

**Somers Board of Education Meeting.**

**Monday, May 23, 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. The Board to Recognize a Somers High School Student  
The Board will recognize Mara Butler, a recipient of a Benjamin Franklin Transatlantic Fellowship. Mr. Cotzin, Principal of Somers High, will be in attendance.
4. **APPROVAL OF MINUTES**
  1. Board to Review and Approve Draft Minutes of May 9, 2022 3  
Board to review and approve draft minutes of May 9, 2022.
5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
6. **CONSENT AGENDA**
  1. Warrant of May 23, 2022 for Board to Consent 9  
Warrant of May 23, 2022 for Board to consent.
  2. 2nd Warning on New Textbooks Proposal 15  
Board to review and consent to New Textbooks Proposal.
  3. 2nd Warning for New Course Proposal 32  
The Board to review and consent to new Black and Latino Studies Course.
  4. Retirement Resignation of Athletic Director  
Alan Walker has put in his papers for retirement from the Athletic Manger position after 14 years in that position and 24 years as Girls Varsity Basketball Coach.
7. **NEW BUSINESS**
  1. Board to Approve Proposed Job Share of SES Nurse for the School Year 2022-2023 50  
Board to review and approve a proposed job share for Olivia Kelly, SES Nurse, with Mary Ellen Eaton.
  2. Board to approve Teacher Evaluation Flexibilities for 2022-23 School Year 51  
Mrs. Senecal will be in attendance to discuss any questions with the Board on the attached report.
  3. 1st Warning of DBS Policy 6141.51 - Advanced Courses Criteria 57  
The Board will review the 1st Warning on DBS 6141.51 on Advance Courses Criteria policy
  4. 1st Warning on DBS Policy 6141.52 -Challenging Curriculum. 59  
Board to review 1st Warning on DBS Policy 6141.52 -Challenging Curriculum.
  5. 1st Warning on DBS Policy 6148 - FAFSA Completion Program 62  
The Board to review 1st Warning on DBS Policy 6148 - FAFSA Completion Program.
  6. 1st Warning of DBS Policy 9132 - BOE Standing Committees - Change to 63  
Finance/Planning. This will replace Planning.  
The Board will review 1st Warning of DBS Policy 9132 - BOE Standing Committees - Change to Finance/Planning. This will replace Planning.
8. **OLD BUSINESS**
  1. Final Approval of 2022-23 Budget 68  
Board to give final approval of the 2022-2023 Somers Public Schools Budget.
9. **ADMINISTRATIVE REPORTS**
  1. Presentation by Whitsons - a Food Service Company
  2. Superintendent Update
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**  
**May 9, 2022**  
**7 PM**

Present BOE Members: Marissa Marks, Ed DePeau, Jan Martin, Mike Briggs, Anne Kirkpatrick, Kim Radziewicz, Chris Thiesing

Absent BOE Members: Krista Cherry, Carl Stebbins

Others: Brian Czapla, Stephanie Levin, Margot Martello, Hannah Dill, Jacqui Campbell, Dorothy Ruggiero, Tony Ruggiero, Paul Medrek, Rachel Medrek, John Medrek, Ben Medrek, Catherine Drinan, Christine Drinan, David Drinan, Heather Plourde, Emily Garcia Segal

### **1. CALL TO ORDER**

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

### **2. PLEDGE OF ALLEGIANCE**

### **3. AWARDS AND RECOGNITIONS**

#### **3.1. CAFE Leadership Awards**

**Rationale:** Mrs. Margot Martello, Principal of Mabelle B. Avery Middle School, will present the CAFE Leadership Awards.

**Discussion:** Mrs. Margot Martello, Mabelle B. Avery Middle School Principal, presented two 8th grade students with the CAFE Student Leadership Award. She described Ben Medrek as committed to serving the school and community. He is active in the Boy Scouts, Junior Beta Club, band, and soccer teams. He is a model student who excels in academics and pays genuine attention when interacting with classmates. Delaney Drinan was described as a leader for her peers. She has a positive attitude and helps all she meets. She is intrinsically motivated to excel in academics and all extracurricular activities. She is involved in basketball, Junior Beta Club, and Drama Club. Mrs. Martello was very pleased to introduce these students to the BOE and presented them with their awards.

#### **3.2. Board to Meet the New Assistant Principal for 2022-23 Mabelle B. Avery Middle School**

**Rationale:** Mrs. Hannah Dill will be present to meet the Board on her new position.

**Discussion:** Mrs. Margot Martello, Mabelle B. Avery Middle School Principal, introduced Mrs. Hannah Dill to the BOE. Mrs. Dill will be the Assistant Principal at MBA for the 2022-23 school year. She was a Social Studies teacher at South Windsor High School. She participated in the Curriculum Committee, the

accreditation process, and CREC Teacher Residency Program. She coached field hockey, lacrosse, and basketball. She is also a CrossFit Instructor. Mrs. Martello stated that she and Mrs. Dill had conversations about the direction of MBA and is excited about carrying out the school vision with her. She comes from a rigorous learning environment and inspires student motivation, safe collaboration, and an inclusive, balanced learning environment to meet students' needs.

Mrs. Dill stated she was elated to accept the position and is excited to become part of the collaborative family at SPS. She has a drive, passion, and commitment to serve families, students, and teachers within the district. She has a tenacious work ethic and understands her professional responsibilities. She is prepared to meet the challenges and opportunities at SPS and to partner with the community. She has come to find Mrs. Martello as genuine, kind, and collaborative. She stated it was an honor and privilege to accept this position and thanked the BOE.

#### 4. APPROVAL OF MINUTES

##### 4.1. Approval of Amended Board Minutes of 3/28/22

**Rationale:** Approval of amended Board Minutes of 3/28/22.

**Motion** to approve the amended BOE Draft from 3/28/22. This motion, made by Kim Radziewicz and seconded by Chris Thiesing, Carried.

**Yea: 7, Nay: 0, Absent: 2 (Krista Cherry, Carl Stebbins)**

##### 4.2. Approval of Draft Minutes of 4/25/22

**Rationale:** Approval of Draft Minutes from 4/25/22.

**Motion** to approve the Draft Minutes from 4/25/22. This motion, made by Jan Martin and seconded by Mike Briggs, Carried. **Yea: 7, Nay: 0, Absent: 2**

**(Krista Cherry, Carl Stebbins)**

#### 5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

#### 6. CONSENT AGENDA

**Motion** to approve the Consent Agenda. This motion, made by Anne Kirkpatrick and seconded by Mike Briggs, Carried. **Yea: 7, Nay: 0, Absent: 2 (Krista Cherry, Carl Stebbins)**

**Discussion:** Superintendent Czapla stated that jobs have been posted or filled.

##### 6.1. Warrant of May 9, 2022

**Rationale:** The Board to review and approve the warrant of May 9, 2022.

##### 6.2. Resignations at End of this School Year

**Rationale:** 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

### 7.1. 1st Warning on New Textbooks

**Rationale:** 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

**Discussion:** Jan Martin stated that the textbooks are available by appointment in the Central Office until the next BOE meeting.

### 7.2. 1st Warning on New Course Proposal

**Rationale:** Proposal for the state-mandated elective: African American/Black and Puerto Rican/Latino Studies.

**Discussion:** Jan Martin stated that the new course is a state-mandated elective offered to a finite number of students not yet disclosed. A drawback of this course is that it is a full-year elective, which decreases options for other electives. Anne Kirkpatrick recommended suggesting to the state that the course change to a half-year elective.

### 7.3. Food Service Presentation

**Rationale:** A presentation from a representative from EASTCONN on Food Services.

**Discussion:** Mrs. Stephanie Levin, Director of Business Services, stated that after reviewing the current food service program, she is concerned that it is not sustainable. She acknowledged that SPS may lose some staff members due to turnover, which could happen at any time. Therefore, she would like to be prepared. She introduced Heather Plourde, Director of the EASTCONN program, to the BOE. Mrs. Plourde worked with Mrs. Levin in a prior district. Mrs. Plourde distributed handouts to the BOE. She comes from a background in the restaurant industry. She joined EASTCONN after working with them as one of their customers. She runs the National School Lunch Program (NSLP) for several districts. There were two models that she discussed: EASTCONN as a full-service takeover or EASTCONN in a consulting role acting as food service

director. As a full-service takeover, EASTCONN would come in, observe, and provide staff. The staff would be contracted through EASTCONN. This has been successful in smaller districts. In a consulting role, EASTCONN could offer support in improving the current program model. She stated that since Somers does not have a high number of free or reduced meals, there could be more offered within the menu, which is intriguing to her. There could be a lot to develop and add, including culinary training, better sourced food, etc. She stated there is a lot of regulation and red tape that they are mandated to follow for federal reimbursement with the NSLP. The pandemic has been challenging due to supply chain issues. Options have been meek. Prior to the pandemic, an assortment of fresh fruits and vegetables were provided as well as minimally processed foods. Proper nutritional guidelines would still be met if Somers continued not to use the NSLP.

Discussions ensued regarding what SPS would do without using NSLP. Mrs. Plourde stated EASTCONN would help to develop better menus, source products, train staff to cook, and encourage students to purchase food. If EASTCONN came in as a consultant, it would be a different model as far as reporting to the NSLP. SPS could make money but would pay staff and managers at each school. If EASTCONN was a complete takeover, the school wouldn't receive any income and EASTCONN would be paid by contract. If SPS doesn't want the responsibility in-house, then it would benefit SPS to be completely taken over by EASTCONN. If SPS continues with oversight and control, EASTCONN would be used as a consultant. Either way, the cost is the same for an administrative fee. A question was raised as to differences in menus with or without NSLP. Mrs. Plourde stated that menu planning is consistent in every district. They may be tweaked, but they remain compliant. In a normal operating year, there are multiple options including various snacks, fresh fruits and vegetables, and minimally processed foods. Concessions shouldn't be impacted because there are many foods listed that are in compliance with the NSLP. Another question asked was if EASTCONN partners with farms. Mrs. Plourde stated that they are currently working on ways to utilize a regional hub to get products delivered.

Superintendent Czapla stated that there will be continuous conversations with the BOE and what would best serve the needs of the district.

## 8. OLD BUSINESS

## 9. ADMINISTRATIVE REPORTS

### 9.1. Quarterly Budget Report

**Rationale:** Mrs. Stephanie Levin has submitted the Quarterly Budget report.

**Discussion:** Mrs. Stephanie Levin, Director of Business Services, provided the BOE with a brief summary and quarterly report. This report is from late March/beginning of April. There was money that had been released within the teacher's line due to teachers leaving, maternity leave, as well as two positions that were not filled by permanent staff. Due to inclement weather over the

weekends, custodians/maintenance worked overtime. Buildings were also being used over the weekends for various events. Staff came in to clear walkways and parking lots. It was originally anticipated that five retiring teachers would be paid out. However, this was adjusted to three in this year's budget and two for next year's budget. There will be a clearer vision of how the year will end as of the last BOE meeting in May or the first BOE meeting in June. Budget transfers will be done over the summer to true up the accounts.

## 9.2. Superintendent's Update

**Rationale:** The Superintendent will update the Board on current events.

**Discussion:** Superintendent Czapla stated that there have been no new updates since Friday's post. The next big project will be to make a decision as to what to do with food services for next year. He stated it would be more prudent to move faster than anticipated due to some potential personnel issues. Whitson's will be presenting at the next BOE meeting, and discussions amongst the BOE will continue in the June BOE meetings. Superintendent Czapla and Stephanie Levin, Director of Business Services, will make a recommendation to the BOE about the best way to proceed at the last BOE meeting in June.

## 10. COMMITTEE REPORTS

### 10.1. Curriculum

**Discussion:** Jan Martin reported that the new textbooks and new course were first warned at this evening's meeting. The 2nd Warning will be held at the 5/23/22 BOE meeting. The next Curriculum Committee meeting TBD.

### 10.2. Policy Committee

**Discussion:** Anne Kirkpatrick reported that the committee met this evening. They have decided to include some finance responsibilities to the current Planning Committee rather than establishing a new committee. They reviewed and updated the current wording under the Planning Committee. This will be included in a packet at the BOE meeting on 5/23/22. It is recommended if the BOE passes this that it goes into effect under the Planning Committee in September. This will give BOE members the opportunity to join this committee at that time. There will be three or four other mandated policies in the packet to be warned at the next BOE meeting.

### 10.3. Planning Committee

No report.

### 10.4. Salary & Negotiations Committee

**Discussion:** Superintendent Czapla stated that the next meeting will be held on 5/23/22. There will be some recommendations for the BOE to consider in June.

## 11. CREC UPDATE



# Somers Board of Education General Budget Treasury Warrant

Report # 74440

Check Batch: 48565  
 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: Stephanie Levin      Date: 5/19/2022  
 Stephanie Levin, Director of Business Services

48565	21600	05/23/2022	V62704	A&D Portable Rentals	0.00	380.00
	21601	05/23/2022	V62774	AAA Mobile Boiler	0.00	9,803.62
	21602	05/23/2022	V61397	All-Phase Electric Supply Co.	0.00	47.92
	21603	05/23/2022	V60790	Alternative Access Assistive Technology	0.00	3,466.25
	21604	05/23/2022	V52670	SYNCB/AMAZON	0.00	4,318.32
	21606	05/23/2022	V51604	Awards & More	0.00	1,303.00
	21607	05/23/2022	V60784	Bloomfield Public Schools	0.00	1,233.17
	21608	05/23/2022	V61601	Brown Small Engine Repair	0.00	27.18
	21609	05/23/2022	V61550	CareerStaff Unlimited	0.00	644.00
	21610	05/23/2022	V02474	Connecticut Radio, Inc	0.00	59.00
	21611	05/23/2022	V00204	CREC	0.00	6,298.58
	21612	05/23/2022	V000026	DeDominicis, Anthony	0.00	675.00
	21613	05/23/2022	V60416	DG Graphics	0.00	112.50
	21614	05/23/2022	V60089	Dime Oil Company LLC	0.00	11,529.69
	21615	05/23/2022	V00605	US Electrical Services, Inc	0.00	215.33
	21616	05/23/2022	V00159	Eversource Energy	0.00	31,097.70
	21617	05/23/2022	V54168	First Student, Inc	0.00	93,973.30
	21618	05/23/2022	V60968	Fletcher Sewer & Drain, Inc	0.00	155.00
	21619	05/23/2022	V61017	Frontier Communications	0.00	590.41
	21620	05/23/2022	V02758	Gengras Center	0.00	11,250.00

# Somers Board of Education General Budget Treasury Warrant

Report # 74440

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	21621	05/23/2022	V01830	Gerry's Music Shop, Inc.	0.00	512.50
	21622	05/23/2022	V00907	Geyer Instructional Products	0.00	120.70
	21623	05/23/2022	V54081	Graduate Pest Solutions, Inc.	0.00	213.00
	21624	05/23/2022	V00511	Granger	0.00	119.48
	21625	05/23/2022	V60852	Grassmere Country Club	0.00	2,925.00
	21626	05/23/2022	V53439	Group Dynamic	0.00	22.20
	21627	05/23/2022	V51232	Hartford HealthCare/Grace-Webb School	0.00	5,840.00
	21628	05/23/2022	V60090	High Grade Gas Service, Inc	0.00	1,694.45
	21629	05/23/2022	V54063	HSABank	0.00	190.75
	21630	05/23/2022	V61527	InsectLore	0.00	133.91
	21631	05/23/2022	V61615	Kajeet Inc	0.00	243.81
	21632	05/23/2022	V61604	Kelly Refrigeration & Freezer	0.00	100.00
	21633	05/23/2022	V000013	King, Erin Vivero	0.00	150.00
	21634	05/23/2022	V62798	Kurtz Bros., Inc	0.00	262.26
	21635	05/23/2022	R00990	Litz, Leigh	0.00	250.00
	21636	05/23/2022	V02898	MagnaKleen Services	0.00	101.51
	21637	05/23/2022	V60777	May Institute	0.00	11,833.00
	21638	05/23/2022	R00217	Nadler, Georgia	0.00	395.00
	21639	05/23/2022	V61576	Pioneer Valley Books	0.00	356.13
	21640	05/23/2022	V60427	Protech Projection Systems, Inc.	0.00	3,633.00
	21641	05/23/2022	V60864	Pullman & Comley, LLC	0.00	1,273.00
	21642	05/23/2022	V52476	River Valley Lawn Care LLC	0.00	1,035.00
	21643	05/23/2022	V00615	Scholastic Inc	0.00	334.05
	21644	05/23/2022	V01292	School Specialty, LLC	0.00	644.98
	21645	05/23/2022	V02325	Sheffield Pottery, Inc.	0.00	270.00
	21646	05/23/2022	V51324	Shervin-Williams Co., The	0.00	116.62
	21647	05/23/2022	V61658	SiteOne Landscaping Supply, LLC	0.00	683.17
	21648	05/23/2022	V61373	Somers Star Hardware	0.00	346.94
	21649	05/23/2022	V61292	State of Connecticut-Treasurer	0.00	1,764.00
	21650	05/23/2022	V62752	Suffield Board of Education	0.00	2,691.00
	21651	05/23/2022	V60248	Total Protection Security Systems LLC	0.00	1,110.00
	21652	05/23/2022	V53987	U.S. Bank Equipment Finance, Inc	0.00	2,592.91
	21653	05/23/2022	V21164	Unum Life Insurance Company	0.00	3,918.16
	21654	05/23/2022	V00548	USA Waste and Recycling	0.00	1,442.02
	21655	05/23/2022	V53413	W.B. Mason Co., Inc.	0.00	460.92
	21656	05/23/2022	V61689	West Hartford Lock Co. LLC	0.00	494.50
	21657	05/23/2022	V61445	Willie Ross School of the Deaf, The	0.00	527.00

# Somers Board of Education General Budget Treasury Warrant

Report # 74440

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
21658		05/23/2022	V60943	Zoro Tools Inc	0.00	20.58
<b>Totals:</b>					0.00	\$226,001.52
					0.00	\$226,001.52

58 Checks Listed.

# Somers Board of Education General Journal Register

Report # 74436  
Batch: 48560  
Transaction: N/A  
Show Summary Only: Yes

Batch # 48560	Control Total \$226,001.52	Status Posted	Created By Ibergamini	Created On 05/18/2022	Last Updated By Ibergamini	Last Updated On 05/19/2022
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## General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
<b>May, 2022</b>					
<b>Generated Distributions</b>					
10-000-0-0-00-000-241-00-0-00000	ENCUMBRANCE CONTROL			246,721.78	0.00
10-000-1-9-99-999-000-00-5-01695	RESERVE FOR ENCUMBRANCE			0.00	246,721.78
				<b>Total Generated Distributions</b>	<b>\$246,721.78</b>
				<b>\$246,721.78</b>	<b>\$246,721.78</b>
<b>User-Entered Distributions</b>					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE		Yes	0.00	226,001.52
10-000-1-9-99-999-000-00-5-01695	COVID-19			100.00	0.00
10-100-2-2-27-242-611-01-5-00904	K-5 - REMEDIAL READING SUPPLY			356.13	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			133.91	0.00
10-100-2-3-08-242-611-01-5-00816	MA - FOREIGN LANGUAGE SUPPLIES			93.63	0.00
10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			157.40	0.00
10-100-2-3-18-242-611-01-5-00189	MA - MATH SUPPLIES			472.45	0.00
10-100-2-3-20-214-112-01-5-01706	MA - MUSIC INST COACHES			825.00	0.00
10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES			85.66	0.00
10-100-2-3-48-242-611-01-5-01218	MA - HEALTH & LIFE SKILLS			334.05	0.00
10-100-2-4-02-242-611-01-5-00165	HS - ART SUPPLIES			914.98	0.00
10-100-2-4-18-242-611-01-5-00191	HS - MATH SUPPLIES			445.56	0.00
10-100-2-4-66-730-730-01-5-00616	HS - TECH ED REPLACEMENT			370.00	0.00
10-100-2-5-14-241-611-01-5-00873	HS - GENERAL COMPUTER SUPPLIES			1,903.59	0.00
10-100-2-5-44-242-611-03-5-00222	SW - A.V. SUPPLIES			117.98	0.00
10-100-8-3-66-910-730-01-5-00818	MA - CAPITAL OUTLAY			1,333.73	0.00
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			3,633.00	0.00
10-120-9-9-98-242-611-01-5-00216	SP ED - HIGH SCHOOL SUPPLIES			113.68	0.00
10-120-9-9-98-955-330-02-5-01117	SP ED-INDEPENDENT EVALUATIONS			718.75	0.00
10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES			527.00	0.00
10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES		Yes	3,466.25	0.00
10-213-3-5-48-412-112-02-5-00319	SW - NURSE SUBSTITUTE		Yes	644.00	0.00
10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	1,273.00	0.00
10-231-1-5-74-134-590-10-5-00648	B.O.E. - COMMUNITY RELATIONS		Yes	1,303.00	0.00
10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES		Yes	56.27	0.00
10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH			250.00	0.00

