novel/Resource Name: D'Accord Levels 1-3, Senderos Levels 1-5

Consumable? Yes No

Amount of Funds Needed: \$65,899.00

Vendor Name: Vista Higher Learning

Contact Person: Myles Stavis

Address: 500 Boylston St. Suite 620 Boston, MA 02116-3736

Phone: 800-269-6311

Fax: 617-426-5215

Email Address: mstavis@higherlearning.com

Revised: June 27, 20-19

Course Proposal Form

Date: April 2022

Proposed Title: African American/Black and Puerto Rican/Latino Studies

Content Area: Social Studies

Semester(s): Full year (1&2)

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

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. It will address the need to learn US History from multiple points of view.

How was the need identified? What data was considered? Who was involved in determining the need? State of CT Public Act No. 19-12

(b) Who designed the course? CSDE, SERC & Somers Public Schools

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

It is an additional full year elective so, it could potentially impact the size of our core courses and the ability to offer other social studies electives

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

US History, African American History, Latino/Puerto Rican History

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

Freshmen

Sophomore

Juniors

Seniors

Middle School

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

US World History and Modern World History are recommended prerequisites.

(g) Insert curriculum standards this course will address:

See attached DRAFT Curriculum Document

(h) How will student learning be assessed?

Traditional quizzes and tests, journal reflections, end of unit performance tasks (using a variety of media), written responses, project based learning

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

Newsela Social Studies curated portfolio of resources

Course Budget Sheet

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

Proposed Title: African American/Black and Puertorican/Latino Studies

Submitted by: SHS SS Dept. & Dina Senecal Date April 2022

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	\$	\$	\$
Additional Space	\$	\$	\$
Contracted Services/Licensing: Newsela SS	\$4,500 annual subscription cost		
Textbooks	\$	\$	\$
Consumable Books	\$	\$	\$
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	\$ <u>4,500</u>	\$	\$

Signatures of person(s) submitting this proposal:

Name Dina M Senecal Date April 8, 2022

Name _____ Date _____

Signature of Principal  Date 4/8/2022

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

Course Department Sign-Off

Proposed Title: African American/Black and Puerto Rican/Latino Studies

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

NAME	CONTENT AREA	DATE
Matthew Macaluso	History	4/6/22
Matthew Macaluso	History	4/6/22
Alan	History	4/6/22
Andrew	History	4/6/22
Krista	History	4-6-22

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African American/Black and Puerto Rican/Latino Studies

COURSE OVERVIEW

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience.

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts.

SYNTHESIS FOR PROGRAM OF STUDIES

SCED Course Code: 04901

Title: African American/Black and Puerto Rican/Latino Studies

Recommended Prerequisites: US History and Modern World History

Humanities Elective Grades: 11-12 **Credit:** 1.0

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts.

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African American/Black and Puerto Rican/Latino Studies

LEARNING OBJECTIVES

LO1 UNDERSTAND the construct of race and why and how it was developed.

LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.

LO3 ANALYZE how race and power influence access to citizenship, civil rights, and economic power.

LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.

LO5 ARTICULATE the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.

LO6 REIMAGINE new possibilities and futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.

LO7 EXPLORE local and regional African American/ Black and Puerto Rican/Latino communities and compare/contrast them with national histories.

LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.

LO9 IDENTIFY resources and opportunities for learning and civic responsibility.

LO10 USE the inquiry cycle to think critically and make informed decisions.

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African American/Black and Puerto Rican/Latino Studies