# Somers Board of Education General Journal Register

Report # 74436

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
48560	\$226,001.52	Posted	Ibergamini	05/18/2022	Ibergamini	05/19/2022
10-232-6-5-66-830-440-04-5-00525		CO - COPIER RENTAL			648.22	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			648.23	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			466.91	0.00
10-259-1-2-40-123-590-04-5-00015		K-5 - FORMS & PRINTING			112.50	0.00
10-260-1-5-64-642-530-04-5-01217		SW - COMMUNICATION SUPPLIES			59.00	0.00
10-260-2-5-66-730-730-01-5-00472		SW - A. V. EQUIP REPLACEMENT			12.25	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 - BUILDING REPAIRS			447.00	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			124.78	0.00
10-260-5-3-20-722-430-01-5-00382		MA - MUSIC MAINTENANCE			125.00	0.00
10-260-5-3-20-722-430-01-5-00386		MA - BAND MAINTENANCE			37.50	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			4.61	0.00
10-260-5-4-20-722-430-01-5-00396		HS - MUSIC MAINTENANCE			350.00	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			397.09	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			68.54	0.00
10-260-5-5-64-642-530-04-5-01679		SW - INTERNET			1,764.00	0.00
10-260-5-6-44-722-430-03-5-00404		SW - A. V. MAINTENANCE			243.81	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			122.09	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			47.50	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			11,448.62	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			27.18	0.00
10-260-5-6-62-722-430-08-5-00442		SW - GROUNDS KEEP			1,718.17	0.00
10-260-5-6-62-722-430-08-5-00444		SW - RUBBISH REMOVAL			1,442.02	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			378.42	0.00
10-260-5-6-62-722-430-08-5-00467		SW - GENERAL PAINT			116.62	0.00
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING			213.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			263.25	0.00
10-260-5-6-62-722-430-08-5-00886		SW - PLUMBING SUPPLIES			11.48	0.00
10-260-5-6-64-641-620-05-5-00356		HS - FUEL #2			11,388.40	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			3,224.18	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			13,977.92	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			13,695.60	0.00
10-260-5-6-64-643-690-05-5-00372		MAINTENANCE - ELECTRICITY			200.00	0.00
10-260-5-6-64-643-690-05-5-00377		HS - PROPANE GAS			1,694.45	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY			21,952.24	0.00
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY			22,628.11	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			2,245.62	0.00

# Somers Board of Education General Journal Register

Report # 74436

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
48560	\$226,001.52	Posted	Ibergamini	05/18/2022	Ibergamini	05/19/2022
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			47,147.33	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			141.29	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			22.20	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,918.16	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			190.75	0.00
10-320-7-4-42-880-112-06-5-01583		HS - CO-OP SPORTS			2,925.00	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			38,427.00	0.00
Total User-Entered Distributions					<u>\$226,001.52</u>	<u>\$226,001.52</u>
Total for May, 2022					<u>\$472,723.30</u>	<u>\$472,723.30</u>
<b>Grand Total for Batch # 48560</b>					<u><b>\$472,723.30</b></u>	<u><b>\$472,723.30</b></u>

230 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, 11<sup>th</sup> 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](mailto: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 - 11<sup>th</sup> 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](mailto: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  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

**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](mailto: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](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

<b>Amount of Funds Needed: \$</b>	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](mailto: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](mailto: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	\$	\$	\$
<b>TOTAL</b>	\$ <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
<del>Matthew Macaluso</del>	History	4/6/22
Maun	History	4/6/22
Andru Dunning	History	4/6/22
Krista Grogan	History	4-6-22

# DRAFT

## **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.

# DRAFT

## 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.

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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><b>LO1 UNDERSTAND</b></p> <p><b>LO2 INVESTIGATE</b></p> <p><b>LO3 ANALYZE</b></p>	<p><b>1.0 Course Introduction</b></p> <p><b>1.1 African Origins</b></p> <p><b>1.2 African Empires to the Demise of Songhai</b></p> <p><b>1.3 The Moors</b></p> <p><b>1.4 The Social Construction of Race and the Transatlantic Slave Trade</b></p>	<p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>5 days</p>

# DRAFT

## 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)	Unit 2 How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)	<p><b>Dimension 2 Applying disciplinary concepts and tools</b></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><b>LO2 INVESTIGATE</b></p> <p><b>LO3 ANALYZE</b></p> <p><b>LO4 EXAMINE</b></p> <p><b>LO5 ARTICULATE</b></p> <p><b>LO6 REIMAGINE</b></p>	<p><b>2.1 Slavery and Freedom in Their Own Words</b></p> <p><b>2.2 Agency and Resistance: Fort Mose and Haiti</b></p> <p><b>2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data</b></p>	<p>2 days</p> <p>2 days</p> <p>4 days</p>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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 &amp; 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>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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><b>Dimension 3 Evaluating sources and using evidence</b></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>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b>  <b>HIST 9–12.4</b> Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p><b>HIST 9–12.6</b> Explain how the perspectives of people in the present shape interpretations of the past.</p> <p><b>CIV 9–12.1</b> Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.</p> <p><b>CIV 9–12.2</b> Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p><b>Dimension 4 Communicating concluding and taking informed action</b></p> <p><b>INQ 9–12.8</b> 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><b>L04 EXAMINE</b></p> <p><b>L05 ARTICULATE</b></p> <p><b>L06 REIMAGINE</b></p> <p><b>L08 EXAMINE</b></p>	<p><b>5.1</b> Great Migration and the “Nadir of Race Relations” and the Juxtaposition of Hope</p> <p><b>5.2</b> The Power of Black Art: The Empowerment of Black People Through the Arts</p> <p><b>5.3</b> Remnants of the Jim Crow South</p> <p><b>5.4</b> Resistance and Revolution Through Organized Efforts</p> <p><b>5.5</b> World War II - Tuskegee Airmen</p> <p><b>5.6</b> How the Women Organized and Agitated</p> <p><b>5.8</b> 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>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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><b>Dimension 4 Communicating concluding and taking informed action</b></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>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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><b>LO1 UNDERSTAND</b></p> <p><b>LO2 INVESTIGATE</b></p>	<p><b>1.0 Introduction/Review of Semester Themes</b></p> <p><b>1.1 Latinos on Race while living in between the Black and White Binary</b></p> <p><b>1.2 Latino Culture: The Multiple and Evolving Identities of Latinos</b></p> <p><b>1.3 Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America</b></p> <p><b>1.4 Geography: Puerto Rican and Latin American Migration</b></p>	<p>2 days</p> <p>2 days</p> <p>3 days</p> <p>3 days</p> <p>3 days</p>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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>

# DRAFT

## 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>

# DRAFT

## 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><b>Dimension 2 Applying disciplinary concepts and tools</b></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					

# DRAFT

## African American/Black and Puerto Rican/Latino Studies

	<b>Unit 4</b> 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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# DRAFT

## 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

## **Proposed Job Share for Olivia Kelly and Mary Ellen Eaton**

The following is a proposed plan for the division of responsibilities for a job sharing position as the school nurse at Somers Elementary School for the school year 2022-2023. Realizing that scheduling of meetings for the school year has not been finalized, we expect there may be minor changes made to this plan.

### **1. Work schedule:**

Mary Ellen Eaton will work three days a week, Mondays-Wednesdays, 8:30AM-3:30PM.

Olivia Kelly will work two days a week, Thursdays and Fridays, 8:30AM-3:30PM.

### **2. Record keeping:**

Electronic charting and input of health records will be divided equally. We will both be responsible for documenting visits on the days we work.

### **3. Half days and shortened days:**

Will not alter the schedule. We will both be responsible for working the agreed upon days to their entirety.

### **4. Communication:**

Communication with parents, students, and other staff can be taken care of by the individual nurse involved and documented in order to keep up on the important information. We will also communicate via email and phone as necessary.

### **5. Meetings:**

The person who is scheduled to work at the time will attend the meetings. This person will inform the other of the agenda items.

### **6. Health Screenings:**

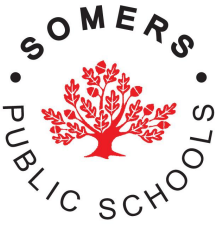
Screenings will be divided equally. We will both be responsible for documenting the hearing, vision, and scoliosis examinations performed by that nurse.

We hope you will accept our proposal for a job share next year. If there is any additional information that you need or there are any questions about the proposal please contact Olivia Kelly.

Sincerely,

Olivia Kelly

Mary Ellen Eaton  
April 29, 2022



**Board of Education  
Administrative Report**

Title of Report: T-Eval Flexibilities for the 2022-2023 School Year

Board Meeting Date: May 23, 2022

Action

Report

Information

Discussion

Submitted by: Dina M. Senecal

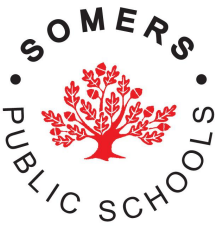
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**Executive Summary**

Teacher Evaluation Flexibilities for the 2022-2023 School Year

The CSDE is extending the 2021-2022 Flexibilities for Implementation the *CT Guidelines for Educator Evaluation 2017* for the 2022-2023 school year. Districts should follow the *CT Guidelines for Educator Evaluation 2017* for all other areas not described in the flexibilities.

The CSDE will provide LEA's with supports and resources during the 2022-2023 school year to plan for implementation of the revised *CT Guidelines for Educator Evaluation 2017* beginning with the 2023-2024 school year.



## Board of Education Administrative Report

### Flexibilities for Implementing the CT Guidelines for Educator Evaluation for the 2022-2023 School Year

#### **Student Learning Indicators (45%)**

Teachers will develop *one student learning goal* with a minimum of two indicators or measures of accomplishment focused on:

- Social and emotional learning for students,
- Student engagement,
- Engaging families
- Cultural responsiveness
- Academic achievement

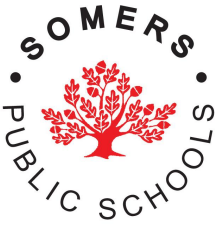
While only one student learning goal is required, teachers are able to develop more than two indicators or measures of accomplishment to expand areas of progress, growth or accomplishment addressed through one student learning goal.

Indicators or measures must be mutually agreed upon between teacher and evaluator during the goal setting process and could be demonstrated by implementation of school-wide, grade-level or individual strategies.

#### **Observation of Performance and Practice (40%)**

As the social and emotional well-being of students and staff will be a priority during 2022-2023, it is recommended that observations of performance and practice, site visits, and reviews of practice/artifacts be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support.

Written feedback from observations will use the pre-existing informal observation template. All feedback will be based on current, CSDE-approved rubrics, be formative in nature, and may include recommendations for professional learning.



## Board of Education Administrative Report

### **Observation Requirements for Teachers:**

- One formal observation, two informal observations and one review of practice for first year, Somers teachers.
- Three informal observations and one review of practice for second year teachers, and teachers who demonstrated Developing or Below Standard practice during the 2021-2022 school year.
- Two informal observations and one review of practice for teachers with more than two years of experience and who maintained Proficient or Exemplary practice during the 2021-2022 school year.

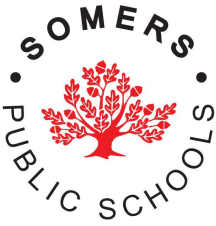
### **Stakeholder Feedback (10%)**

Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students. It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

### **Whole- School Student Learning Indicators/Teacher Effective Outcomes (5%)**

Educators will focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:

- Social and emotional learning
- Providing equitable learning opportunities for all students
- Professional learning to improve practice
- Professional learning communities
- Best practices for hybrid and remote learning



## Board of Education Administrative Report

### 4-Level Matrix Rating System

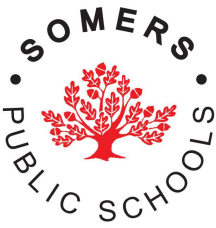
Summative ratings will be required for the 2022-2023 school year.

- End of year summative reviews shall include teacher/administration self-assessment, supporting documentation/artifact review and an end of year conference.
- Summative Ratings shall be determined by:
  - A holistic view of evidence in each component
  - Combining the rating for student learning goals and whole-school learning indicators/educator effectiveness/special area of focus for an Outcomes Rating,
  - Combining educators practice and stakeholder feedback for a Practice Rating and, Combining the the Outcomes Rating and the Practice Rating to a Final Rating aligned to one of the four performance designations
    - Exemplary
    - Proficient
    - Developing
    - Below Standard

#### Example: Teacher Holistic Rating



The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2023.



## Board of Education Administrative Report

### Evaluation-based Professional Learning

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

### Individual Improvement and Remediation Plans

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

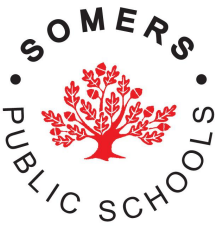


### **Definitions:**

**Informal Observation:** In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

**Formal Observation:** In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner. Formal observations generally are the duration of ONE class period and include a pre and post observation meeting.

**Reviews of Practice:** Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.



## Board of Education Administrative Report

### NOTE:

Non-Classroom Based Educators, who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom-based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Holistic Indicators of Student Growth: Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement. Etc.

Measures of Accomplishment: Could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons; or measuring academic achievement of students.

Mutual Agreement: Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school-based goals, climate survey results, family and/or community feedback or SEL needs.

When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

*NOTES: A new mandated policy per state statute beginning in the 2022-2023 school year to consider.*

DBS CODE: 6141.51

## **Instruction**

### **Advanced Courses or Programs, Eligibility Criteria for Enrollment**

The Board supports advanced courses and programs that promote academic acceleration and encourages students to pursue these courses and programs. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum. School administration will communicate information about advanced courses or programs to students and parents

Criteria for enrollment should limit prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework (grades 8-12) which may include but is not limited to:

- a. Recommendations from teachers, administrators, school counselors, or other school personnel;
- b. Criteria not exclusively based on a student's prior academic performance;
- c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program (e.g., strength of SBAC indicators);
- d. GPA improvement over time;
- e. Scoring near benchmark on local assessments;
- f. Student interests and persistence.
- g. Other criteria as determined by school and district administration

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

(cf. 6141.5 – Advanced College Placement)  
(cf. 6172.1 – Gifted and Talented Students)  
(6141.52 – Challenging Curriculum Policy)  
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes  
P.A. 21-199 Section 3  
10-221r Advanced placement course program. Guidelines.  
District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

*NOTE: A new mandated policy beginning in the 2022-2023 school year to consider.*

## **Instruction**

### **Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)**

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

### **Criteria**

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

Student identification process includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

### **Identification Process**

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The identification process shall include the following:

- Identification of students with:

- Superior cognitive ability;
- Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “A-” or higher in the core content areas);
- Creative thinking ability; and
- Giftedness.
- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

### Academic/Student Success Plan

Each identified student shall develop an [academic/student success plan](#) for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student’s [academic/student success plan](#) must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The [academic/student success plan](#) must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student’s student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the [academic/student success plan](#).

The [academic/student success plan](#) enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.5 – Advanced College Placement)  
(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)  
(cf. 6172.1 – Gifted and Talented Students)  
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes  
P.A. 21-199 Section 5  
10-221r Advanced placement course program. Guidelines.  
District Guidance for Developing an Advanced Course Participation  
Policy

Policy adopted:

## **Instruction**

### **FAFSA Completion Program**

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

The Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

Legal Reference:        Connecticut General Statutes  
                                 P. A. 21-199 An Act Concerning Various Revisions and Additions to  
                                 the Statutes Relating to Education and Workforce Development, Sect.  
                                 6, 7, 8.

Policy adopted:

## BYLAWS OF THE BOARD

### Standing Committees

(All other committees stay as is)

#### FINANCE/PLANNING:

The Finance/Planning Committee provides oversight and is charged with reviewing fiscal and operational matters as may come to the committee from time to time.

The committee will work in collaboration with the administrative team to strengthen budget assumptions, clarify strategy, and identify communication points to advance support for the budget in the community.

The Functions and Responsibilities are:

- Periodically monitor the present operating budget
- Review and recommend budget transfers
- Review and recommend actions as they pertain to financial developments
- Research alternative resource opportunities.
  
- Annually review a ~~plan for~~ the capital improvement plan ~~outlay each year.~~
- Annually review population projection for future use.
- ~~Review present and future use of physical plant~~
- Maintain an active list of projected programming needs.
- Annually review salary and negotiation projections.
- ~~Annually Review long range report of the Board of Finance~~
- Annually review Long-Range Facilities Plan with Board of Education.  
~~to Board of Finance~~
- Provide representation throughout CIP process
- ~~Review implementation and integration of the Strategic Plan~~ as appropriate to this committee



## **BYLAWS OF THE BOARD**

### Standing Committees:

Standing committees shall be appointed annually. The standing committees are as follows:

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

Duties and responsibilities of each standing committee shall be described under Board Reg. 9132.

When these standing committees have meetings they will be warned by posting in the Central Office and the Town Hall. Committee Chairmen will have the responsibility of informing committee members of meeting dates.

## **BYLAWS OF THE BOARD:**

### Standing Committees:

#### Functions of all subcommittees:

To assist the Board of Education in performing all of its duties in a more efficient manner in time spent, not only by BOE members, but time by administrators and staff.

#### Subcommittee membership:

Curriculum

Policy

Salary & Negotiations

**Planning** (includes CIP, Strategic Plan, Long-Range Plan)

#### Functions and Responsibilities of subcommittees:

### CURRICULUM:

The Curriculum Committee hears and makes recommendations to the Board of Education, for their approval, which consist of the following:

- All changes, additions and deletions of courses, including prerequisite courses.

- All staff additions or reductions in certified staff that necessitates a curriculum change. (The committee does not receive proposals for staff reduction due to decline of student population.)
- All additions or deletions in the athletic program.
- All changes in graduation requirements.
- Approval of all books to be used as textbooks in any program or course in the school system. A textbook is defined as any book which is used by the entire class or a selected subgroup of the class and as a mandatory part of the program and from which instruction is drawn. A textbook is also defined as that which is intended to be used for more than one year.
- All series of textbooks for a phase-in program will be approved prior to inception and need not be approved each year. A three-year time limit is placed on any such approval and a plan will be presented at the time of the first adoption. Any deviation from the textbook selected plan will require a new approval. The status of any phase-in program will be reported to the Curriculum Committee annually for information purposes.
- All workbooks which are directly associated with approved textbooks do not require separate approval. Consumable textbooks need not be approved annually. If these textbooks are to be different, the BOE will have to vote approval.
- Approval of instructional materials used as primary resources for any course.

#### The Responsibilities of the Curriculum Committee:

- Establish a calendar, in cooperation with Central Office personnel, each September for curriculum meetings with the staff and administration to hear curriculum proposals.
- Present to the Board the curriculum proposals in January for their approval. The Chairman will include in this report any replacement texts recommended by the administration for adoption by the Board.
- Receive update on all previous curriculum changes and new courses from administration on a systematic basis throughout the year and report back to the total Board.
- Review and approve newly written course curricula as per curriculum management document.

#### POLICY:

1. The policy committee should continually review and update the present policy manual.
2. The committee will write new policies as directed by the Board of Education and/or suggested by the administration.
3. Revisions, updates or new policies will be written by the policy committee in cooperation with administration.

4. All Board members have the responsibility to see that all policies are carried out by the administration.
5. Recognizing there have been changes and additions in the policy manual, the policy committee will systematically review each section in order to keep Board members informed of areas of concern.

#### SALARY AND NEGOTIATIONS:

Function: To negotiate contractual agreements with the following associations or groups:

1. S.A.A. (Somers Administration Association)
2. S.E.A. (Somers Education Association)
3. S.E.S.A. (Somers Education Secretaries Association)
4. Nurses
5. Custodians

#### Responsibilities:

1. To become familiar with and conform to the Connecticut State Statutes governing the negotiation-mediation-arbitration process.
  - a. To notify Commissioner of Education of day on which contract negotiations will commence. This is 180 days prior to Board's budget submission date.
  - b. If the subcommittee and the bargaining group cannot agree with the terms and conditions, either side can submit the issues to the Commissioner for mediation. This is ordered by the Commissioner if agreement is not reached by the 120th day.
  - c. If mediation does not resolve the contract dispute, the parties proceed to last best offer binding arbitration. The hearing is to be concluded within 20 days of its commencing.
2. Prior to entering negotiations, issues shall be discussed between the full Board and the subcommittee.
3. During negotiations, the Board shall receive an updated report from the subcommittee at each meeting.
4. After finalizing contract, the Board shall receive a complete listing of all terms and conditions for the purpose of voting for acceptance.
5. If mediation or arbitration is necessary with any group, the subcommittee shall consult with the total Board.

#### **PLANNING:**

The Functions and Responsibilities are:

- Review a plan for capital outlay each year
- Review long-range report of the Board of Finance annually
- Review population projection for future use
- Review present and future use of physical plant
- Maintain an active list of projected programming needs
- Review salary and negotiation projections annually
- Annually update and present Long-Range Plan to Board of Finance
- Provide representation throughout CIP process
- Review implementation and integration of Strategic Plan

**Adopted: April 28, 1980**

**July 12, 1982**

**Revised: August 30, 1982**

**February 14, 1983**

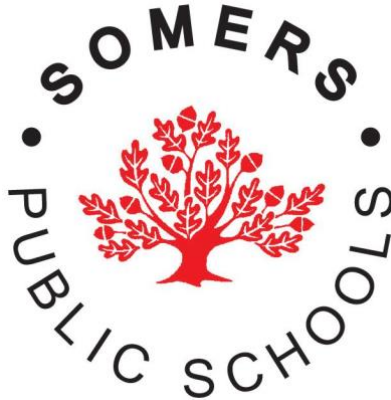
**October 15, 1985**

**February 24, 1992**

**January 10, 2000**

**March 7, 2005**

**May 24, 2021**



### **BOARD OF EDUCATION**

Marissa Marks, Chair  
Ed Depeau, Vice Chair  
Jan Martin, Secretary  
Michael Briggs  
Krista Cherry  
Anne Kirkpatrick  
Kim Radziewicz  
Carl Stebbins  
Chris Thiesing

### **ADMINISTRATION**

Brian P. Czapla, Superintendent  
Stephanie Levin, Business Manager  
Caroline Hargraves, Coordinator of Pupil Services  
Jim MacFeat, Supervisor of Buildings and Grounds  
Denise Messina, Director of Pupil Services  
Rob Wilson, Director of Technology  
Dina Senecal, Director of Curriculum and Instruction

#### **Somers Elementary School**

Melissa Mucci  
Principal  
  
Michael McDonnell  
Assistant Principal

#### **Mabelle B. Avery School**

Margot Martello  
Principal  
  
Lynda Thornton  
Assistant Principal

#### **Somers High School**

Gary Cotzin  
Principal  
  
Cheryl Gustafson  
Assistant Principal



# SOMERS PUBLIC SCHOOLS

1 Vision Boulevard, Somers, Connecticut 06071  
(860)749-2270 Fax (860)763-0748

Mr. Brian P. Czapla  
Superintendent of Schools

May 2022

Enclosed, please find the Board of Education Approved Budget for the 2022-23 school year. This budget of \$26,270,772 is an increase of 4.08% to the 2021-22 budget. The increase is primarily due to salary obligations, increases in health care premiums, addressing the ramifications of the ongoing pandemic, and meeting complex pupil service issues.

**Contractual obligations** continue to account for the majority of expenditures. These non-discretionary expenses are 92% of the budget. Healthcare is difficult to predict and increases annually. We anticipate a 12% increase in our health care premiums. This alone adds \$383,240 to the budget. In addition, contractually negotiated salary increases add another \$279,864 to the budget. These contractual obligations account for a \$788,206 increase.

**The global pandemic** continues to provide educational challenges in Somers and worldwide. These challenges are rooted in academics, mental health, and environmental concerns. To continue moving forward in a post-COVID era, we have increased staff. A new Math Interventionist, STEM Coach (grade 6-12) and Special Education Teacher are added to next year's budget to help students and teachers that need additional supports. The electricity line items have increased to address the energy cost associated with HVAC systems modifications to increase outside air exchange at MBA and SHS.

**Instructional resources** suffered budget cuts last year in the amount of \$156,000. The impact was the elimination of some supplies, technology, and textbook purchases. Therefore, we are requesting an increase of \$129,000 to begin to recover from the budget cuts of 2021-22.

**Special education tuition** costs are projected to rise due to anticipated increases in the placement of students outside the school district. Payment for these tuitions is mandated by state and federal law.

This proposed budget is a recovery budget to help us mitigate the impacts of COVID-19 and recuperate lost instructional resources due to budget cuts. The vast majority of the increases are due to our contractual obligations and meeting academic and environmental needs as we continue to operate in times of uncertainty.

Respectfully,

Brian P. Czapla

**Vision:** *The Somers Public Schools strives to be an exceptional and innovative educational community.*

**Mission:** *Prepare each student to contribute and succeed in an ever-changing global society.*

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## **Budget Calendar**

### **September 2021**

- Leadership Team meets to discuss budget priorities
- Administrators engage staff in conversations to develop budget requests

### **October 2021**

- Leadership Team electronically submits budget requests
- Central Office Budget Team meets with insurance broker, and actuaries to determine non-discretionary budget items

### **November – December 2021**

- Superintendent meets with Leadership Team to review individual budget requests
- Central Office Budget Team meets with town officials to discuss budget climate and establish calendar
- Central Office Budget Team prepares budget information for Superintendent's Proposed Budget

### **January 10, 2022:**

- The Superintendent submits the proposed budget to the Board of Education for consideration.

### **January 24, 2022:**

- Follow up discussions, questions, clarifications, and adjustments to the Superintendent's Proposed Budget.

### **February 14, 2022:**

- The Board of Education approves a budget to be sent to a public hearing. An informational flyer will be developed for use at the public hearing.

### **March 14, 2022:**

- Public Hearing on Board of Education Approved Budget.
- Following the public hearing, a regularly scheduled meeting will be convened to approve or adjust the budget before sending it to the Board of Finance for study.

### **March, 2022**

- The Superintendent/Board of Education presents the budget to the Board of Finance.

### **April 19, 2022**

- Board of Finance Public Hearing
- Board of Finance approves a budget sent to Annual Town Meeting

### **May, 2022**

- 3rd- Annual Town Meeting
- 10th - Budget Referendum



## **2019-2024 Strategic Plan**

### **Vision**

**The Somers Public Schools strives to be an exceptional and innovative educational community.**

### **Mission**

**The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.**

### **In pursuit of this Vision and Mission, we believe in:**

- The pursuit of excellence
- Life-long learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child



## Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
- B. Build a common understanding of the selected skills.
- C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
- D. Continue curriculum development and vertical articulation for all content areas.
- E. Develop K-12 interdisciplinary information literacy curriculum and programming.
- F. Continually assess, update, and implement the five-year technology replacement plan.
- G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
- H. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.



## Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Develop staff understanding of Somers Student Success Skills.
- B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
- C. Identify gaps in current teacher knowledge and practice at each grade and content level, and create a professional learning plan to address the identified gaps.
- D. Implement professional development for each of the identified gaps tailored to needs across the district.
- E. Provide personalized professional development opportunities to support curriculum development.
- F. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- G. Utilize instructional coaches to provide embedded professional development opportunities.
- H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.



## Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
- B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
- C. Develop alternative means to gather evidence of teacher practice and student achievement.
- D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
- E. Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup>-grade students.

## **Vision Boulevard**

Our school district comprises three educational facilities located on a 115-acre campus. The campus is also home to the Somers Public Library and borders the town's main recreational facility. It is known as the Somers Educational Complex, and is appropriately located on "Vision Boulevard." It has been recognized as a model for its design. All schools are in walking distance of each other and allow students and staff easy access.

Approximately 1,300 students are enrolled in the district. The campus setting affords us the opportunity to be together sharing and enjoying resources as we learn. Each building is connected via fiber optics supporting data, voice, and video exchange for internal communications, as well as access to the Internet via the Connecticut Education Network.

Our schools are recognized regionally and nationally. Somers Elementary School is a National Blue Ribbon School. The Connecticut Association of Schools has recognized Mabelle B. Avery Middle School numerous times for outstanding programming. Many high school students are honored for their academic success as National Merit and Advanced Placement Scholars. Our sports programs at Somers High School are consistently competitive and have won multiple state championships.



The Somers Public School System is the benefactor of the generosity of parents, businesses, charities and organizations. Each year service organizations such as Rotary and the Lions Club donate money and time to support our students' education. The Somers Education Foundation has awarded \$560,000 in grants to support teacher innovation and dynamic instructional programming.

Partnerships with the community are strong. We have very active support groups that provide financial as well as volunteer support. The Sports Boosters have generously funded equipment and many projects, including new scoreboards at the athletic fields. Music Patrons enhance our musical programs through scholarships, funding for instruments and production support. The PTO provides students with a multitude of activities including cultural enrichment programs, Scholastic Book Fair, visiting authors and the end of the year carnival at Connor's Place. There are also other partnerships in the community including relationships with the Senior Center, Fire Department, Parks and Recreation and many of the local faith-based organizations.

The Somers Public School System community is dedicated to supporting others in need. Students and staff conduct fundraisers and support many organizations such as the Red Cross Hurricane Relief and Blood Drives, Network Against Domestic Abuse, Enfield Homeless Shelter, Little Sisters of the Poor, Somers Families in Need, Project Bread, Assisted Living of Somers, Somers Food Bank and the American Cancer Society.

# BUDGET DETAILS

## Board of Education 2022-23 Approved Budget

BOE Approved Budget (2022-23)	\$26,270,772
BOE Approved Budget (2021-22)	\$25,239,742
Increase	\$1,031,030
% Change	4.08%

## Four Year Budget Comparison

	2019-20	2020-21	2021-22	2022-23
BOE Approved Budget	\$23,884,137	\$24,689,970	\$25,239,742	\$26,270,772
Increase from previous year	\$1,061,626	\$805,833	\$549,772	\$1,031,030
<b>Total change from previous year</b>	<b>4.65%</b>	<b>3.37%</b>	<b>2.23%</b>	<b>4.08%</b>

2019-20: The Board of Education gave back \$213,943 to the town due to the impact of COVID-19.

2021-22: The Board of Finance reduced the Board of Education Budget by \$170,000. The Board of Education previously reduced the budget by \$306,000. Total reduction of \$476,000.

## 2022-23 Budget Detail by Category

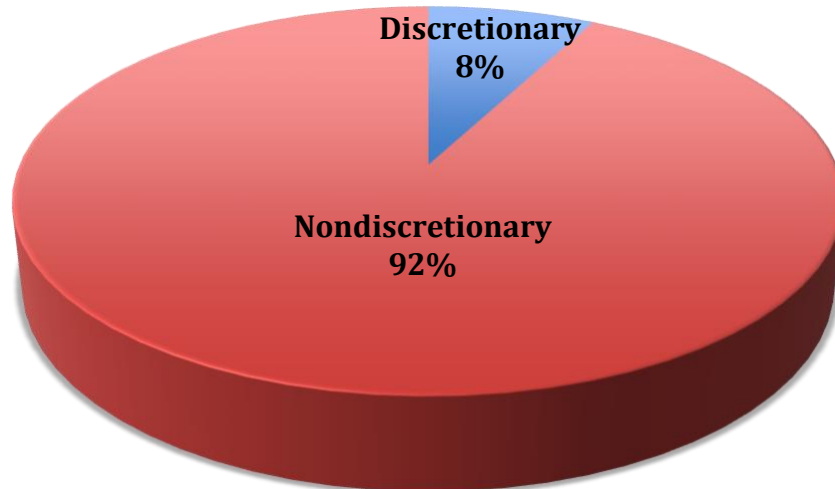
CATEGORY	ITEM	2021-22	2022-23	INC/DEC	% + / -
<b>Salaries</b>	Teachers	11,207,686	11,216,622	8,936	0.08%
	Secretaries/Paraprofessionals	1,849,640	2,043,495	193,855	10.48%
	Administrators	1,601,987	1,637,426	35,439	2.21%
	Custodians/Maintainers	892,182	916,864	24,682	2.77%
	Other Instructional	552,541	558,193	5,652	1.02%
	Nurses	259,233	270,533	11,300	4.36%
	Medical Advisor	1,500	1,500	-	0.00%
		<b>SUBTOTAL</b>	<b>16,364,769</b>	<b>16,644,633</b>	<b>279,864</b>
<b>Insurance &amp; Benefits</b>	Health Insurance	3,172,400	3,514,640	342,240	10.79%
	Social Security	514,900	518,200	3,300	0.64%
	Pension	206,138	210,938	4,800	2.33%
	Workman's Comp	106,000	106,000	-	0.00%
	Property / Liability	93,225	110,025	16,800	18.02%
	Long Term Disability	44,000	46,000	2,000	4.55%
	Life Insurance	27,600	30,000	2,400	8.70%
	School Board Legal	10,300	10,000	(300)	-2.91%
	Unemployment	5,000	5,000	-	0.00%
	OPEB	32,300	25,902	(6,398)	-19.81%
	<b>SUBTOTAL</b>	<b>4,211,863</b>	<b>4,576,705</b>	<b>364,842</b>	<b>8.66%</b>
<b>Tuition</b>	Special Education	1,038,300	1,119,469	81,169	7.82%
	Non-Special Education	132,800	162,450	29,650	22.33%
		<b>SUBTOTAL</b>	<b>1,171,100</b>	<b>1,281,919</b>	<b>110,819</b>
<b>Transportation</b>	Regular Transportation	790,200	813,046	22,846	2.89%
	Special Education Transportation	375,300	375,300	-	0.00%
	Athletics/Field Trips	39,950	40,350	400	1.00%
		<b>SUBTOTAL</b>	<b>1,205,450</b>	<b>1,228,696</b>	<b>23,246</b>
<b>Utilities</b>	Electricity	416,800	418,000	1,200	0.29%
	Fuel	124,700	130,635	5,935	4.76%
	Telephones	41,700	44,000	2,300	5.52%
		<b>SUBTOTAL</b>	<b>583,200</b>	<b>592,635</b>	<b>9,435</b>
<b>Maintenance</b>	General/Dept Maint	538,933	588,585	49,652	9.21%
	Custodial Supplies	37,800	32,000	(5,800)	-15.34%
		<b>SUBTOTAL</b>	<b>576,733</b>	<b>620,585</b>	<b>43,852</b>
<b>Instructional Resources</b>	Books, Textbooks, Workbooks	72,420	131,960	59,540	82.21%
	Technology AV Materials	61,980	94,360	32,380	52.24%
	General & Dept Supplies	164,509	172,070	7,561	4.60%
		<b>SUBTOTAL</b>	<b>298,909</b>	<b>398,390</b>	<b>99,481</b>
<b>Extracurricular</b>	Coaches	181,624	196,253	14,629	8.05%
	Activity Advisors	59,108	62,971	3,863	6.54%
	Athletic/Academic Act	90,400	90,300	(100)	-0.11%
		<b>SUBTOTAL</b>	<b>331,132</b>	<b>349,524</b>	<b>18,392</b>
<b>Equipment</b>	New and Replacement	305,430	380,990	75,560	24.74%
<b>Admin Overhead</b>	Postage, Dues, Travel, BOE Exp, Supplies	191,156	196,695	5,539	2.90%
<b>COVID</b>	Pandemic-related supplies	0	-	-	0.00%
<b>GRAND TOTAL</b>		<b>25,239,742</b>	<b>26,270,772</b>	<b>1,031,030</b>	<b>4.08%</b>

## Nondiscretionary vs. Discretionary Expenses

### Percentages of the Total Budget

<b>NON-DISCRETIONARY</b>	<b>Proposed Budget</b>	<b>Percent of Total Budget</b>
Salaries	\$16,644,633	63%
Insurance & Benefits	\$4,576,705	17%
Tuition	\$1,281,919	5%
Transportation	\$1,228,696	5%
Utilities	\$592,635	2%
subtotal	\$24,324,588	92%

<b>DISCRETIONARY</b>	<b>Proposed Budget</b>	<b>Percent of Total Budget</b>
Maintenance	\$620,585	3%
Instructional Resources	\$398,390	2%
Equipment	\$380,990	1%
Extracurricular	\$349,524	1%
Admin Overhead	\$196,695	1%
subtotal	1,946,184	8%



**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

	FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
TOTAL 110 ADMINISTRATIVE SALARIES	\$1,601,987.00	\$1,637,426.00	\$ 35,439.00	2.21%
TOTAL 213 INSTRUCTIONAL SALARIES	\$11,207,686.00	\$11,216,622.00	\$ 8,936.00	0.08%
TOTAL 214 OTHER INST. SALARIES	\$552,541.00	\$558,193.00	\$5,652.00	1.02%
TOTAL 215 CLERICAL/AIDES SALARIES	\$1,849,640.00	\$2,043,495.00	\$ 193,855.00	10.48%
TOTAL 610 MAINT/CUSTODIAN SALARIES	\$892,182.00	\$916,864.00	\$ 24,682.00	2.77%
TOTAL 412 NURSE'S SALARIES	\$259,233.00	\$270,533.00	\$ 11,300.00	4.36%
TOTAL 411 MEDICAL ADVISOR SALARY	\$1,500.00	\$1,500.00	\$ -	0.00%
<b>TOTAL EMPLOYEE WAGES</b>	<b>\$16,364,769.00</b>	<b>\$16,644,633.00</b>	<b>\$ 298,356.00</b>	<b>1.71%</b>
<b>820 INSURANCE/SOC. SECURITY</b>				
10-320-6-4-82-820-529-06-5-00507 HS - ATHLETIC INSURANCE	\$8,025.00	\$8,025.00	\$ -	0.00%
10-280-6-5-96-820-200-13-5-00506 SOCIAL SECURITY	\$493,400.00	\$500,000.00	\$ 6,600.00	1.34%
10-280-6-5-82-820-200-13-5-00508 ANNUITIES & OTHER BENEFITS	\$21,500.00	\$18,200.00	\$ (3,300.00)	-15.35%
10-280-6-5-82-820-200-13-5-00509 SW - FLEXIBLE SPENDING ACCT	\$1,700.00	\$1,700.00	\$ -	0.00%
10-280-6-5-82-820-200-13-5-00510 DENTAL	\$135,000.00	\$130,000.00	\$ (5,000.00)	-3.70%
10-280-6-5-82-820-200-13-5-00511 PENSION WAIVER/403B CONTRIBUTION	\$8,000.00	\$8,000.00	\$ -	0.00%
10-280-6-5-82-820-200-13-5-00512 LIFE AND AD&D INSURANCE	\$27,600.00	\$30,000.00	\$ 2,400.00	8.70%
10-280-6-5-82-820-200-13-5-00513 L.T.D.	\$44,000.00	\$46,000.00	\$ 2,000.00	4.55%
10-260-6-5-82-820-520-13-5-00515 PROPERTY/LIABILITY INSURANCE	\$70,000.00	\$87,000.00	\$ 17,000.00	24.29%
10-280-6-5-82-820-200-13-5-00516 WORKER'S COMPENSATION	\$106,000.00	\$106,000.00	\$ -	0.00%
10-280-6-5-82-820-200-13-5-00517 UNEMPLOYMENT INSURANCE	\$5,000.00	\$15,000.00	\$ 10,000.00	200.00%
10-280-6-5-82-820-520-13-5-00520 UMBRELLA LIABILITY INSURANCE	\$15,200.00	\$15,000.00	\$ (200.00)	-1.32%
10-231-6-5-82-820-529-13-5-00521 SCHOOL BOARD LEGAL	\$10,300.00	\$10,000.00	\$ (300.00)	-2.91%
10-280-6-5-82-820-200-13-5-00855 PENSION	\$198,138.00	\$197,938.00	\$ (200.00)	-0.10%
10-280-6-5-82-820-200-13-5-01187 SW - INSURANCE WAIVERS	\$68,700.00	\$75,900.00	\$ 7,200.00	10.48%
10-280-6-5-82-820-200-13-5-01228 SW - HEALTH SAVINGS ACCOUNT	\$2,967,000.00	\$3,302,040.00	\$ 335,040.00	11.29%
10-280-6-5-82-820-200-13-5-01690 OPEB - OTHER POST EMPLOY BENEFITS	\$32,300.00	\$25,902.00	\$ (6,398.00)	-19.81%
<b>TOTAL 820 INSURANCE/SOC. SECURITY</b>	<b>\$4,211,863.00</b>	<b>\$4,576,705.00</b>	<b>\$ 364,842.00</b>	<b>8.66%</b>
<b>955 TUITION-SPECIAL ED.</b>				
10-613-9-9-88-955-561-14-5-00622 SPED - CREC RIVER STREET	\$144,000.00	\$148,320.00	\$ 4,320.00	3.00%
10-613-9-9-88-955-561-14-5-00673 SP ED - TUITION	\$727,000.00	\$800,149.00	\$ 73,149.00	10.06%
10-120-9-9-98-955-330-02-5-01079 OT/PT	\$72,300.00	\$72,300.00	\$ -	0.00%
10-120-9-9-98-955-330-02-5-01117 SP ED-INDEPENDENT EVALUATIONS	\$15,000.00	\$15,000.00	\$ -	0.00%
10-120-9-9-98-955-330-02-5-01142 SPED - CONSULTANT FEES	\$25,000.00	\$25,000.00	\$ -	0.00%
10-613-9-9-88-955-561-14-5-01144 SPED-OUT-OF-STATE PLACEMENTS	\$0.00	\$0.00	\$ -	#DIV/0!
10-120-9-9-98-955-330-02-5-01674 SP ED - CONTRACTED SERVICES	\$55,000.00	\$55,000.00	\$ -	0.00%
10-120-9-9-88-955-500-14-5-01707 SP ED - OOD SPEECH LGE SERV	\$0.00	\$1,500.00	\$ 1,500.00	#DIV/0!
10-120-9-9-88-955-500-14-5-01708 SP ED - OOD OCC THERAPY SERV	\$0.00	\$1,200.00	\$ 1,200.00	#DIV/0!
10-120-9-9-88-955-500-14-5-01709 SP ED - OOD PHY THERAPY SERV	\$0.00	\$1,000.00	\$ 1,000.00	#DIV/0!
<b>TOTAL 955 TUITION-SPECIAL ED.</b>	<b>\$1,038,300.00</b>	<b>\$1,119,469.00</b>	<b>\$ 81,169.00</b>	<b>7.82%</b>
<b>945 TUITION-NON SPECIAL ED</b>				
10-611-6-5-88-945-560-14-5-01231 TUITION-NON SPECIAL EDUCATION	\$105,000.00	\$120,000.00	\$ 15,000.00	14.29%
<b>950 TUITION VO-AG</b>				
10-611-6-5-88-950-560-14-5-00621 VO-AG -TUITION	\$14,000.00	\$27,000.00	\$ 13,000.00	92.86%
<b>TOTAL 950 TUITION VO-AG</b>	<b>\$14,000.00</b>	<b>\$27,000.00</b>	<b>\$ 13,000.00</b>	<b>92.86%</b>
<b>960 ADULT EDUCATION</b>				
10-611-6-5-88-960-560-14-5-00638 ENFIELD ADULT EDUCATION	\$13,800.00	\$15,450.00	\$ 1,650.00	11.96%
<b>TOTAL 960 ADULT EDUCATION</b>	<b>\$13,800.00</b>	<b>\$15,450.00</b>	<b>\$ 1,650.00</b>	<b>11.96%</b>

**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

**TOTAL 945 TUITION-NON SPECIAL ED**

FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
\$132,800.00	\$162,450.00	\$ 29,650.00	22.33%

**TOTAL TUITION**

\$1,171,100.00	\$1,281,919.00	\$110,819.00	9.46%
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**521 REGULAR TRANSPORTATION**

10-270-4-5-84-521-510-12-5-00325 TRANSPORTATION - ELEMENTARY  
 10-270-4-5-84-521-510-12-5-00326 TRANSPORTATION - SECONDARY  
 10-270-4-5-84-521-627-12-5-00327 BUS FUEL  
 10-270-4-5-84-521-510-12-5-00328 ADDITIONAL TRANSPORTATION  
 10-270-4-5-84-521-510-12-5-01582 BUS MONITOR

\$337,300.00	\$346,575.00	\$ 9,275.00	2.75%
\$403,300.00	\$414,391.00	\$ 11,091.00	2.75%
\$49,600.00	\$52,080.00	\$ 2,480.00	5.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!