Semester 1: Focus on African American/Black History

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Early-Mid September (2.5 weeks / 12 days)	Unit 1 Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context</p> <p>HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.</p> <p>GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>LO1 UNDERSTAND</p> <p>LO2 INVESTIGATE</p> <p>LO3 ANALYZE</p>	<p>1.0 Course Introduction</p> <p>1.1 African Origins</p> <p>1.2 African Empires to the Demise of Songhai</p> <p>1.3 The Moors</p> <p>1.4 The Social Construction of Race and the Transatlantic Slave Trade</p>	<p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>5 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid-Late September (1.5 weeks / 8 days)	<p>Unit 2 How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)</p>	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</p> <p>HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>LO2 INVESTIGATE</p> <p>LO3 ANALYZE</p> <p>LO4 EXAMINE</p> <p>LO5 ARTICULATE</p> <p>LO6 REIMAGINE</p>	<p>2.1 Slavery and Freedom in Their Own Words</p> <p>2.2 Agency and Resistance: Fort Mose and Haiti</p> <p>2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data</p>	<p>2 days</p> <p>2 days</p> <p>4 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
October (3 weeks / 15 days)	Unit 3 Black Literacy, Organizations, and Liberation (1820- 1865)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past</p>	<p>LO4 EXAMINE</p> <p>LO6 REIMAGINE</p> <p>LO8 EXAMINE</p>	<p>3.1 The Age of Abolition: The Gradualist Period (1800 to 1830)</p> <p>3.2 The Militant Period (1830 to 1840)</p> <p>3.3 The Early & Late Political Periods (1840 to 1860)</p> <p>3.4 The Road to Freedom (1861-65)</p>	<p>5 days</p> <p>3 days</p> <p>3 days</p> <p>4 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Late October-Mid November (3 weeks / 14 days)	Unit 4 Long History for Equality (1865-1915)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p>Dimension 3 Evaluating sources and using evidence</p> <p>INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>L03 ANALYZE</p> <p>L04 EXAMINE</p> <p>L08 EXAMINE</p>	<p>4.1 The African American Experience During the Reconstruction Era (1865-1877)</p> <p>4.2 The African American Experience in the Years Following Reconstruction (1877-1898)</p> <p>4.3 The Struggle Against Jim Crow</p> <p>4.4 The Education and Entrepreneurship of Blacks</p>	<p>2 days</p> <p>3 days</p> <p>3 days</p> <p>6 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid November- Mid December (3 weeks/ 16 days)	Unit 5 Black Movement for Equality (1915- 1965)	<p>Dimension 2 Applying disciplinary concepts and tools HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>Dimension 4 Communicating concluding and taking informed action</p> <p>INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>L04 EXAMINE</p> <p>LO5 ARTICULATE</p> <p>LO6 REIMAGINE</p> <p>LO8 EXAMINE</p>	<p>5.1 Great Migration and the “Nadir of Race Relations” and the Juxtaposition of Hope</p> <p>5.2 The Power of Black Art: The Empowerment of Black People Through the Arts</p> <p>5.3 Remnants of the Jim Crow South</p> <p>5.4 Resistance and Revolution Through Organized Efforts</p> <p>5.5 World War II - Tuskegee Airmen</p> <p>5.6 How the Women Organized and Agitated</p> <p>5.8 How the Youth</p>	<p>4 days</p> <p>3 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p> <p>2 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid December -Mid January (3 weeks 15 days)	Unit 6 Protest, Politics, and Power (1965-Present)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>Dimension 4 Communicating concluding and taking informed action</p> <p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.</p>	<p>LO3 ANALYZE</p> <p>LO6 REIMAGINE</p> <p>LO8 EXAMINE</p> <p>LO9 IDENTIFY</p> <p>LO10 USE</p>	<p>6.1 Black Power (1965-1975)</p> <p>6.2 Black Politics</p> <p>6.3 Black Cultural Production</p> <p>6.4 Racism in our Institutions: 1965-Present</p> <p>6.5 Recent and Current Racial Movements</p>	<p>5 days</p> <p>1 day</p> <p>3 days</p> <p>3 days</p> <p>3 days</p>

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African American/Black and Puerto Rican/Latino Studies