**TOTAL 521 REGULAR TRANSPORTATION**

\$790,200.00	\$813,046.00	\$ 22,846.00	2.89%
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**522 SPEC. ED. TRANSPORTATION**

10-270-9-9-84-522-510-12-5-00329 SP ED - VANS  
 10-270-9-9-84-522-510-12-5-00332 SP ED - ADDITIONAL MILEAGE  
 10-270-9-9-84-522-112-12-5-00333 SP ED - TRANSPORTATION AIDE

\$270,300.00	\$270,300.00	\$ -	0.00%
\$75,000.00	\$75,000.00	\$ -	0.00%
\$30,000.00	\$30,000.00	\$ -	0.00%

**TOTAL 522 SPEC. ED. TRANSPORTATION**

\$375,300.00	\$375,300.00	\$ -	0.00%
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**530 ATHLETIC/FIELD TRIPS**

10-279-4-3-42-530-580-06-5-00336 MA - ATHLETIC TRIPS  
 10-279-4-3-84-530-580-07-5-00340 MA - BAND TRAVEL  
 10-279-7-4-20-530-580-07-5-00268 HS - BAND TRAVEL  
 10-279-4-4-42-530-580-06-5-00337 HS - ATHLETIC TRIPS  
 10-279-4-4-42-530-580-07-5-00338 HS - PAY PLAY ACT FUND  
 10-279-4-4-84-530-580-07-5-00845 HS - FIELD TRIPS

\$4,400.00	\$4,400.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$1,500.00	\$2,250.00	\$ 750.00	50.00%
\$52,500.00	\$52,500.00	\$ -	0.00%
(\$20,000.00)	(\$20,000.00)	\$ -	0.00%
\$1,550.00	\$1,200.00	\$ (350.00)	-22.58%

**TOTAL 530 ATHLETIC/FIELD TRIPS**

\$39,950.00	\$40,350.00	\$ 400.00	1.00%
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**TOTAL TRANSPORTATION**

\$1,205,450.00	\$1,228,696.00	\$23,246.00	1.93%
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**641 ELECTRICITY**

10-260-5-6-64-641-620-05-5-00358 K-5 - ELECTRICITY  
 10-260-5-6-64-641-620-05-5-00360 MA - ELECTRICITY  
 10-260-5-6-64-641-620-05-5-00361 HS - ELECTRICITY  
 10-260-5-6-64-641-620-05-5-00362 MAINTENANCE - ELECTRICITY

\$88,000.00	\$88,000.00	\$ -	0.00%
\$176,000.00	\$176,000.00	\$ -	0.00%
\$150,000.00	\$151,000.00	\$ 1,000.00	0.67%
\$2,800.00	\$3,000.00	\$ 200.00	7.14%

**TOTAL 641 ELECTRICITY**

\$416,800.00	\$418,000.00	\$ 1,200.00	0.29%
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**630 FUEL SUPPLY**

10-260-5-6-64-630-620-05-5-00354 K-5 - FUEL #2  
 10-260-5-6-64-630-620-05-5-00356 HS - FUEL #2  
 10-260-5-6-64-630-620-05-5-00357 MAINTENANCE - FUEL #2

\$54,500.00	\$57,225.00	\$ 2,725.00	5.00%
\$62,800.00	\$65,940.00	\$ 3,140.00	5.00%
\$1,400.00	\$1,470.00	\$ 70.00	5.00%

**TOTAL 630 FUEL SUPPLY**

\$118,700.00	\$124,635.00	\$ 5,935.00	5.00%
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**643 PROPANE GAS**

10-260-5-6-64-643-690-05-5-00369 K-5 - PROPANE GAS  
 10-260-5-6-64-643-690-05-5-00371 MA - PROPANE GAS  
 10-260-5-6-64-643-690-05-5-00372 HS - PROPANE GAS

\$2,000.00	\$2,000.00	\$ -	0.00%
\$2,000.00	\$2,000.00	\$ -	0.00%
\$2,000.00	\$2,000.00	\$ -	0.00%

**TOTAL 643 PROPANE GAS**

\$6,000.00	\$6,000.00	\$ -	0.00%
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**TOTAL FUEL**

\$124,700.00	\$130,635.00	\$5,935.00	4.76%
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**642 TELEPHONE**

10-260-5-2-64-642-530-04-5-00363 K-5 - TELEPHONE

\$5,000.00	\$5,500.00	\$ 500.00	10.00%
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**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

10-260-5-3-64-642-530-04-5-00365 MA - TELEPHONE  
 10-120-9-3-98-642-530-02-5-01194 SPED-TELEPHONE  
 10-260-5-4-64-642-530-04-5-00366 HS - TELEPHONE  
 10-260-5-5-64-642-530-04-5-00367 CO - TELEPHONE  
 10-260-1-5-64-642-530-04-5-01217 SW - COMMUNICATION SUPPLIES  
 10-260-5-5-64-642-530-04-5-01679 SW - INTERNET

**TOTAL 642 TELEPHONE**

**TOTAL UTILITIES**

**722 GENERAL/DEPT MAINTENANCE**

10-260-5-2-20-722-430-01-5-00378 K-5 - MUSIC MAINTENANCE  
 10-260-5-2-66-722-430-08-5-00405 K-5 - OFFICE EQUIPMENT  
 10-260-5-2-62-722-430-08-5-01141 K-5 - BUILDING REPAIRS  
 10-260-5-2-44-722-430-03-5-01215 K-5 - AV MAINTENANCE  
 10-260-5-3-20-722-430-01-5-00382 MA - MUSIC MAINTENANCE  
 10-260-5-3-28-722-430-01-5-00383 MA - SCIENCE MAINTENANCE  
 10-260-5-3-02-722-430-01-5-00384 MA - ART MAINTENANCE  
 10-260-5-3-10-722-430-01-5-00385 MA - HOME EC MAINTENANCE  
 10-260-5-3-20-722-430-01-5-00386 MA - BAND MAINTENANCE  
 10-260-5-3-12-722-430-01-5-00387 MA - TECHNOLOGY ED MAINTENANCE  
 10-260-5-3-66-722-430-04-5-00389 MA - OFFICE EQUIP. MAINTENANCE  
 10-260-5-3-66-722-430-08-5-00409 MA - EQUIPMENT MAINTENANCE  
 10-210-2-3-46-722-590-02-5-00432 MA - SCHEDULING SERVICE  
 10-260-5-4-28-722-430-01-5-00390 HS - SCIENCE MAINTENANCE  
 10-260-5-4-02-722-430-01-5-00391 HS - ART MAINTENANCE  
 10-260-5-4-38-722-430-01-5-00393 HS - QUANTITY FOODS MAINT.  
 10-260-5-4-42-722-430-06-5-00394 HS - ATHLETICS MAINTENANCE  
 10-260-5-4-12-722-430-01-5-00395 HS - TECHNOLOGY ED MAINTENANCE  
 10-260-5-4-20-722-430-01-5-00396 HS - MUSIC MAINTENANCE  
 10-260-5-4-04-722-430-01-5-00397 HS - BUSINESS ED MAINTENANCE  
 10-260-5-4-18-722-430-01-5-00398 HS - MATH MAINTENANCE  
 10-260-5-4-66-722-430-04-5-00403 HS - OFFICE EQUIPMENT  
 10-260-5-4-52-722-430-03-5-00416 HS - LIBRARY EQUIPMENT MAINT.  
 10-210-2-4-46-722-590-02-5-00433 HS - SCHEDULING SERVICE  
 10-260-6-4-66-722-440-08-5-00840 SW - TRAILER RENTAL  
 10-279-4-5-84-722-627-12-5-00341 SW - GASOLINE SCHOOL VEHICLES  
 10-260-6-5-62-722-430-04-5-00452 SW - MAINTENANCE CONTRACTS  
 10-260-1-5-66-722-430-04-5-00768 CO - INFORMATION SYSTEM MAINT.  
 10-260-5-6-64-722-690-05-5-00373 SW - WATER  
 10-260-5-6-44-722-430-03-5-00404 SW - A.V. MAINTENANCE  
 10-260-3-6-48-722-430-08-5-00412 SW - HEALTH MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00422 K-5 - SEPTIC TANK  
 10-260-6-6-62-722-430-08-5-00423 SW - SEWER & WATER ASSESSMENT  
 10-260-5-6-62-722-430-08-5-00426 MA - MASTER CLOCK MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00430 MA - BUILDING MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00431 MA - SEPTIC TANK  
 10-260-5-6-62-722-430-08-5-00435 SW - THERMOSTAT/CONTROLS  
 10-260-5-6-62-722-430-08-5-00438 HS - SEPTIC TANK  
 10-260-5-6-62-722-430-08-5-00439 HS - BUILDING MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00440 SW - EQUIPMENT REPAIR  
 10-260-5-6-62-722-430-08-5-00441 SW - GLASS REPAIR  
 10-260-5-6-62-722-430-08-5-00442 SW - GROUNDS KEEP  
 10-260-5-6-62-722-430-08-5-00443 SW - ROOF REPAIR  
 10-260-5-6-62-722-430-08-5-00444 SW - RUBBISH REMOVAL  
 10-260-5-6-62-722-430-08-5-00445 SW - TOOL SUPPLY  
 10-260-5-6-62-722-430-08-5-00446 SW - TRESPASS CONTROL  
 10-260-5-6-62-722-430-08-5-00447 SW - GENERAL REPAIR

FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
\$3,000.00	\$3,000.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$5,500.00	\$6,500.00	\$ 1,000.00	18.18%
\$7,200.00	\$8,000.00	\$ 800.00	11.11%
\$12,000.00	\$12,000.00	\$ -	0.00%
\$9,000.00	\$9,000.00	\$ -	0.00%
<b>\$41,700.00</b>	<b>\$44,000.00</b>	<b>\$ 2,300.00</b>	<b>5.52%</b>
<b>\$583,200.00</b>	<b>\$592,635.00</b>	<b>\$9,435.00</b>	<b>1.62%</b>
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$40,000.00	\$40,000.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$450.00	\$550.00	\$ 100.00	22.22%
\$180.00	\$0.00	\$ (180.00)	-100.00%
\$450.00	\$450.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$675.00	\$2,000.00	\$ 1,325.00	196.30%
\$540.00	\$0.00	\$ (540.00)	-100.00%
\$90.00	\$0.00	\$ (90.00)	-100.00%
\$90.00	\$0.00	\$ (90.00)	-100.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$1,328.00	\$1,400.00	\$ 72.00	5.42%
\$225.00	\$225.00	\$ -	0.00%
\$4,500.00	\$7,000.00	\$ 2,500.00	55.56%
\$6,300.00	\$6,500.00	\$ 200.00	3.17%
\$5,850.00	\$6,500.00	\$ 650.00	11.11%
\$900.00	\$2,850.00	\$ 1,950.00	216.67%
\$0.00	\$0.00	\$ -	#DIV/0!
\$180.00	\$180.00	\$ -	0.00%
\$500.00	\$0.00	\$ (500.00)	-100.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$3,000.00	\$6,900.00	\$ 3,900.00	130.00%
\$5,400.00	\$5,400.00	\$ -	0.00%
\$57,000.00	\$70,000.00	\$ 13,000.00	22.81%
\$0.00	\$0.00	\$ -	#DIV/0!
\$30,000.00	\$30,000.00	\$ -	0.00%
\$4,770.00	\$5,300.00	\$ 530.00	11.11%
\$0.00	\$0.00	\$ -	#DIV/0!
\$1,215.00	\$2,000.00	\$ 785.00	64.61%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$25,000.00	\$30,000.00	\$ 5,000.00	20.00%
\$3,500.00	\$3,500.00	\$ -	0.00%
\$2,500.00	\$2,500.00	\$ -	0.00%
\$4,460.00	\$6,000.00	\$ 1,540.00	34.53%
\$45,000.00	\$50,000.00	\$ 5,000.00	11.11%
\$14,400.00	\$16,000.00	\$ 1,600.00	11.11%
\$0.00	\$0.00	\$ -	#DIV/0!
\$14,400.00	\$16,000.00	\$ 1,600.00	11.11%
\$10,000.00	\$10,000.00	\$ -	0.00%
\$16,500.00	\$16,500.00	\$ -	0.00%
\$4,050.00	\$4,500.00	\$ 450.00	11.11%
\$0.00	\$0.00	\$ -	#DIV/0!
\$5,400.00	\$6,000.00	\$ 600.00	11.11%

**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

10-260-5-6-62-722-430-08-5-00448 SW - FIRE/VANDALISM  
 10-260-5-6-62-722-430-08-5-00449 SW - LOCKER REPAIR  
 10-260-5-6-62-722-430-08-5-00451 SW - MOWER MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00467 SW - GENERAL PAINT  
 10-260-5-6-62-722-430-08-5-00471 SW - FIRE ALARMS & BELLS  
 10-260-5-6-62-722-430-08-5-00654 SW - ASBESTOS INSPECTION  
 10-260-5-6-66-722-430-08-5-00657 SW - PLAYGROUND MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00794 SW - OPERATIONS & MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00801 SW - EXTERMINATING  
 10-260-5-6-62-722-430-08-5-00884 MAINT. - BUILDING MAINTENANCE  
 10-260-5-6-62-722-430-08-5-00885 SW - ELECTRICAL SUPPLIES  
 10-260-5-6-62-722-430-08-5-00886 SW - PLUMBING SUPPLIES  
 10-260-5-6-62-722-430-01-5-01077 SW - COMPUTER MAINTENANCE  
 10-260-5-6-62-722-430-08-5-01637 ADDTL APPROP WINTER 10-11  
 10-260-5-6-62-722-430-08-5-01645 SW - LIBRARY AUTOMATION  
 10-260-5-6-62-722-430-08-5-01646 SW - SECURITY  
 10-120-9-9-98-722-430-08-5-00413 SP ED - EQUIPMENT MAINTENANCE  
 10-260-6-9-62-722-590-08-5-00453 SW - SOFTWARE MAINT CONTRACTS

**TOTAL 722 GENERAL/DEPT MAINTENANCE**

**650 CUSTODIAL SUPPLIES**

10-260-5-6-62-650-613-05-5-00377 SW - CUSTODIAL SUPPLIES

**TOTAL 650 CUSTODIAL SUPPLIES**

**TOTAL MAINTENANCE**

**243 WORKBOOKS AND TEST**

10-100-2-2-18-243-611-01-5-00238 K-5 - MATH WORKBOOKS  
 10-100-2-2-16-243-611-01-5-00240 K-5 - LANGUAGE ARTS WORKBOOKS  
 10-100-2-2-30-243-611-01-5-00244 K-5 - SOCIAL STUDIES WORKBOOKS  
 10-100-2-3-16-243-611-01-5-00246 MA - ENGLISH WORKBOOKS  
 10-100-2-3-08-243-611-01-5-00255 MA - FOREIGN LANGUAGE WORKBOOK  
 10-100-2-3-16-243-611-01-5-00898 MA - LANGUAGE ARTS WORKBOOK  
 10-100-2-3-30-243-611-01-5-01074 MA - SOCIAL STUDIES WORKBOOKS  
 10-100-2-4-20-243-611-01-5-00247 HS - MUSIC WORKBOOKS  
 10-100-2-4-30-243-611-01-5-00887 HS - SOCIAL STUDIES WORKBOOKS  
 10-100-2-4-48-243-611-01-5-00972 HS - HEALTH WORKBOOKS  
 10-100-2-4-08-243-611-01-5-01581 HS - WORLD LANGUAGE  
 10-100-2-4-16-243-611-01-5-01710 HS - ENGLISH WORKBOOKS  
 10-212-2-5-46-243-611-02-5-00252 SW - TESTING  
 10-120-9-9-98-243-611-01-5-01002 SP ED - TESTING

**TOTAL 243 WORKBOOKS AND TEST**

**220 TEXTBOOKS**

10-100-2-2-28-220-641-01-5-00104 K-5 - SCIENCE TEXTBOOKS  
 10-100-2-2-26-220-641-01-5-00105 K-5 - LANGUAGE ARTS TEXTBOOK  
 10-100-2-2-18-220-641-01-5-00973 K-5 - MATH TEXTBOOKS  
 10-100-2-2-00-220-641-01-5-01066 K-5 - REPLACEMENT TEXTS  
 10-100-2-2-30-220-641-01-5-01640 SES - SOCIAL STUDIES TEXTBOOKS  
 10-100-2-3-18-220-641-01-5-00109 MA - MATH NEW TEXT  
 10-100-3-3-20-220-641-01-5-00118 MA - MUSIC REPLACEMENT TEXT  
 10-100-2-3-08-220-641-01-5-00651 MA - FOREIGN LANGUAGE TEXTBOOK  
 10-100-2-3-30-220-641-01-5-00859 MA - SOCIAL STUDIES TEXTBOOK  
 10-100-2-3-16-220-641-01-5-00895 MA - LANGUAGE ARTS TEXTBOOK  
 10-100-2-3-28-220-641-01-5-01067 MA - SCIENCE TEXTS  
 10-100-2-3-14-220-641-01-5-01140 MA - REPLACEMENT TEXTS

FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
\$1,080.00	\$1,080.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$10,000.00	\$10,000.00	\$ -	0.00%
\$4,050.00	\$3,000.00	\$ (1,050.00)	-25.93%
\$3,600.00	\$3,600.00	\$ -	0.00%
\$600.00	\$600.00	\$ -	0.00%
\$3,500.00	\$3,500.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$3,200.00	\$3,200.00	\$ -	0.00%
\$2,000.00	\$4,000.00	\$ 2,000.00	100.00%
\$6,300.00	\$6,300.00	\$ -	0.00%
\$4,050.00	\$4,050.00	\$ -	0.00%
\$20,700.00	\$23,000.00	\$ 2,300.00	11.11%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$61,000.00	\$61,000.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$110,000.00	\$117,000.00	\$ 7,000.00	6.36%
<b>\$538,933.00</b>	<b>\$588,585.00</b>	<b>\$ 49,652.00</b>	<b>9.21%</b>
\$37,800.00	\$32,000.00	\$ (5,800.00)	-15.34%
<b>\$37,800.00</b>	<b>\$32,000.00</b>	<b>\$ (5,800.00)</b>	<b>-15.34%</b>
<b>\$576,733.00</b>	<b>\$620,585.00</b>	<b>\$43,852.00</b>	<b>7.60%</b>
\$0.00	\$0.00	\$ -	#DIV/0!
\$14,000.00	\$16,000.00	\$ 2,000.00	14.29%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$4,000.00	\$ 4,000.00	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$1,200.00	\$0.00	\$ (1,200.00)	-100.00%
\$0.00	\$4,000.00	\$ 4,000.00	#DIV/0!
\$13,000.00	\$0.00	\$ (13,000.00)	-100.00%
\$8,000.00	\$8,000.00	\$ -	0.00%
<b>\$36,200.00</b>	<b>\$32,000.00</b>	<b>\$ (4,200.00)</b>	<b>-11.60%</b>
\$0.00	\$8,500.00	\$ 8,500.00	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$20,000.00	\$13,000.00	\$ (7,000.00)	-35.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$2,000.00	\$4,000.00	\$ 2,000.00	100.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!

**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

10-100-2-3-20-220-641-01-5-01579	SW - MUSIC
10-100-2-3-02-220-641-01-5-01641	SW - ART TEXTBOOKS
10-100-2-4-16-220-641-01-5-00120	HS - ENGLISH TEXTBOOKS
10-100-2-4-30-220-641-01-5-00125	HS - SOCIAL STUDIES TEXTBOOKS
10-100-2-4-18-220-641-01-5-00127	HS - MATH TEXTBOOKS
10-100-2-4-28-220-641-01-5-00129	HS - SCIENCE TEXTBOOKS
10-100-2-4-08-220-641-01-5-00130	HS - FOREIGN LANGUAGE TEXTBOOK
10-100-2-4-12-220-641-01-5-00131	HS - TECH ED TEXT
10-100-2-4-04-220-641-01-5-00850	HS - BUSINESS ED TEXT
10-100-2-4-40-220-641-01-5-01068	HS - REPLACEMENT TEXTS
10-100-2-4-38-220-641-01-5-01642	HS - RESTAURANT MGMT
10-100-2-5-48-220-641-01-5-00966	SW - HEALTH TEXT
10-100-2-5-46-220-641-01-5-01673	SW - GUIDANCE TEXT

**TOTAL 220 TEXTBOOKS**

**231 LIBRARY BOOKS/SUPPLIES**

10-222-2-2-52-231-642-03-5-00136	K-5 - LIBRARY BOOKS
10-222-2-2-52-231-642-03-5-00140	K-5 - NEWSPAPERS/MAGAZINES
10-222-2-2-52-231-690-03-5-00151	K-5 - OTHER LIBRARY SUPPLIES
10-221-1-2-52-231-690-05-5-00280	K-5 - PROFESSIONAL LIBRARY
10-222-2-3-52-231-590-03-5-00134	MA - REBINDING
10-222-2-3-52-231-642-03-5-00138	MA - LIBRARY BOOKS
10-222-2-3-52-231-642-03-5-00142	MA - NEWSPAPERS/MAGAZINES
10-222-2-3-52-231-690-03-5-00153	MA - OTHER LIBRARY SUPPLIES
10-221-1-3-52-231-690-05-5-00282	MA - PROFESSIONAL LIBRARY
10-222-2-4-52-231-590-03-5-00135	HS - REBINDING
10-222-2-4-52-231-642-03-5-00139	HS - LIBRARY BOOKS
10-222-2-4-52-231-642-03-5-00143	HS - NEWSPAPERS/MAGAZINES
10-222-2-4-52-231-690-03-5-00154	HS - OTHER LIBRARY SUPPLIES
10-221-1-4-52-231-690-05-5-00283	HS - PROFESSIONAL LIBRARY
10-221-1-5-72-231-690-05-5-00284	CO - PROFESSIONAL LIBRARY
10-222-1-5-72-231-690-03-5-00810	CO - NEWSPAPERS & MAGAZINES
10-120-9-9-50-231-642-05-5-01069	SPED - PRO. LIBRARY

**TOTAL 231 LIBRARY BOOKS/SUPPLIES**

**TOTAL BOOKS, TEXTBOOKS, WORKBOOKS**

**233 TECHNOLOGY AV MATERIALS**

10-222-2-2-52-233-611-03-5-00144	K-5 - A.V. MATERIALS
10-222-2-3-44-233-611-03-5-01151	MA A.V. MATERIALS
10-222-2-4-52-233-611-03-5-00147	HS - A.V. MATERIALS
10-222-2-5-44-233-611-03-5-00149	SW - A.V. MATERIALS
10-222-2-5-14-233-611-03-5-00150	SW - EDUCATIONAL SOFTWARE

**TOTAL 233 TECHNOLOGY AV MATERIALS**

**241 SYSTEMWIDE GEN. SUPPLIES**

10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES
10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES
10-100-2-4-14-241-611-01-5-00159	HS - GENERAL SUPPLIES
10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES
10-120-9-9-98-241-611-01-5-00160	SP ED - GENERAL SUPPLIES

**TOTAL 241 SYSTEMWIDE GEN. SUPPLIES**

**242 DEPARTMENTAL SUPPLIES**

10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES
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FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$25,600.00	\$ 25,600.00	#DIV/0!
\$0.00	\$15,200.00	\$ 15,200.00	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$2,100.00	\$ 2,100.00	#DIV/0!
\$0.00	\$5,000.00	\$ 5,000.00	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$11,000.00	\$ 11,000.00	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$22,000.00	\$84,400.00	\$ 62,400.00	283.64%
\$1,620.00	\$1,620.00	\$ -	0.00%
\$135.00	\$135.00	\$ -	0.00%
\$450.00	\$450.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$1,800.00	\$3,500.00	\$ 1,700.00	94.44%
\$270.00	\$0.00	\$ (270.00)	-100.00%
\$180.00	\$180.00	\$ -	0.00%
\$270.00	\$0.00	\$ (270.00)	-100.00%
\$135.00	\$135.00	\$ -	0.00%
\$7,020.00	\$7,200.00	\$ 180.00	2.56%
\$540.00	\$540.00	\$ -	0.00%
\$270.00	\$270.00	\$ -	0.00%
\$113.00	\$113.00	\$ -	0.00%
\$247.00	\$247.00	\$ -	0.00%
\$90.00	\$90.00	\$ -	0.00%
\$1,080.00	\$1,080.00	\$ -	0.00%
\$14,220.00	\$15,560.00	\$ 1,340.00	9.42%
\$72,420.00	\$131,960.00	\$59,540.00	82.21%
\$450.00	\$450.00	\$ -	0.00%
\$180.00	\$180.00	\$ -	0.00%
\$630.00	\$630.00	\$ -	0.00%
\$720.00	\$3,100.00	\$ 2,380.00	330.56%
\$60,000.00	\$90,000.00	\$ 30,000.00	50.00%
\$61,980.00	\$94,360.00	\$ 32,380.00	52.24%
\$15,390.00	\$15,390.00	\$ -	0.00%
\$4,500.00	\$5,400.00	\$ 900.00	20.00%
\$6,840.00	\$7,200.00	\$ 360.00	5.26%
\$7,200.00	\$8,000.00	\$ 800.00	11.11%
\$360.00	\$360.00	\$ -	0.00%
\$34,290.00	\$36,350.00	\$ 2,060.00	6.01%
\$3,960.00	\$3,960.00	\$ -	0.00%

**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

	FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
10-100-2-2-20-242-611-01-5-00169 K-5 - MUSIC SUPPLIES	\$3,510.00	\$3,510.00	\$ -	0.00%
10-100-2-2-18-242-611-01-5-00187 K-5 - MATH SUPPLIES	\$2,700.00	\$2,700.00	\$ -	0.00%
10-100-2-2-22-242-611-01-5-00193 K-5 - PHYSICAL ED SUPPLIES	\$720.00	\$720.00	\$ -	0.00%
10-100-2-2-28-242-611-01-5-00202 K-5 - SCIENCE/HEALTH SUPPLIES	\$3,000.00	\$4,000.00	\$ 1,000.00	33.33%
10-100-2-2-30-242-611-01-5-00208 K-5 - SOCIAL STUDIES SUPPLIES	\$3,510.00	\$4,000.00	\$ 490.00	13.96%
10-120-9-2-98-242-611-01-5-00232 SW - GIFTED & TALENTED SUPPLIE	\$1,080.00	\$1,080.00	\$ -	0.00%
10-100-2-2-14-242-611-01-5-00652 K-5 - KINDERGARTEN SUPPLIES	\$1,620.00	\$1,620.00	\$ -	0.00%
10-100-2-2-16-242-611-01-5-00722 K-5 - LANGUAGE ARTS SUPPLIES	\$6,300.00	\$6,300.00	\$ -	0.00%
10-100-2-2-14-242-611-01-5-00771 K-5 - FIRST GRADE SUPPLIES	\$540.00	\$540.00	\$ -	0.00%
10-100-2-2-14-242-611-01-5-00799 K-5 - SECOND GRADE SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-100-2-2-14-242-611-01-5-00846 K-5 - THIRD GRADE SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-100-2-2-27-242-611-01-5-00904 K-5 - REMEDIAL READING SUPPLY	\$2,340.00	\$2,340.00	\$ -	0.00%
10-100-2-2-18-242-611-01-5-01149 K-5 INTERVENTION - MATH	\$720.00	\$1,450.00	\$ 730.00	101.39%
10-100-2-2-00-242-611-01-5-01182 K-5 FOURTH GRADE SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-100-2-2-00-242-611-01-5-01183 K-5 FIFTH GRADE SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-100-2-2-08-242-611-01-5-01580 SES - WORLD LANGUAGE	\$0.00	\$0.00	\$ -	#DIV/0!
10-100-2-2-52-242-611-01-5-01676 K-5 - MEDIA SUPPLIES	\$810.00	\$810.00	\$ -	0.00%
10-210-2-2-32-242-611-01-5-01692 K-5 - PBIS SUPPLIES	\$900.00	\$900.00	\$ -	0.00%
10-100-2-3-02-242-611-01-5-00164 MA - ART SUPPLIES	\$3,150.00	\$3,450.00	\$ 300.00	9.52%
10-100-2-3-20-242-611-01-5-00172 MA - MUSIC SUPPLIES	\$1,768.00	\$2,600.00	\$ 832.00	47.06%
10-100-2-3-12-242-611-01-5-00182 MA - TECHNOLOGY ED SUPPLIES	\$4,050.00	\$3,000.00	\$ (1,050.00)	-25.93%
10-100-2-3-16-242-611-01-5-00184 MA - LANGUAGE ARTS SUPPLIES	\$3,600.00	\$5,100.00	\$ 1,500.00	41.67%
10-100-2-3-18-242-611-01-5-00189 MA - MATH SUPPLIES	\$1,800.00	\$1,500.00	\$ (300.00)	-16.67%
10-100-2-3-22-242-611-01-5-00194 MA - PHYSICAL ED SUPPLIES	\$1,440.00	\$1,440.00	\$ -	0.00%
10-100-2-3-28-242-611-01-5-00204 MA - SCIENCE SUPPLIES	\$5,400.00	\$3,580.00	\$ (1,820.00)	-33.70%
10-100-2-3-30-242-611-01-5-00210 MA - SOCIAL STUDIES SUPPLIES	\$2,700.00	\$2,400.00	\$ (300.00)	-11.11%
10-212-2-3-46-242-611-02-5-00224 MA - GUIDANCE INSTRUCT. SUPPLY	\$459.00	\$450.00	\$ (9.00)	-1.96%
10-100-2-3-08-242-611-01-5-00816 MA - FOREIGN LANGUAGE SUPPLIES	\$810.00	\$500.00	\$ (310.00)	-38.27%
10-214-2-3-56-242-611-07-5-01027 SW - SCHOOL PSYCHOL. SUPPLIES	\$540.00	\$540.00	\$ -	0.00%
10-100-2-3-28-242-611-01-5-01150 SW - SCIENCE SUPPLIES	\$4,000.00	\$0.00	\$ (4,000.00)	-100.00%
10-100-2-3-48-242-611-01-5-01218 MA - HEALTH & LIFE SKILLS	\$900.00	\$900.00	\$ -	0.00%
10-100-2-3-27-242-611-01-5-01682 MA - REMEDIAL READING SUPPLIES	\$495.00	\$495.00	\$ -	0.00%
10-100-2-4-02-242-611-01-5-00165 HS - ART SUPPLIES	\$7,300.00	\$7,300.00	\$ -	0.00%
10-100-2-4-20-242-611-01-5-00168 HS - BAND SUPPLIES	\$598.00	\$2,500.00	\$ 1,902.00	318.06%
10-100-2-4-99-242-611-01-5-00173 HS - COLLEGE CONNECTIONS	\$0.00	\$0.00	\$ -	#DIV/0!
10-100-2-4-08-242-611-01-5-00175 HS - FOREIGN LANGUAGE SUPPLIES	\$990.00	\$1,050.00	\$ 60.00	6.06%
10-100-2-4-04-242-611-01-5-00176 HS - BUSINESS ED SUPPLIES	\$1,530.00	\$1,530.00	\$ -	0.00%
10-212-2-4-46-242-611-02-5-00178 HS - GUIDANCE SUPPLY	\$1,530.00	\$2,000.00	\$ 470.00	30.72%
10-100-2-4-99-242-611-01-5-00180 HS - SAT PREP	\$3,330.00	\$6,000.00	\$ 2,670.00	80.18%
10-100-2-4-38-242-611-01-5-00181 HS - QUANTITY FOODS SUPPLIES	\$6,250.00	\$9,000.00	\$ 2,750.00	44.00%
10-100-2-4-12-242-611-01-5-00183 HS - TECHNOLOGY ED SUPPLIES	\$10,800.00	\$11,000.00	\$ 200.00	1.85%
10-100-2-4-26-242-611-01-5-00186 HS - READING SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-100-2-4-18-242-611-01-5-00191 HS - MATH SUPPLIES	\$2,520.00	\$2,520.00	\$ -	0.00%
10-100-2-4-22-242-611-01-5-00195 HS - PHYSICAL ED SUPPLIES	\$1,800.00	\$1,800.00	\$ -	0.00%
10-100-2-4-28-242-611-01-5-00206 HS - SCIENCE SUPPLIES	\$8,334.00	\$8,500.00	\$ 166.00	1.99%
10-100-2-4-46-242-611-01-5-00229 HS - SCHOOL TO CAREER SUPPLIES	\$270.00	\$270.00	\$ -	0.00%
10-100-2-4-48-242-611-01-5-00721 HS - HEALTH ED SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-100-2-4-99-242-611-01-5-00809 HS - RENAISSANCE PROGRAM	\$585.00	\$585.00	\$ -	0.00%
10-100-2-4-26-242-611-01-5-01070 HS - ENGLISH SUPPLIES	\$2,300.00	\$2,300.00	\$ -	0.00%
10-100-2-4-30-242-611-01-5-01644 HS - SOCIAL STUDIES SUPPLIES	\$810.00	\$1,100.00	\$ 290.00	35.80%
10-210-2-4-32-242-611-01-5-01677 HS - PBIS SUPPLIES	\$1,530.00	\$1,530.00	\$ -	0.00%
10-100-2-5-44-242-611-03-5-00222 SW - A.V. SUPPLIES	\$2,070.00	\$0.00	\$ (2,070.00)	-100.00%
10-100-2-5-18-242-611-03-5-00852 SW - MATH SUPPLIES	\$0.00	\$0.00	\$ -	#DIV/0!
10-100-2-5-81-242-611-01-5-00860 SW - INTERVENTION SUPPLIES	\$0.00	\$0.00	\$ -	#DIV/0!
10-210-2-5-32-242-611-01-5-01681 SW - PBIS SUPPLIES	\$3,150.00	\$3,150.00	\$ -	0.00%
10-100-2-9-16-242-611-01-5-00179 SW - LITERACY SUPPLIES	\$0.00	\$0.00	\$ -	#DIV/0!
10-120-9-9-98-242-611-01-5-00212 SP ED - K-5 SUPPLIES	\$1,080.00	\$1,080.00	\$ -	0.00%
10-120-9-9-98-242-611-01-5-00214 MA - RESOURCE ROOM SUPPLIES	\$450.00	\$450.00	\$ -	0.00%
10-120-9-9-98-242-611-01-5-00216 SP ED - HIGH SCHOOL SUPPLIES	\$720.00	\$720.00	\$ -	0.00%



**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

10-320-7-3-54-875-112-07-5-00564 MA - YEARBOOK  
 10-320-7-3-54-875-111-07-5-00586 MA - CLUB ADVISORS  
 10-320-7-3-54-875-112-07-5-01003 MA - STUDENT GOVERNMENT  
 10-320-7-3-54-875-111-07-5-01100 MA - PARADE ADVISOR  
 10-320-7-3-54-875-111-07-5-01189 MA - BETA CLUB  
 10-320-7-3-54-875-111-07-5-01190 MA - DRAMA CLUB  
 10-320-7-3-54-875-111-07-5-01191 MA - SAVE ADVISOR  
 10-221-2-3-92-875-111-02-5-01578 MA - GATEWAYS  
 10-320-7-3-54-875-111-07-5-01656 MA - TECHNOLOGY  
 10-320-7-3-54-875-111-07-5-01657 MA - CHESS  
 10-320-7-3-54-875-112-07-5-01683 MA - SKI  
 10-320-7-3-54-875-112-07-5-01704 MA - ART EXHIBITION  
 10-320-7-4-54-875-112-07-5-00568 HS - FRESHMEN  
 10-320-7-4-54-875-112-07-5-00569 HS - SOPHOMORES  
 10-320-7-4-54-875-112-07-5-00570 HS - JUNIORS  
 10-320-7-4-54-875-112-07-5-00571 HS - SENIORS  
 10-320-7-4-54-875-112-07-5-00572 HS - DRAMA/MUSIC  
 10-320-7-4-54-875-112-07-5-00573 HS - CLUB ACTIVITIES  
 10-320-7-4-54-875-112-07-5-00574 HS - HONOR SOCIETY  
 10-320-7-4-54-875-112-07-5-00575 HS - SADD ADVISOR  
 10-320-7-4-54-875-112-07-5-00576 HS - STUDENT COUNCIL  
 10-320-7-4-54-875-112-07-5-00577 HS - YEARBOOK  
 10-320-7-4-54-875-112-07-5-00578 HS - GSA  
 10-320-7-4-54-875-112-07-5-00579 HS - QUANTITY FOODS  
 10-320-7-4-54-875-112-07-5-00580 HS - UNITY  
 10-320-7-4-54-875-112-07-5-00582 HS - LITERARY MAGAZINE  
 10-320-7-4-54-875-112-07-5-00584 HS - F.B.L.A.  
 10-320-7-4-54-875-111-07-5-00585 HS - FCCLA  
 10-320-7-4-54-875-112-07-5-00587 HS - MUSIC ADVISOR  
 10-320-7-4-54-875-112-07-5-00588 HS - BETA  
 10-320-7-4-54-875-112-07-5-00589 HS - STEM  
 10-320-7-4-54-875-112-07-5-00590 HS - TECH  
 10-320-7-4-54-875-112-07-5-00944 HS - STUDENT CAFE ADVISOR  
 10-320-7-4-54-875-112-07-5-00975 HS - Spartan Communications  
 10-320-7-4-54-875-111-07-5-01101 HS - PARADE ADVISOR  
 10-320-7-4-54-875-111-07-5-01103 HS - JAZZ ENSEMBLE ADVISOR  
 10-320-7-4-54-875-111-07-5-01172 HS - ESPORTS  
 10-320-7-4-54-875-111-07-5-01173 HS - Interact  
 10-320-7-4-54-875-111-07-5-01174 HS - SSS  
 10-320-7-4-54-875-111-07-5-01175 HS - BIG BROTHER/BIG SISTER  
 10-320-7-4-54-875-112-07-5-01684 HS - SKI  
 10-320-7-4-54-875-112-07-5-01685 HS - SCHOOL STORE  
 10-320-7-4-54-875-112-07-5-01696 HS - MODEL UN  
 10-320-7-4-54-875-112-07-5-01697 HS - AMERICAN SIGN LGE  
 10-320-7-4-54-875-112-07-5-01698 HS - FUTURE LEADERS  
 10-320-7-4-54-875-112-07-5-01699 HS - STRATEGY GAMES  
 10-320-7-4-54-875-112-07-5-01700 HS - EASTERN REG CONCERT  
 10-320-7-4-54-875-112-07-5-01701 HS - NCCC CONCERT  
 10-320-7-4-54-875-112-07-5-01702 HS - ALL STATE CONCERT  
 10-320-7-4-54-875-112-07-5-01705 HS - ART EXHIBITION  
 10-320-7-5-54-875-890-07-5-00567 HS - PARK FEE ACT FUND

**TOTAL 875 ACTIVITY ADVISORS**

**880 ATHLETIC/ACADEMIC ACT.**

10-320-7-3-42-880-690-06-5-00594 MA - ATHLETIC SUPPLIES  
 10-320-7-3-42-880-590-06-5-00596 MA - OFFICIALS  
 10-320-7-3-42-880-690-06-5-00600 MA - ATHLETIC AWARDS  
 10-320-2-3-54-880-690-07-5-00849 MA - ACADEMIC AWARDS

FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
\$1,167.00	\$1,185.00	\$ 18.00	1.54%
\$8,100.00	\$8,220.00	\$ 120.00	1.48%
\$1,350.00	\$1,370.00	\$ 20.00	1.48%
\$646.00	\$656.00	\$ 10.00	1.55%
\$810.00	\$822.00	\$ 12.00	1.48%
\$5,306.00	\$5,386.00	\$ 80.00	1.51%
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$0.00	\$ -	#DIV/0!
\$0.00	\$822.00	\$ 822.00	#DIV/0!
\$0.00	\$822.00	\$ 822.00	#DIV/0!
\$1,620.00	\$1,644.00	\$ 24.00	1.48%
\$0.00	\$156.00	\$ 156.00	#DIV/0!
\$1,554.00	\$1,577.00	\$ 23.00	1.48%
\$1,554.00	\$1,577.00	\$ 23.00	1.48%
\$2,770.00	\$2,812.00	\$ 42.00	1.52%
\$3,960.00	\$4,019.00	\$ 59.00	1.49%
\$5,306.00	\$5,386.00	\$ 80.00	1.51%
\$0.00	\$0.00	\$ -	#DIV/0!
\$1,169.00	\$1,187.00	\$ 18.00	1.54%
\$810.00	\$822.00	\$ 12.00	1.48%
\$1,800.00	\$1,827.00	\$ 27.00	1.50%
\$3,901.00	\$3,960.00	\$ 59.00	1.51%
\$810.00	\$822.00	\$ 12.00	1.48%
\$0.00	\$0.00	\$ -	#DIV/0!
\$810.00	\$822.00	\$ 12.00	1.48%
\$810.00	\$822.00	\$ 12.00	1.48%
\$810.00	\$822.00	\$ 12.00	1.48%
\$1,981.00	\$2,011.00	\$ 30.00	1.51%
\$2,161.00	\$2,193.00	\$ 32.00	1.48%
\$1,615.00	\$1,640.00	\$ 25.00	1.55%
\$0.00	\$0.00	\$ -	#DIV/0!
\$632.00	\$822.00	\$ 190.00	30.06%
\$810.00	\$822.00	\$ 12.00	1.48%
\$1,222.00	\$1,240.00	\$ 18.00	1.47%
\$810.00	\$822.00	\$ 12.00	1.48%
\$1,620.00	\$1,644.00	\$ 24.00	1.48%
\$1,952.00	\$1,981.00	\$ 29.00	1.49%
\$810.00	\$822.00	\$ 12.00	1.48%
\$810.00	\$822.00	\$ 12.00	1.48%
\$810.00	\$822.00	\$ 12.00	1.48%
\$810.00	\$822.00	\$ 12.00	1.48%
\$810.00	\$822.00	\$ 12.00	1.48%
\$308.00	\$312.00	\$ 4.00	1.30%
\$308.00	\$312.00	\$ 4.00	1.30%
\$308.00	\$312.00	\$ 4.00	1.30%
\$924.00	\$936.00	\$ 12.00	1.30%
(\$12,000.00)	(\$12,000.00)	\$ -	0.00%
<b>\$59,108.00</b>	<b>\$62,971.00</b>	<b>\$ 3,863.00</b>	<b>6.54%</b>
\$2,250.00	\$2,250.00	\$ -	0.00%
\$1,200.00	\$900.00	\$ (300.00)	-25.00%
\$150.00	\$150.00	\$ -	0.00%
\$600.00	\$600.00	\$ -	0.00%

**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

	FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
10-240-7-4-54-880-690-07-5-00274 HS - GRADUATION	\$6,000.00	\$6,000.00	\$ -	0.00%
10-320-7-4-42-880-690-06-5-00595 HS - ATHLETIC SUPPLIES	\$10,800.00	\$12,000.00	\$ 1,200.00	11.11%
10-320-7-4-42-880-590-06-5-00597 HS - OFFICIALS	\$37,500.00	\$37,500.00	\$ -	0.00%
10-320-7-4-42-880-690-06-5-00601 HS - ATHLETIC AWARDS	\$2,300.00	\$2,300.00	\$ -	0.00%
10-320-2-4-54-880-690-07-5-00602 HS - ACADEMIC AWARDS	\$2,000.00	\$1,000.00	\$ (1,000.00)	-50.00%
10-320-7-4-42-880-690-06-5-01220 HS - ATHLETIC UNIFORMS	\$9,000.00	\$9,000.00	\$ -	0.00%
10-320-7-4-42-880-112-06-5-01583 HS - CO-OP SPORTS	\$18,600.00	\$18,600.00	\$ -	0.00%
<b>TOTAL 880 ATHLETIC/ACADEMIC ACT.</b>	<b>\$90,400.00</b>	<b>\$90,300.00</b>	<b>\$ (100.00)</b>	<b>-0.11%</b>
<b>TOTAL COACHES/ADVISOR EXTRACURRICULAR</b>	<b>\$331,132.00</b>	<b>\$349,524.00</b>	<b>\$18,392.00</b>	<b>5.55%</b>
<b>730 EQUIPMENT REPLACEMENT</b>				
10-260-1-2-66-730-730-01-5-00474 K-5 - REPLACEMENT	\$0.00	\$0.00	\$ -	#DIV/0!
10-260-2-3-66-730-730-01-5-00848 MA - REPLACEMENT	\$0.00	\$0.00	\$ -	#DIV/0!
10-120-8-3-98-730-730-02-5-01184 SPED - EQUIPMENT REPLACEMENT	\$0.00	\$0.00	\$ -	#DIV/0!
10-260-5-4-66-730-730-01-5-00476 HS - EQUIPMENT REPLACEMENT	\$0.00	\$0.00	\$ -	#DIV/0!
10-100-2-4-66-730-730-01-5-00616 HS - TECH ED REPLACEMENT	\$2,700.00	\$2,700.00	\$ -	0.00%
10-260-2-5-66-730-730-01-5-00472 SW - A.V. EQUIP REPLACEMENT	\$7,920.00	\$8,800.00	\$ 880.00	11.11%
10-260-5-5-66-730-730-03-5-00477 SW - REPLACEMENT	\$0.00	\$20,000.00	\$ 20,000.00	#DIV/0!
10-260-5-6-66-730-730-08-5-00489 SW - MAINTENANCE REPLACEMENT	\$0.00	\$0.00	\$ -	#DIV/0!
<b>TOTAL 730 EQUIPMENT REPLACEMENT</b>	<b>\$10,620.00</b>	<b>\$31,500.00</b>	<b>\$ 20,880.00</b>	<b>196.61%</b>
<b>830 EQUIPMENT RENTAL</b>				
10-240-6-2-66-830-440-04-5-00523 K-5 - COPIER RENTAL	\$7,300.00	\$7,665.00	\$ 365.00	5.00%
10-240-6-2-66-830-440-04-5-00524 K-5 - COPIER SUPPLIES	\$900.00	\$1,000.00	\$ 100.00	11.11%
10-240-6-2-66-830-440-04-5-01011 K-5 - COPIER MAINTENANCE	\$6,030.00	\$6,000.00	\$ (30.00)	-0.50%
10-240-6-3-66-830-440-03-5-00527 MA - COPIER RENTAL	\$7,300.00	\$7,665.00	\$ 365.00	5.00%
10-240-6-3-66-830-440-03-5-01012 MA - COPIER SUPPLIES	\$900.00	\$1,000.00	\$ 100.00	11.11%
10-240-6-3-66-830-440-04-5-01013 MA - COPIER MAINTENANCE	\$4,230.00	\$4,000.00	\$ (230.00)	-5.44%
10-120-9-3-98-830-440-02-5-01188 SPED - COPIER SUPPLIES	\$0.00	\$0.00	\$ -	#DIV/0!
10-240-6-4-66-830-440-04-5-00763 HS - COPIER RENTAL	\$7,300.00	\$7,665.00	\$ 365.00	5.00%
10-240-6-4-66-830-440-04-5-01014 HS - COPIER SUPPLIES	\$900.00	\$1,000.00	\$ 100.00	11.11%
10-240-6-4-66-830-440-04-5-01015 HS - COPIER MAINTENANCE	\$6,300.00	\$6,000.00	\$ (300.00)	-4.76%
10-232-5-5-66-830-430-04-5-00454 CO - COPIER MAINTENANCE	\$2,250.00	\$2,250.00	\$ -	0.00%
10-232-6-5-66-830-440-04-5-00525 CO - COPIER RENTAL	\$7,300.00	\$7,665.00	\$ 365.00	5.00%
10-232-6-5-66-830-440-04-5-00526 CO - POSTAGE METER	\$1,200.00	\$1,300.00	\$ 100.00	8.33%
10-240-6-5-66-830-440-04-5-00861 SW - DESKTOP MAINTENANCE	\$0.00	\$0.00	\$ -	#DIV/0!
10-240-2-5-40-830-440-01-5-00905 SW - COPIER SUPPLIES/MAINTEN.	\$940.00	\$1,000.00	\$ 60.00	6.38%
10-232-6-5-66-830-440-04-5-01016 CO - COPIER SUPPLIES	\$270.00	\$300.00	\$ 30.00	11.11%
<b>TOTAL 830 EQUIPMENT RENTAL</b>	<b>\$53,120.00</b>	<b>\$54,510.00</b>	<b>\$ 1,390.00</b>	<b>2.62%</b>
<b>910 CAPITAL OUTLAY/EQUIP</b>				
10-100-8-2-66-910-730-01-5-00603 K-5 CAPITAL OUTLAY	\$1,080.00	\$1,080.00	\$ -	0.00%
10-100-8-3-66-910-730-01-5-00818 MA - CAPITAL OUTLAY	\$5,400.00	\$6,000.00	\$ 600.00	11.11%
10-100-8-3-66-910-730-01-5-01335 MA - TECH ED CAPITAL OUTLAY	\$4,000.00	\$4,400.00	\$ 400.00	10.00%
10-100-8-4-66-910-730-01-5-00607 HS CAPITAL OUTLAY	\$2,340.00	\$2,500.00	\$ 160.00	6.84%
10-100-8-4-66-910-730-01-5-00965 HS - TECH ED CAPITAL OUTLAY	\$4,000.00	\$5,000.00	\$ 1,000.00	25.00%
10-232-8-5-66-910-730-04-5-00614 CO - CAPITAL OUTLAY EQUIPMENT	\$3,870.00	\$4,000.00	\$ 130.00	3.36%
10-100-8-5-66-910-730-04-5-00843 SW - CAPITAL OUTLAY TECHNOLOGY	\$220,000.00	\$271,000.00	\$ 51,000.00	23.18%
10-260-8-6-66-910-730-08-5-00618 SW - BUILD. & GROUNDS CAP OUT.	\$0.00	\$0.00	\$ -	#DIV/0!
10-120-9-9-98-910-730-01-5-00617 SP ED - CAPITAL OUTLAY	\$0.00	\$0.00	\$ -	#DIV/0!
10-120-9-9-98-910-730-04-5-00748 SPEC. ED. - OFF. CAP. OUTLAY	\$1,000.00	\$1,000.00	\$ -	0.00%
<b>TOTAL 910 CAPITAL OUTLAY/EQUIP</b>	<b>\$241,690.00</b>	<b>\$294,980.00</b>	<b>\$ 53,290.00</b>	<b>22.05%</b>
<b>TOTAL EQUIPMENT</b>	<b>\$305,430.00</b>	<b>\$380,990.00</b>	<b>\$75,560.00</b>	<b>24.74%</b>



**Somers Board of Education  
2022-2023 PROPOSED BUDGET**

Account Number / Description

10-240-1-3-40-258-690-04-5-00303 MA - OFFICE SUPPLIES  
 10-240-1-4-40-258-690-04-5-00304 HS - OFFICE SUPPLIES  
 10-232-1-5-72-258-690-04-5-00042 CO - OFFICE SUPPLIES  
 10-232-1-5-72-258-690-04-5-00044 CO - COMPUTER SUPPLIES  
 10-222-1-5-44-258-690-03-5-00305 SW MEDIA - OFFICE SUPPLIES  
 10-260-1-6-40-258-690-04-5-00306 MAINTENANCE - OFFICE SUPPLIES  
 10-120-9-9-98-258-690-04-5-00307 SP ED - OFFICE SUPPLIES

**TOTAL 258 OFFICE SUPPLIES**

**137 INSTITUTIONAL DUES**

10-240-1-2-50-137-810-05-5-00053 K-5 - INSTITUTIONAL DUES  
 10-240-1-3-50-137-810-05-5-00055 MA - INSTITUTIONAL DUES  
 10-240-1-4-50-137-810-05-5-00056 HS - INSTITUTIONAL DUES  
 10-231-1-4-58-137-890-10-5-01064 NEASC ACCREDITATION  
 10-232-1-5-50-137-810-05-5-00057 CO - INSTITUTIONAL DUES  
 10-231-1-5-50-137-810-10-5-00058 B.O.E. - INSTITUTIONAL DUES  
 10-120-9-9-50-137-810-05-5-00059 SP ED - INSTITUTIONAL DUES  
 10-240-1-9-50-137-810-05-5-01576 GATEWAYS DUES

**TOTAL 137 INSTITUTIONAL DUES**

**421 HEALTH SUPPLIES**

10-213-3-4-48-421-323-02-5-01146 SW HEALTH SUPPLIES  
 10-213-3-5-48-421-730-02-5-01076 SW - HEALTH EQUIPMENT

**TOTAL 421 HEALTH SUPPLIES**

**TOTAL ADMIN OVERHEAD**

**GRAND TOTAL**

FY22 Approved Budget 7/1/2021 - 6/30/2022	FY23 Proposed Budget 7/1/2022 - 6/30/2023	-/+ Difference	% Difference
\$900.00	\$900.00	\$ -	0.00%
\$1,125.00	\$1,000.00	\$ (125.00)	-11.11%
\$4,050.00	\$4,000.00	\$ (50.00)	-1.23%
\$1,350.00	\$1,350.00	\$ -	0.00%
\$450.00	\$500.00	\$ 50.00	11.11%
\$450.00	\$500.00	\$ 50.00	11.11%
\$270.00	\$270.00	\$ -	0.00%
<b>\$11,025.00</b>	<b>\$10,950.00</b>	<b>\$ (75.00)</b>	<b>-0.68%</b>
\$400.00	\$400.00	\$ -	0.00%
\$1,300.00	\$1,440.00	\$ 140.00	10.77%
\$10,500.00	\$10,800.00	\$ 300.00	2.86%
\$0.00	\$0.00	\$ -	#DIV/0!
\$6,000.00	\$6,000.00	\$ -	0.00%
\$10,500.00	\$10,500.00	\$ -	0.00%
\$500.00	\$500.00	\$ -	0.00%
\$0.00	\$0.00	\$ -	#DIV/0!
<b>\$29,200.00</b>	<b>\$29,640.00</b>	<b>\$ 440.00</b>	<b>1.51%</b>
\$12,150.00	\$12,150.00	\$ -	0.00%
\$900.00	\$900.00	\$ -	0.00%
<b>\$13,050.00</b>	<b>\$13,050.00</b>	<b>\$ -</b>	<b>0.00%</b>
<b>\$191,156.00</b>	<b>\$196,695.00</b>	<b>\$5,539.00</b>	<b>2.90%</b>
<b>\$25,239,742.00</b>	<b>\$26,270,772.00</b>	<b>\$ 1,031,030.00</b>	<b>4.08%</b>

## Significant Impacts on the Budget

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### **Salaries**

The change in salaries is predominately driven by contractual increases. A new Kindergarten Special Education Teacher was added to address the additional pupil services needs and increased enrollments. A new Math Interventionist and 6-12 STEM Coach were added to support math, science and technology. A 0.6 FTE Human Resource Specialist was also added to support the increased human resources functions. Currently there is no dedicated HR support staff and the job functions are spread among multiple employees

**Net Budget Impact**  
**\$279,864**

### **Insurance and Benefits**

The majority of the change in insurance and benefits is driven by a projected increase in health insurance premiums. We anticipate an 12% increase. Along with premium changes, health insurance projections are impacted by changes in staff and benefit plan design.

**Net Budget Impact**  
**\$364,842**

### **Transportation**

The increase in transportation expenses is a direct result of contract negotiations with First Student.

**Net Budget Impact**  
**\$23,246**

### **Maintenance**

The Long-Range Facilities Plan outlines a roadmap for repairing our aging infrastructure. As we address these issues, we continue to identify and remediate other matters not in the plan. Additionally, there are increases due to new software systems in response to COVID-19.

**Net Budget Impact**  
**\$43,852**

### **Instructional Resources**

In the 2020-21 budget, a 10% cost reduction was applied to most accounts and reduction in textbooks account. Textbooks for various departments and courses were deferred due to BOF budget cuts. Supply accounts have been increased and textbook expenditures have been partially restored.

**Net Budget Impact**  
**\$99,481**

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### **Equipment**

Restoration of 2020-21 budget cuts in technology (\$51,000) and Music Replacement (\$20,000).

**Net Budget Impact**  
**\$71,000**

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## Requests Not Funded

The district administrators are required to submit all requests to the Superintendent as part of the budget process. The requests below were made by administrators but are not included in the Superintendent's Proposed Budget. If all requests were included in the proposed budget, it would have resulted in an additional increase of \$218,000.

Items Requested	Amount Requested	Comments
Curriculum Leader: Humanities (grades 6-12)	\$85,000	Provides support to teachers for the planning, development and implementation of English Language Arts, World Language, Social Studies and Arts (Art, Music, PE, Media) instructional practices in a middle/high school setting. The Humanities Leader supports teachers and administrators in designing and delivering Humanities curriculum and instruction that strengthens all students' ability to engage in Humanities content as critical and creative thinkers.
Curriculum Leader: STEM (grades K-5)	\$85,000	Provides support to teachers within the STEM content areas (Science, Technology, Engineering, Mathematics) for the planning, development and implementation of instructional practices in an elementary school setting. The STEM Leader supports teachers and administrators in designing and delivering STEM curriculum and instruction that strengthens all students' ability to engage in STEM content as critical and creative thinkers. The STEM Instructional Leader supports data-driven instruction to support student mastery of grade-level standards.
Pre-K Transportation	\$48,000	Provide Pre-K students with bus. Best practice is to segregate from K-5 population due to various developmental issues.