Semester 2: Focus on Puerto Rican/Latino History

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Late January- Mid-February (2.5 weeks / 13 days)	Unit 1 Early Beginnings: Who Are We?	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.</p> <p>HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>LO1 UNDERSTAND</p> <p>LO2 INVESTIGATE</p>	<p>1.0 Introduction/Review of Semester Themes</p> <p>1.1 Latinos on Race while living in between the Black and White Binary</p> <p>1.2 Latino Culture: The Multiple and Evolving Identities of Latinos</p> <p>1.3 Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America</p> <p>1.4 Geography: Puerto Rican and Latin American Migration</p>	<p>2 days</p> <p>2 days</p> <p>3 days</p> <p>3 days</p> <p>3 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid-February - Mid March (3.5 weeks / 18 days)	Unit 2 Blood and Beauty	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced.</p> <p>GEO 9-12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>LO2 INVESTIGATE</p> <p>LO4 EXAMINE</p>	<p>2.1 The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history</p> <p>2.2 Columbus and His Actions in the Caribbean</p> <p>2.3 Bartolomé de Las Casas</p> <p>2.4 Treatment of Indigenous by the Spaniards</p> <p>2.5 Anti-Latino Massacre Timeline</p> <p>2.6 Scientific Experiments: Puerto Rico and Guatemala</p> <p>2.7 Language Suppression in Puerto Rico, Latin America, and the U.S.</p>	<p>5 days</p> <p>2 days</p> <p>1 day</p> <p>1 day</p> <p>2 days</p> <p>5 days</p> <p>2 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Late March-Late April (4 weeks / 22 days)	Unit 3 Sweat	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., labor, immigration, the role of women).</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	<p>LO2 INVESTIGATE</p> <p>LO3 ANALYZE</p> <p>LO4 EXAMINE</p> <p>LO8 EXAMINE</p> <p>LO9 IDENTIFY</p> <p>LO10 USE</p> <p>LO11 INVESTIGATE</p>	<p>3.1 Emergence of Latin American Nations</p> <p>3.1-1 The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s)</p> <p>3.1-2 Bringing the New Labor Force</p> <p>3.1-3 Race in Latin America: Caste or Social Hierarchy?</p> <p>3.1-3 Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution</p> <p>3.2 Political Economy of Latin America</p> <p>3.2.1: The Uneasy Neighbors: U.S. and Latin America Relations</p> <p>3.3 Puerto Rican Sweat: Legacy of U.S. Colonialism</p> <p>3.3-1 The Importance of the Royal Decree of Graces of 1815 (Real Cedula de Gracia)</p>	<p>3 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
	Unit 3 Sweat (continued)			<p>3.3-2 U.S. Occupation of the Island</p> <p>3.3-3 All of these Acts and Who the Benefit: Jones Act, the Foraker Act</p> <p>3.3-4 The Paradox of Puerto Rico: Nation? Estado Libre Asociado (Associated Free State)? Colony? And Its Relationship to the Island's Social and Economic Policies</p> <p>3.3-5 Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake</p>	<p>2 days</p> <p>2 days</p> <p>2 days</p> <p>4 days</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
May-Early June (4.5 weeks / 23 days)	Unit 4 Resistance and Defiance	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.5 Analyze how historical contexts shaped and continue to shape historical contexts.</p> <p>HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</p>	<p>LO4 EXAMINE</p> <p>LO5 ARTICULATE</p>	4.1 Latin American Revolutions from Spain	1 day
				4.1-1 Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity)	5 days
				4.1-2 Revolt, Defiance, and Resistance From Spain	4 days
				4.2 20th Century Latin American Revolutions	4 days
				4.2-1 Revolutions From Latin American	4 days
				4.2-2 Puerto Rican Resistance and Defiance Throughout History	1 day
				4.2-3 Resistance in Puerto Rican and Latin American History: Timeline of the Movers and the Shakers	4 days
				4.3 Resistance in the U.S.	4 days
				4.3-1 Latino Resistance in the U.S.	2 days
				4.4 Latino Civil Rights Movement	1 day
4.4-1 The History of Latino Civil Rights Movement					

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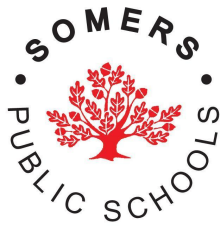
African American/Black and Puerto Rican/Latino Studies

	Unit 4 Resistance and Defiance (continued)			4.4-2 The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S. 4.4-3 Protest and Resistance in Puerto Rican and other Latinos in the Arts and in Music	1 day
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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days	
June (3 weeks / 14 days)	Unit 5 Where Are We Now?	Dimension 2 Applying disciplinary concepts and tools	LO5 ARTICULATE	5.1 Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States	2 days	
		HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	LO6 REIMAGINE	5.2 Migration from other Latin American Countries to Connecticut and the United States	1 day	
		GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	LO9 IDENTIFY	5.3 Accomplishments and contributions of Latinos/Latinas in the Military	2 days	
		GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within	LO10 USE	5.4 Accomplishments and contributions of Latino/Latina Inventors, Musicians and Athletes/Sports	1 day	
					5.5 Accomplishments and contributions of Latino Community Organizers, Politicians, Justices, etc.	1 day
					5.6 Latino Challenges in the U.S.: Immigration Stories from the Border	2 days



Board of Education Administrative Report

Title of Report: FY 21-22 3rd Quarter Budget Report

Board Meeting Date: 5/9/2022

Action

Report

Information

Discussion

Submitted by: Stephanie Levin

Executive Summary

Attached is the FY 21-22 3rd quarter budget report.

Report

The report indicates a positive projected variance to budget of \$40,644. Changes of note since the last quarterly report:

- **Teacher Salaries:** There are two positions being filled by substitutes rather than full salaried staff members through the remainder of the school year. This released money in those respective salary accounts but is used to offset substitute pay in the sub accounts.
- **Custodial/Maintenance Salaries:** We had some significant weather related overtime that occurred on weekends. Due to the buildings being used for various weekend events, our full staff had to come in to clear sidewalks and parking lots.
- **Other Instructional Salaries:** We originally anticipated paying out the 5 retiring teachers their contracted years of service earnings. The decision was made to reduce that to 3 out of this year's budget and 2 out of next year's budget.
- **Insurance:** We are seeing an increase in the projected variance due to some changed enrollments over the last three months due to staff changes, a decrease in dental claims which are self-funded, and some insurance costs offset by the ESSER and ARP Grants.
- **Maintenance:** Labor expenses with the contractor related to the boiler breaking down during the winter holidays were more than originally anticipated.