**Board of Education  
Administrative Report**

Title of Report: Five-Year Capital Improvement Plan (2022-2027)

Board Meeting Date: November 8, 2021

Action     
  Report     
  Information     
  Discussion

Submitted by: Brian P. Czapla

*Executive Summary*

First Warning: October 25, 2021  
 Second Warning: November 8, 2021

<b>Project</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
MBA Security System Upgrade	\$55,000				
Maintenance Pickup Truck w/ Plow	\$64,000				
Maintenance Boom Lift	\$42,000				
SES Recess Area Resurface	\$98,000				
SHS Generator Transfer Switch	\$12,000				
Maintenance Pickup Truck		\$51,000			
MBA Rooftop Units		\$344,000			
MBA Roof Replacement		\$660,000			
SES Parking Lot (pavement & expansion)			\$278,000		
MBA Parking Lot			\$279,000		
SHS Parking Lot			\$279,000		
SES Auditorium Renovation				TBD	
SES & SHS HVAC				TBD	
Field Mower Replacement					TBD
Sidewalk and Curb Repair/Replace					TBD
<b>Totals</b>	<b>\$271,000</b>	<b>\$1,055,000</b>	<b>\$836,000</b>	<b>TBD</b>	<b>TBD</b>

*Notes: Costs projections are based on the Tecton Report, vendor quotes, and known industry standards. They do not consider cost inflation and will be adjusted accordingly in future years.*

# SUPPORTING INFORMATION

## COVID-19 Federal Funds

**ESSER – II**

Amount.....\$172,372

<b>Item</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Grade 2	\$59,056	\$27,335	\$0
Tutors	\$54,849	\$0	\$0
Supplies	\$31,122	\$0	\$0
<b>Balance</b>	\$27,335	\$0	\$0

**ARPA**

Amount.....\$363,295

<b>Item</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Special Ed - K	\$0 paid via ARP-IDEA 611	Operation Budget	Operation Budget
K - Teacher (position moves)	\$59,056 Kindergarten	\$61,688 1st Grade	Operation Budget 2nd Grade
Grade 2	\$0 Paid via ESSER	\$34,353 \$27,335 in salary from ESSER	\$70,000
Grade 4 Teacher	\$59,056	position eliminated	position eliminated
Supplies	\$29,321	\$0	\$0
<b>Balance</b>	\$215,862	\$119,821	\$49,821

## Tuitions

### Magnet School Tuitions

Schools	Projected Students	Projected Costs
Greater Hartford Academy of the Arts	5	\$30,200
Academy of Aerospace and Engineering	6	\$36,000
International Magnet School for Global Citizenship	1	\$5,200
Montessori Magnet School	3	\$15,600
Two Rivers Middle Magnet School	1	\$6,200
Vocational / Agricultural	4	\$27,000
Museum Academy	3	\$15,600

### Special Education Tuitions

Schools	Annual Costs per Student
The May Institute	\$135,287
The Gengras Center	\$115,875
CREC River Street School	\$148,320
Eagle Academy	\$70,735
Grace Webb	\$76,220
Intensive Ed Academy	\$67,365
Extended School Year	\$72,754

*Note: Tuitions costs does not include transportation costs*

## Musical Instrument & Technology Replacement Plan

### Musical Instruments

Instrument	2022-23	2023-24	2024-25
Choir folders	\$450	\$450	\$450
Sousaphone/tuba	\$7,900		
French horn	\$3,100	\$4,000	
Euphonium		\$3,000	
Trombone	\$1,600		
Band/choir storage boxes	\$800		
Concert bass drum	\$1,700		
Cymbals	\$600		\$800
Wind chimes	\$250		
Chimes		\$6,000	
Marching percussion		\$12,000	
Stand rack	\$900		
Chair rack	\$500		
Conductor Chair	\$150		
Piano Tuning	\$150	\$150	\$150
Drum set			\$600
Bassoon			\$11,000
Oboe			\$4,200
Percussion gear	\$1,000	\$1,000	\$1,000
Music stands			\$700
<b>TOTALS:</b>	<b>\$19,100</b>	<b>\$19,600</b>	<b>\$18,900</b>

### Technology

Instrument	2022-23	2023-24	2024-25	2025-26
Network Infrastructure	\$271,000			
Grade 4 & 5 Chromebooks				
Staff MacBooks		\$270,600		
Grade K-3 iPads				
SHS Technology Labs (116)				
Staff MacBooks			\$270,400	
SHS Chromebooks				
Classroom Sound & Projection				
Caf POS System				
Staff MacBooks				
MBA Chromebooks				\$269,750
SHS Business Lab (114)				
Classroom Sound & Projection				



**Board of Education  
Administrative Report**

Title of Report: Textbook 5-year plan

Board Meeting Date: November 22, 2021

Action

Report

Information

Discussion

Submitted by: Dina M. Senecal

<b><u>Somers Elementary School</u></b>					
<u>Course/Subject</u>	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Social Studies (K-5)		X			
Science (K-5) <i>Annual cost of Mystery Science Kits for grades K-5</i>	X \$8,500	X \$8,500	X \$8,500		
Math (K-4)				X	
Math (Gr. 5)			X		
<b><u>MBA Middle School</u></b>					
<u>Course/Subject</u>	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Spanish (Gr. 7 & 8)	X				
French (Gr. 7 & 8)	X				
Math (Gr.6-8) <i>Annual cost of Ready Classroom Math Program Materials</i>	X \$13,000	X \$13,000	X \$13,000		
Science (Gr. 6-8)			X		
SS (Gr. 6-8) <i>New textbooks</i>	X \$56,000				
ELA (Gr. 6-8) <i>Writing Materials</i>	X \$4,000				



**Board of Education  
Administrative Report**

<b><u>Somers High School</u></b>					
<u>Course/Subject</u>	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
AP Stats					X
Pre-Calculus <i>Online access. Renewal of current textbooks.</i>	X \$10,000				
Honors Calculus <i>New editions of current book.</i>	X \$5,200				
Honors Geometry					X
Honors Algebra II					X
Pre-Algebra					X
Algebra I & Algebra II					X
Geometry	X				
Honors Precalculus	X				
AP Calculus	X				
Probability & Statistics					X
Consumer Mathematics	X				
AP US History					X
World History <i>Renewal of current books (World History, Psych. Sociology)</i>	X \$22,000				
US History/Civics I					X *2028
US History II					X *2028
Honor's US Civics/AP History I <i>New course for 2022-2023</i>	X \$2,100				



**Board of Education  
Administrative Report**

<b><u>Somers High School</u></b>					
<u>Course/Subject</u>	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
AP World History				X	
AP Psychology					X
Psychology	X				
Sociology	X				
Black/Latino Studies <i>New elective for 2022-2023</i> <i>Various trade books</i>	X \$1,500				
Honors Physics			X		
AP Physics			X		
Integrated Science			X		
Honors Chemistry			X		
AP Chemistry			X		
Chemistry			X		
AP Biology			X		
Honors Biology			X		
Anatomy & Physiology	X				
World of Technology				X	
AP Computer Science Digital Access	X \$2,100	X \$2,100	X \$2,100	X \$2,100	
Manufacturing 1, 2 And Advanced Manufacturing				X	
Architectural Design				X	
Welding				X	
Honors Engineering Graphics 1 & 2				X	



**Board of Education  
Administrative Report**

<b><u>Somers High School</u></b>					
<u>Course/Subject</u>	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Food Service Management I & II <i>New books</i>	X \$11,000				
Spanish 1, 2, 3, 4, 5 & Honors Spanish Classes	X				
French 1, 2, 3, 4, 5 & Honors French Classes	X				
Introduction to Business				X	
Accounting I <i>New books</i>	X \$3,000				
Accounting II <i>New Books</i>	X \$2,000				
Entrepreneurship				X	
Business Law I		X			
Business Law II		X			

2022-2023 Total Estimated Budget Request: \$141,000

Not included in this estimate:

- French & Spanish Textbooks 7-12
- High School: Geometry, AP Calc., Consumer Mathematics, Anatomy & Physiology

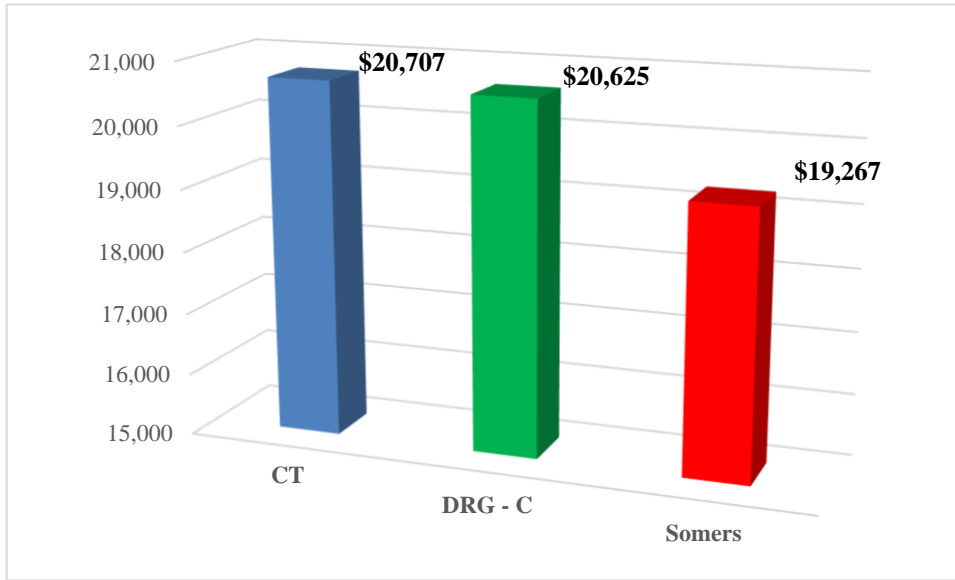
## District Enrollment Projections

	<b>Actual</b>									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
<b>K</b>	120	105	87	94	110	135	167	206	255	314
<b>1</b>	86	121	106	88	95	111	137	169	209	258
<b>2</b>	94	90	127	111	92	99	116	143	176	217
<b>3</b>	100	102	97	137	120	99	107	125	154	191
<b>4</b>	98	98	100	95	134	117	97	105	123	151
<b>5</b>	102	98	98	99	95	134	117	97	104	122
<b>K-5</b>	600	613	614	623	645	695	740	844	1021	1253
<b>6</b>	86	108	103	103	105	100	141	124	102	110
<b>7</b>	110	84	105	101	101	102	98	138	121	100
<b>8</b>	79	111	85	106	102	102	103	99	139	122
<b>6-8</b>	275	303	293	310	307	304	342	360	362	332
<b>9</b>	117	73	102	78	98	94	94	95	91	128
<b>10</b>	102	120	75	105	80	101	96	96	98	93
<b>11</b>	108	105	124	77	108	83	103	99	99	101
<b>12</b>	110	111	108	127	79	111	85	106	102	102
<b>9-12</b>	437	409	409	388	365	388	378	397	390	424
<b>K-12</b>	1312	1325	1316	1321	1317	1387	1461	1601	1772	2009

	=Based on students already enrolled
	=Based on children born but not yet enrolled
	=Based on children not yet born

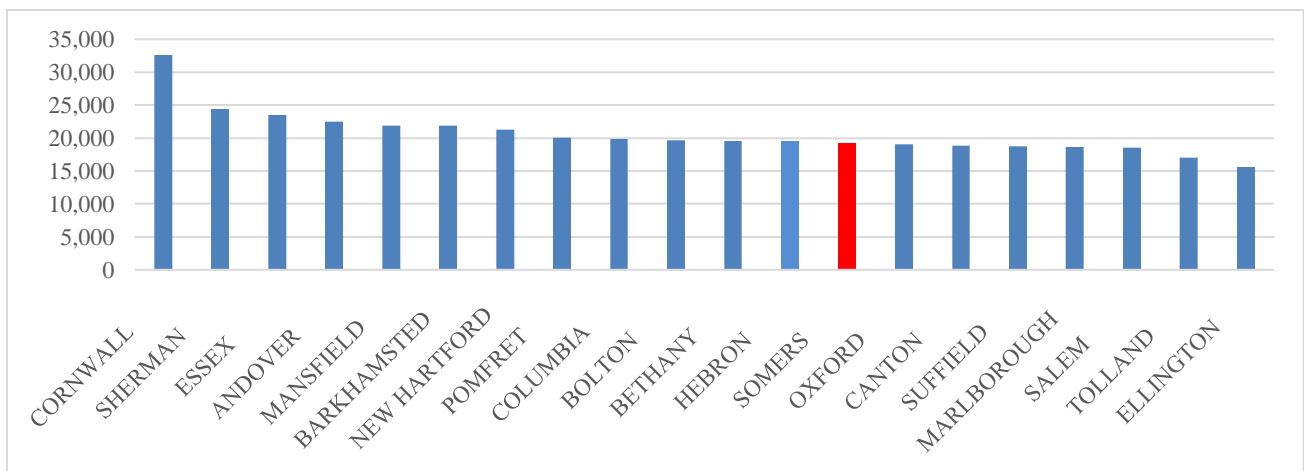
Note: 2021-22 Kindergarten enrollment had a significant increase due to COVID-19 holdbacks in 2020-21

## Per Pupil Expenditure Comparisons (PPE)\*\*



\*\* Connecticut State Department of Education, 2020-21 Net Current Expenditures Per Pupil

## DRG-C Per Pupil Expenditure Comparisons

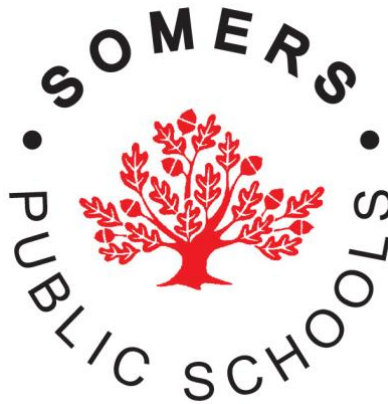


# LONG-RANGE FACILITIES PLANS

**2021-22**

## **Long Range Facilities Plan Update**

November 2021



The Town and Board of Education engaged the services of *Tecton Architects* in 2015-16 to conduct a comprehensive study of all the Somers Public School's facilities. The intent was to determine the extent of needed repairs in order to develop a fiscal plan. Tecton conducted thorough inspections of the schools and developed a report with its recommendations.

In the summer of 2017, Somers Public Schools met with Tecton to better understand the report. During the fall of 2017, members of the Somers Public Schools Leadership Team met frequently to identify other projects not included in the Tecton Facilities Report, discuss financial impacts, and possible funding.

Each year, the Board of Education is presented with the update report about the status of the projects as well as any new projects that have been identified and added to the plan.

## **Facilities Projects Identified by Somers Public Schools** **(“Not Listed” in the Tecton Report)**

### **Somers Elementary School Oil Tank Replacement**

Est. Cost: \$194,000

The underground heating oil tank at SES will be 30 years old in 2019. State law mandates a life expectancy of no more than 30 years. This project would remove the existing tank and replace it with a new tank meeting current code requirements. This project is in the Tecton Report but also included here due to high priority associated with deadline.

**2020-21 UPDATE:** Completed

### **District Phone System Upgrade**

Est. Cost: \$76,000

The current system is 15 years old and experiencing significant issues at an increased rate. The underlying system is degrading and becoming corrupt.

The issues include:

- Phone calls dropped
- Incoming calls not routed properly
- Pre-programmed buttons losing their configuration
- Indicator lights not functioning
- Phones do not ring for incoming calls
- Voicemail inoperable for certain extensions

The system is managed by a PC running Windows XP which is no longer supported by Microsoft. Due to this security risk, the system is not allowed on the network which greatly decreases our flexibility for managing the system.

**2018-19 UPDATE:** Completed

### **Video Security System (upgrade and expansion)**

Est. Cost: \$50,000

In the fall of 2017, local law enforcement conducted an assessment of the closed circuit surveillance cameras and noted that all three public schools have gaps in coverage. The elementary school has several areas of mass gatherings that are not monitored. This includes the gymnasium, cafeteria and auditorium. In addition the pre-school hallway with an exterior door was identified as vulnerable with no coverage. Expansion at the elementary schools should include these areas as well as the 5th grade and the Main Office hallways.

The middle school has some “alarming gaps” in the exterior of the school. It was recommended this coverage be listed as a high priority. It includes the area outside the gymnasium (including the two sets of fire doors) and the area outside the band and chorus rooms. In the interior of the middle school there are high priority gaps identified in the gymnasium and the main lobby entrance. There are also lower priority gaps identified in the upper level, 300 and 200 block hallways.

The high school has high priority gaps on the north exterior near the student entrance and the east exterior near the shop entrance. In addition, there are high priority gaps in the areas of mass gathering (cafeteria, gymnasium and auditorium). There are also gaps in the cafeteria hallway, the hallway leading past the nurse's office and the main hallway near the school office.

**2018-19 UPDATE:** Partially completed. Approximately \$50,000 needed to fully complete project.

**2019-20 UPDATE:** Partially completed (summer 2019). Per bond, \$75,000 allocated for this project. Additional \$50,000 of installations identified by Somers Police Department. Possible inclusion in CIP requests for 2020-21.

**2020-21 UPDATE:** \$33,000 allocated in the Capital Improvement Budget. Projected completion by June 2021.

**2021-22 UPDATE:** SES camera upgrades completed. License plate camera on Vision Boulevard installed summer of 2021.

**Kitchen Facilities (all schools)**

Est. Cost: \$70,000

A representative from Kittredge Equipment Company conducted an assessment of the kitchen facilities at each school as well as the high school quantity foods program. The recommendations for equipment are identified below. Some equipment currently used in the high school kitchen could be relocated to quantity foods, where the equipment would align with the program needs.

**Somers Elementary School**

- Convection oven, burner range.....\$20,000; Priority 2 **(Partially completed)**

**Mabelle B Avery**

- Dishwasher booster heater, water softener conditioner.....\$6,000; Priority 1 **(Completed 2017-18)**
- Convection oven.....\$15,000; Priority 2

**Somers High School**

- Water softener conditioner.....\$3,000; Priority 1 **(Completed 2017-18)**
- Convection oven, oven steamer.....\$26,000; Priority 2. **(Completed 2019-20)**

**Somers High School Auditorium Lighting Upgrade**

Est. Cost: \$150,000

The current lighting system in the auditorium is more than 20 years old. It is past its life expectancy and is suffering from multiple failures that require “work-arounds” as replacement parts do not exist or are hard to find. Additionally, it cannot be expanded to accommodate the lighting needs of modern day productions. The system will be converted to a highly efficient system, reducing energy and maintenance costs.

**2019-20 UPDATE:** Completed

**Somers High School Baseball Outfield & Fence**

Est. Cost: \$41,300

The baseball outfield is more than 25 years old. During this time the condition of the outfield has degraded to the point it may become unplayable in the near future. The temporary outfield fence was donated to the school. This project would re-grade the outfield and install a permanent fence.

**2020-21 UPDATE:** Completed

**Maintenance Building Roof, Generator & Boiler**

Est. Cost: \$32,000

The maintenance building roof and boiler are more than 25 years old. The building does not have a generator. These projects would replace the roof and boiler as well as install a 15Kwh generator. The generator would ensure a number of district wide systems housed in the maintenance building would remain online 24/7/365.

**2018-19 UPDATE:** Partially completed. Roof remains outstanding. Not on bond.

**2020-21 UPDATE:** Roof estimated at \$13,000

**2021-22 UPDATE:** Roof completed in spring of 2021

**Somers Elementary School Auditorium Carpet Replacement**

Est. Cost: \$21,260

The auditorium carpet is 22 years old and in poor condition. We duct tape the seams to keep them from fraying/zippering which was causing a tripping hazard. This is the last section of the school to have the original carpet.

**2020-21 UPDATE:** Delaying the carpet replacement as the entire auditorium requires renovation. This will be part of a future project that will include fixing the ceiling tile, painting, curtains, sound and light systems. To be considered in a future bond or CIP.

**Maintenance Storage Building**

Est. Cost: \$348,000

This project would construct a second storage building allowing all maintenance equipment and vehicles to be under cover. The building would also provide much needed storage for items currently stored in the school buildings and commercial storage facilities.

**Mabelle B. Avery Roof Restoration**

Est. Cost: \$660,000

The roof at MBA is 18 years old (excluding the Central Office addition in 2004). This project would restore the roof to a useful life of 20 years.

**2020-21 UPDATE:** This will need to be considered as part of a future bond.

**Somers Elementary School Playground Equipment & Resurfacing**

Est. Cost: \$98,000

The playground areas are more than 20 years old. This project would resurface and repaint the two areas. There are numerous cracks and uneven surfaces that pose safety risks to students, staff and the community.

**2021-22 UPDATE:** This will be included in the 2022-23 CIP request or possibly part of a future bond.

**Somers High School Parking Lot Repaving**

Est. Cost: \$279,400

The parking lots and sidewalks are more than 20 years old (excluding the 2004 addition). This project would repave and reline the three staff (and visitor) parking areas, driveways and sidewalks. The project would also include the student parking lot. All areas would be repainted as appropriate (parking, fire lanes, crosswalks, etc.)

**2020-21 UPDATE:** This will be included in the 2024-25 CIP request or possibly part of a future bond.

**Somers Elementary School Parking Lot Repaving**

Est. Cost: \$277,500

The parking lots and sidewalks are more than 20 years old. This project would repave and reline the four staff (and visitor) parking areas, driveways and sidewalks. All areas would be repainted as appropriate (parking, fire lanes, crosswalks, etc.). It would also increase parking spaces to accommodate the volume of cars for after-hours programs.

**2020-21 UPDATE:** This will be included in the 2024-25 CIP request or possibly part of a future bond.

**Mabelle B. Avery Parking Lot Repaving**

Est. Cost: \$279,400

The parking lots and sidewalks are more than 20 years old. This project would repave and reline the two staff (and visitor) parking areas, driveways and sidewalks. All areas would be repainted as appropriate (parking, fire lanes, crosswalks, etc.)

**2020-21 UPDATE:** This will be included in the 2024-25 CIP request or possibly part of a future bond.

**Mabelle B. Avery Parking Lot Expansion**

Est. Cost: \$61,700

This project proposes the conversion of the abandoned tennis courts to a parking lot, addressing two concerns. First, it would provide additional campus parking for staff, parents and families during evening events. Second, it would allow us to reconfigure the MBA traffic pattern for student drop offs and pickups while

also designating dedicated drop off and pick up zones. These changes will enhance safety, accommodate more vehicles and reduce traffic congestion on Vision Boulevard.

**2018-19 UPDATE:** Completed Summer 2019. No cost to the district (courtesy of Somers DPW).

### **MBA Fire Alarm System Upgrade**

The current system at MBA is at the end of life and is becoming obsolete. Replacement parts for the system are no longer being manufactured and harder to secure.

Funding Source(s): 2020-21 CIP Cost: \$25,000

**2021-22 UPDATE:** Completed in spring of 2021

### **MBA Fields Border Fence**

The private property bordering the north end of the MBA fields was cleared in the fall of 2020. There is now easy access to the private property and the creek from the fields. For safety reasons and to reduce liability, a fence should be installed preventing students and the public from accessing the property while present for an activity on the MBA fields.