2021-2022
3rd Quarter Report

CATEGORY	ITEM	Approved Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% + / -
Salaries	Teachers	11,207,686	7,533,821	3,432,051	10,965,872	241,814	2.16%
	Secretaries/Paraprofessionals	1,849,640	1,585,527	431,349	2,016,875	(167,235)	-9.04%
	Administrators	1,601,987	1,304,288	316,621	1,620,909	(18,922)	-1.18%
	Custodians/Maintainers	892,182	716,867	177,882	894,749	(2,567)	-0.29%
	Other Instructional	552,541	354,708	260,936	615,644	(63,103)	-11.42%
	Nurses	259,233	188,670	79,630	268,299	(9,066)	-3.50%
	Medical Advisor	1,500	1,500	0	1,500	-	0.00%
	SUBTOTAL	16,364,769	11,685,381	4,698,468	16,383,849	(19,080)	-0.12%
Insurance & Benefits	Health Insurance	3,172,400	2,516,826	536,133	3,052,959	119,441	3.77%
	Social Security	514,900	398,045	141,844	539,889	(24,989)	-4.85%
	Pension	206,138	153,142	49,398	202,540	3,598	1.75%
	Worker's Comp	106,000	74,245	24,755	99,000	7,000	6.60%
	Property / Liability	93,225	78,575	14,450	93,025	200	0.21%
	Long Term Disability	44,000	38,865	7,937	46,801	(2,801)	-6.37%
	Life Insurance	27,600	26,239	5,394	31,633	(4,033)	-14.61%
	School Board Legal	10,300	2,500	7,500	10,000	300	2.91%
	Unemployment	5,000	35	1,000	1,035	3,965	79.30%
	OPEB	32,300	16,150	16,150	32,300	-	0.00%
SUBTOTAL	4,211,863	3,304,621	804,561	4,109,182	102,681	2.44%	
Tuition	Special Education	1,038,300	576,727	283,696	860,422	177,878	17.13%
	Non-Special Education	132,800	153,825	0	154,108	(21,308)	-16.05%
	SUBTOTAL	1,171,100	730,552	283,696	1,014,248	156,569	13.37%
Transportation	Regular Transportation	790,200	703,343	175,659	790,200	-	0.00%
	Special Education Transportation	375,300	178,953	167,971	346,924	28,376	7.56%
	Athletics/Field Trips	39,950	18,910	15,933	34,844	5,106	12.78%
	SUBTOTAL	1,205,450	901,206	359,563	1,171,968	33,482	2.78%
Utilities	Electricity	416,800	420,067	110,967	531,034	(114,234)	-27.41%
	Fuel	124,700	101,109	26,656	127,766	(3,066)	-2.46%
	Telephones	41,700	23,175	14,498	37,673	4,027	9.66%
	SUBTOTAL	583,200	544,351	152,121	696,473	(113,273)	-19.42%
Maintenance	General/Dept Maint	538,933	607,104	62,910	670,014	(131,081)	-24.32%
	Custodial Supplies	37,800	39,162	1,498	40,659	(2,859)	-7.56%
	SUBTOTAL	576,733	646,266	64,407	710,673	(133,940)	-23.22%
Instructional Resources	Books, Textbooks, Workbooks	72,420	30,418	66,925	97,343	(24,923)	-34.41%
	Technology AV Materials	61,980	91,941	0	91,941	(29,961)	-48.34%
	General & Dept Supplies	164,509	94,159	25,048	119,207	45,302	27.54%
	SUBTOTAL	298,909	216,518	91,973	308,491	(9,582)	-3.21%
Extracurricular	Coaches	181,624	143,091	41,362	184,453	(2,829)	-1.56%
	Activity Advisors	59,108	158	58,950	59,108	-	0.00%
	Athletic/Academic Act	90,400	41,699	48,701	90,400	-	0.00%
	SUBTOTAL	331,132	184,948	149,013	333,961	(2,829)	-0.85%
Equipment	New and Replacement	305,430	239,235	53,745	292,980	12,450	4.08%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	191,156	98,738	50,296	149,034	42,122	22.04%
COVID	Pandemic-related supplies	0	26,232	1,725	27,957	(27,957)	
GRAND TOTAL		25,239,742	18,578,048	6,709,568	25,198,815	40,644	0.16%

As of 4/5/22