Funding Source(s): Operations Budget Cost: \$19,000

**2021-22 UPDATE:** Completed in the spring of 2021

### **Elementary School Auditorium Renovation**

The auditorium needs a complete renovation. Lighting, sound, painting, curtains are projects that should be considered. The current bond has one project listed (carpet replacement). This will be included in a future auditorium renovation project

Funding Source(s): CIP or future bond Cost: TBD

### **Air Conditioning (SES and SHS)**

Funding Source(s): CIP or future bond Cost: TBD

**2021-22 UPDATE:** Possible funding through the town ARP funds. Cost estimates will be determined through an engagement with an HVAC engineer/consultant and presented to the BOE, BOS, and BOF.

### **Security System Upgrades**

Somers Elementary School: Projected completion June 2022	Cost: \$55,000
Mabelle B, Avery Middle School: CIP 2022-23	Cost: \$55,000
Somers High School: Completed in 2020-21	Cost: \$45,000

**Maintenance Equipment & Vehicles**

Est. Cost: \$236,000

- Pick up truck (w/ plow).....\$64,000; **(CIP: 2022-23)**
- Dump truck.....\$80,000; **(Completed July, 2021)**
- Pick up truck.....\$51,000; **(CIP: 2023-24)**
- Wide mower.....\$18,500; **(Completed 2017-18)**
- Kubota.....\$35,500; **(Completed July, 2020)**

## Facilities Projects Details by School

The tables below show line item projects and costs for each school. Details can be found in the excerpts from the Tecton Facilities Report (see tabs for each school). The tables include the page number where the details can be found as well as the bullet point (BP) on that page. Items noted as “Not Listed” are projects identified by Somers Staff but not included in the Tecton Report.

### Somers Elementary School

Page	BP	Description	School Budget	CIP / Bonding	Status
349	3	Gym doors & canopy		\$52,000	completed
349	4	C5 door to soffit	\$1,500		completed
349	5	Perimeter joint between brick wall and sidewalk.	\$500		spring 2021
349	6	Column base at the oil tank vent (fill in with concrete)	\$100		completed
349	7	Window - brick and CMU repair	\$720		spring 2021
350	1	Roof - scuppers in the white/1995 section (part of roof project).		\$27,000	On-hold
350	5	Courtyard - rusting door hardware	\$2,000		TBD
354	10	Auditorium damaged ceiling tiles		TBD	future bond
354	12	Media center damaged floor defuser	\$800		completed
358	n/a	Oil tank replacement (to be completed by 2019)		\$194,223	completed
366	n/a	Scupper sumps & reflective coating: roof project		TBD	On-hold
Not Listed		Kitchen facilities (convection burner completed, range still outstanding)		\$20,000	partially completed
348	1	Exterior columns		\$412,000	fall 2021
349	2	Damaged EIFS soffit by gym	\$10,980		fall 2021
350	7	Mortar repairs		\$100,000	TBD
350	8	Courtyard - horizontal transition from EIFS to brick	\$11,280		fall 2021
353	1	Cabinets & counter tops, sinks & painting		\$175,000	In-house
353	7	Secure gym floor angle	\$2,000		completed
354	4	VCT tiles - replace in all the hallways		\$87,668	TBD
361	n/a	Media Center AHU - 40 years old		\$30,000	TBD
369	n/a	Repairs to building exterior columns	page 348, BP 1		fall 2020
Not Listed		New carpet in the auditorium		TBD	future bond
349	8	Roof - white coating replacement		\$495,000	On-hold
349	8	Solar panel removal		\$30,000	On-hold
349	9	Roof - flashing in the white/1995 section.	page 349, BP 8		On-hold
350	6	Media Center – lintel repair		\$25,526	completed
353	3	Replace folding partitions		\$60,300	completed
353	6	Gym floor - refinish		\$24,310	TBD
354	3	Restroom partitions school wide	\$38,400		TBD
361	n/a	Vestibule and hallway cabinet unit	\$18,000		TBD
361	n/a	Main Office AHU	\$9,000		TBD
372	n/a	A/C all classrooms (54 Rooms, Gym & Aud.)		TBD	future bond
Not Listed		Re-surface and paint playgrounds		TBD	future bond
Not Listed		Reclaim, pave & re-line parking lots & sidewalks		TBD	future bond
Not Listed		Add additional parking - 5th grade wing		TBD	future bond
Not Listed		Air Conditioning		TBD	future bond

## Mabelle B. Avery Middle School

Page	BP	Description	School Budget	CIP / Bonding	Status
412	1	Main entry canopy (exposed foam insulation)	\$50		completed
412	2	Vertical expansion joint right of main entry	\$1,500		completed
413	1	Gym entry - paint soffit & repair light fixture	\$250		completed
413	2	Lower mulch in landscape beds (covering weep holes)	\$120		completed
413	5	Caulk soft joints around the perimeter between wall & sidewalk	\$2,000		spring 2021
413	7	Cracked bricks at lintels in several areas		\$8,640	completed
414	1	Weeps at the east side of the school are packed solid with mortar	\$200		completed
414	2	Bus canopy, paint is peeling	\$350		completed
414	3	Band/chorus rooms railing & nosing (concrete, paint)	\$500		completed
414	5	Horizontal crack in the face of the brick along the chorus & band room	\$4,500		completed
414	6	Roof blister over band room.	\$1,200		completed
417	1	Room 202 wall expansion crack (caulk)	\$50		completed
417	5	Science & Art room lintels repair		\$20,500	completed
417	7	Courtyard - ADA accessibility	\$9,500		completed
417	9	Courtyard hardware, exit devices not exterior grade (plus 3 canopies)		\$15,000	2021-22
428	n/a	Lintel repairs, repointing & re-caulking			completed
430	n/a	Tech Ed ventilation & dust collection		\$26,544	cancelled
Not Listed		Kitchen facilities (dishwasher booster heater, water softener conditioner)	\$6,000		completed
Not Listed		Kitchen facilities (convection oven)		\$15,000	TBD
413	3	Door C1 entry, install flashing & drip edge (also repair & paint soffit)		\$12,000	TBD
413	6	Service entry & ext. restroom - rusting door frames, install canopy (part of system canopy project)	SES page 349, BP 3		TBD
417	2	Some counter top repairs	\$500		completed
417	8	Courtyard in need of pointing and repair some damaged bricks (MBA general repair)		\$8,000	TBD
429	n/a	AHU Replacement		TBD	future bond/CIP
417	4	Restroom partitions rusting (replace with solid composite)		\$36,000	TBD
Not Listed		Roof restoration (18 years)		TBD	future bond
414	4	Parking lot expansion (tennis courts)		\$0	completed
Not Listed		Reclaim, pave & re-line parking lots (also sidewalks)		TBD	future bond
Not Listed		Fire Alarm System Upgrade (new 2020-21)		\$25,000	completed
Not Listed		Fields Border Fence (new 2020-12)		\$19,000	completed

## Somers High School

Page	BP	Description	School Budget	CIP / Bonding	Status
485	4	Exterior doors sweeps - 31 doors	\$3,100		completed
485	8	Handicap hand held shower spray unit	\$250		completed
486	8	Concession room damaged ceiling tiles & sheetrock soffit	\$150		completed
486	9	Storage room by concessions, add a door serrated low ceiling	\$50		completed
486	10	Auditorium carpet repair	\$300		completed
487	6	Food service rusted door frame bottoms (sand & paint)	\$100		completed
488	4	Paint door mullion at the student entry	\$50		completed
488	6	Wrestling storage room (6"crack in the CMU on right side of window)	\$50		completed
502	n/a	Track - removal of existing & installation of a new 1/4 mile track		\$3,200,000	completed
Not Listed		Kitchen facilities (water softener conditioner)	\$3,000		completed
Not Listed		Kitchen facilities (convection oven, oven steamer)		\$26,000	TBD
Not Listed		Auditorium/stage lighting system upgrade		\$150,000	completed
486	3	Gym bleacher repairs	\$12,000		TBD
486	7	Concession room, sink counter not handicap accessible	\$2,000		TBD
486	12	Art rooms, repairs to casework (sinks not handicap accessible)	\$4,500		TBD
487	4	School wide window shades	\$16,000		completed
487	9	Room 138, add trim to exposed block wall on the short counter	\$100		completed
488	2	Millwork in the shop areas are damaged	\$1,000		TBD
500	n/a	Replace existing boilers (heat & domestic)		\$235,739	bond
Not Listed		Outfield replace/re-grade (baseball)		\$30,000	completed
Not Listed		Outfield fence (baseball)		\$11,300	completed
485	1	Stained atrium soffits	\$900		Summer2021
485	11	Repair millwork in the trainer's room	\$3,000		Completed
486	6	Paint the floor in the gym equipment storage room	\$250		Summer2021
488	8	Some areas on the 2nd floor have open joints on the VCT	\$2,000		completed
501	n/a	A/C all classrooms (49 Rooms, Café & Gym)		TBD	future bond
Not Listed		Reclaim, pave & re-line parking lots (also sidewalks)		TBD	future bond
485	10	Paint walls & floor in the trainer's room	\$1,200		summer2021
486	5	Gym teachers' restroom (women's & men's) not proper clearances for ADA compliance. Also missing swing up grab bars in the handicap stalls		\$75,000	TBD
487	8	Nurses restroom flush valve is to high	\$50		completed
Not Listed		Air Conditioning		TBD	future bond

## BONDING UPDATE

	BOE Request	Town Approp.	Revised Budget	Variance	Expended
<b>SES General Building Repairs</b>					
<b>Damaged EIFS</b>	\$11,000	\$11,000	\$8,640	\$2,360	\$0
<b>Courtyard Transition</b>	\$11,000	\$11,000	\$3,800	\$7,200	\$3,800
<b>Auditorium Carpet</b>	\$22,000	\$22,000	\$0	\$22,000	\$0
<b>Folding Partitions</b>	\$41,000	\$41,000	\$0	\$41,000	\$0
<b>Gym Floor</b>	\$24,000	\$24,000	\$24,000	\$0	\$0
<b>Restroom Partitions</b>	\$27,000	\$27,000	\$27,000	\$0	\$0
<b>Vestibule Heaters</b>	\$18,000	\$18,000	\$18,000	\$0	\$0
<b>Office Air Handling Unit</b>	\$9,000	\$9,000	\$9,000	\$0	\$0
<b>SES Media Center Air Handling Unit</b>	\$30,000	\$30,000	\$30,000	\$0	\$0
<b>SES Counter Tops &amp; Cabinets</b>	\$175,000	\$175,000	\$0	\$175,000	\$0
<b>SES Exterior Column Repair</b>	\$412,000	\$412,000	\$168,480	\$243,520	\$143,752
<b>SES Mortar Repairs</b>	\$100,000	\$100,000	\$100,000	\$0	\$0
<b>SES Oil Tank</b>	\$194,000	\$85,360	\$182,322	(\$96,962)	\$182,322
<b>SES VCT Tile</b>	\$88,000	\$88,000	\$88,000	\$0	\$0
<b>SES Roof Replacement (partial)</b>	\$552,000	\$242,880	\$652,435	(\$409,555)	\$0
<b>MBA General Building Repairs</b>					
<b>Courtyard Hardware</b>	\$15,000	\$15,000	\$15,000	\$0	\$0
<b>Door C1</b>	\$12,000	\$12,000	\$12,000	\$0	\$0
<b>Courtyard Pointing</b>	\$8,000	\$8,000	\$8,000	\$0	\$0
<b>Restroom Partitions</b>	\$25,000	\$25,000	\$25,000	\$0	\$0
<b>MBA Tech Ed Ventilation</b>	\$27,000	\$27,000	\$0	\$27,000	\$0
<b>SHS Auditorium Lighting</b>					
<b>SHS Auditorium Lighting</b>	\$198,000	\$198,000	\$197,390	\$610	\$197,390
<b>SHS Baseball Field &amp; Fence</b>	\$41,000	\$41,000	\$50,890	(\$9,890)	\$50,890
<b>SHS Boiler Replacement</b>	\$235,000	\$235,000	\$560,000	(\$325,000)	\$19,000
<b>SHS General Building Repairs</b>					
<b>Gym Teacher ADA</b>	\$73,000	\$73,000	\$73,000	\$0	\$0
<b>SHS Track</b>	\$2,987,000	\$2,987,000	\$3,207,433	(\$220,433)	\$3,207,433
<b>SW Security Upgrades</b>					
<b>SW Security Upgrades</b>	\$75,000	\$75,000	\$75,000	\$0	\$75,000
<b>SW Door Canopies</b>	\$52,000	\$52,000	\$52,000	\$0	\$48,198
<b>SW Kitchen Facilities Equipment</b>	\$55,000	\$55,000	\$55,000	\$0	\$28,336
<b>SW Lintels</b>	\$55,000	\$55,000	\$72,980	(\$17,980)	\$72,980
<b>SW Storage Building</b>	\$348,000	\$348,000	\$348,000	\$0	\$0
<b>Anticipated Issuance Cost</b>					
	\$0	\$47,760	\$14,989	\$32,771	\$14,989
	\$5,920,000	\$5,550,000	\$6,078,359	(\$528,359)	4,044,090

# ADMINISTRATOR BUDGET REQUESTS



**Administrative Budget Request  
2022-23**

**Administrator: Melissa Mucci & Denise Messina**

**Type of Request** (check all that apply)

Staffing  Resources  Technology  Prof. / Curric. Dev.  Facilities  Programming   
Equipment  Other

**Board of Education Approved Plans Request Supports**

Strategic Plan  Long-Range Facilities Plan  Technology Replacement  Success Skills  
 Achievement  
 Professional Learning  
 Accountability

**Description:** Kindergarten Special Education Teacher

**Estimated Cost: \$76,000**

**Rationale & Supporting Data:**

A grade level Special Education teacher is required to provide targeted specialized instruction to meet the needs of IEPs. Special education teachers at each grade level deliver services and provide consultation and collaboration with grade level teaching teams and parents. Case management and development of goals/objectives as they relate to the IEP are individualized based upon grade level knowledge of content/curriculum. Case management, scheduling and coordination of services within one grade level allows for increased student accessibility and communication with parents.



## Administrative Budget Request 2022-23

**Administrators:** Dina Senecal, Melissa Mucci

**Type of Request** (check all that apply)

- |  |                                      |                                     |   |
|--|--------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> Staffing | <input type="checkbox"/> Resources   | <input type="checkbox"/> Technology | <input type="checkbox"/> Prof. / Curric. Dev. |
| <input type="checkbox"/> Facilities          | <input type="checkbox"/> Programming | <input type="checkbox"/> Equipment  | <input type="checkbox"/> Other                |

### Board of Education Approved Plans Request Supports

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Strategic Plan | <input type="checkbox"/> Long-Range Facilities Plan | <input type="checkbox"/> Technology Replacement |
| <input type="checkbox"/> Success Skills            |   |   |
| <input checked="" type="checkbox"/> Achievement    |   |   |
| <input type="checkbox"/> Professional Learning     |   |   |
| <input type="checkbox"/> Accountability            |   |   |

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**Request:**

One additional Math Intervention Teacher at Somers Elementary School.

**Estimated Cost: Approx.** \$65,000

**Budget Ref #:** Intervention Program

**Rationale & Supporting Data:**

Math Intervention is an extension of grade level Math instruction.

A Math Interventionist is responsible for supporting student achievement in the area of Mathematics with special attention to Tier II and III instruction.

The additional focused instruction and support are at the needed level of intensity for students who have been identified as needing this support.

Interventionists are also responsible for monitoring, reporting, and communicating student progress and performance. (Adapted from: <https://www.ecasd.us/>)

- 2021 SBAC results indicate that only 39% of students in grades 3-5 are at or above grade level standard in Math.
- Currently Somers Elementary School, with a student enrollment of approximately 630 students, has just one Math Intervention teacher while Mabelle B. Avery Middle School and Somers High School each have on Math Intervention teacher servicing significantly smaller student populations (MBA: 275, SHS:437).



## Administrative Budget Request 2022-23

- One Math Intervention teacher simply cannot service all students needing Tier II and Tier III support at Somers Elementary School.
- Student learning loss during COVID has played a role in the increased need for skill gap remediation as evidenced by analysis of students' math proficiency via standardized test results, various universal screeners and classroom observations.
- Early intervention is the one key to academic gains, and, with an additional Math Intervention teacher, Somers Elementary School would be better positioned to meet the increasing Math needs of students. "Math is important and it's important to help young children develop their mathematical thinking. A child's math knowledge at the start of kindergarten predicts later academic achievement..."  
(<https://www.naeyc.org/>)



## Administrative Budget Request 2022-23

**Administrators:** Dina Senecal, Melissa Mucci, Margot Martello, Gary Cotzin

**Type of Request** (check all that apply)

- Staffing                       Resources                       Technology     Prof. / Curric. Dev.
- Facilities                       Programming    Equipment                       Other

**Board of Education Approved Plans Request Supports**

- Strategic Plan                       Long-Range Facilities Plan                       Technology Replacement
- Success Skills
- Achievement
- Professional Learning
- Accountability

**Request:**

Three Instructional Leaders.

**Estimated Cost:**  
85,000/each Total: \$255,000

**Budget Ref #:**  
Intervention Program

**Humanities Instructional Leader 6-12**

Provides support to teachers for the planning, development and implementation of English Language Arts, World Language, Social Studies and Arts (Art, Music, PE, Media) instructional practices in a middle/high school setting.

The Humanities Leader supports teachers and administrators in designing and delivering Humanities curriculum and instruction that strengthens all students’ ability to engage in Humanities content as critical and creative thinkers.

**STEM Instructional Leader K-5**

Provides support to teachers within the STEM content areas (Science, Technology, Engineering, Mathematics) for the planning, development and implementation of instructional practices in an elementary school setting.

The STEM Leader supports teachers and administrators in designing and delivering STEM curriculum and instruction that strengthens all students’ ability to engage in STEM content as critical and creative thinkers. The STEM Instructional Leader supports data-driven instruction to support student mastery of grade-level standards.

**STEM Instructional Leader 6-12**

Provides support to teachers within the STEM content areas (Science, Technology, Engineering, Mathematics) for the planning, development and implementation of instructional practices in middle/high school settings.

The STEM Leader supports teachers and administrators in designing and delivering STEM curriculum and instruction that strengthens all students’ ability to engage in STEM content as critical and creative thinkers. The STEM Instructional Leader supports data-driven instruction to support student mastery of grade-level and college-readiness standards.



## Administrative Budget Request 2022-23

### **Rationale & Supporting Data:**

This proposal increases the capacity of the Somers Public Schools Curriculum Department to continue our commitment to improve curriculum development, data collection, and vertical alignment. Currently, there is only one position in the district that is dedicated of supporting Somers’s teachers, K-12, in the areas of curriculum, assessment and instruction. Simply put, the scope of this focus, combined with other responsibilities of the job are too vast for just one person. increasing the capacity of the SPS curriculum department by hiring Instructional Leader mirrors supports in surrounding districts (see chart below).

“Facing intense pressure to improve student achievement, it is tempting to try anything that promises a quick solution. However, the trouble with quick fixes is they often make things worse in the long run.

One common fix is what we refer to as the “attempt, attack, abandon cycle.” During this vicious pattern, a new practice or program is introduced into a school and teachers make a half-hearted attempt to implement it. Then, before it has been implemented effectively and for a sufficient length of time, various individuals in the school or district begin to attack the practice or program and, not surprisingly, many of the teachers implementing it begin to lose their will to stick with the program. Eventually, even though it never had a chance to be implemented properly, leaders in the district reject the program as unsuccessful and abandon it, only to propose another approach that is soon pulled into the same vicious cycle. In this manner, schools stay on an unemerry-go-round of attempt, attack, abandon, without ever seeing any meaningful, sustained change in instruction taking place.

Instructional coaching represents one way to end this vicious cycle by providing sufficient support for real change to occur. Coaching is a non-evaluative, learning relationship between a professional developer and a teacher, both of whom share the expressed goal of learning together, thereby improving instruction and student achievement.

Coaching requires a trusting relationship and sufficient time to provide the individualized professional learning that is most relevant to a teacher’s needs. Coaches often employ collaborative conversations (sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist teachers in implementing and mastering new teaching practices.” (Instructional Coaching <https://www.aasa.org/>)

“...effective coaching encourages collaborative, reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone... Coaching was also linked to teachers’ increase in using data to inform practice. (There is) research indicating that coaching can help create the conditions necessary for instructional practices to change and student outcomes to improve.” (How Coaching Can Impact Teachers, Principals, and Students [www.edutopia.com](http://www.edutopia.com))

“The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence was conducted by researchers Matthew A. Kraft, associate professor at Brown University, and David Blazar, assistant professor at the University of Maryland, College Park. The 60 studies examined were randomized controlled trials focused on students’ standardized test scores and measures of teachers’ instructional practices as rated by outside observers. The researchers found instructional coaching had a greater impact on instruction than almost all school-based interventions including student incentives, teacher pre-service training, merit-based pay, general professional development, data-driven instruction, and extended learning time. In fact, they determined the quality of teachers’ instruction improves by as much or even more than the difference in effectiveness between a new teacher and one with five to 10 years of experience. Similarly, student performance improved with instructional coaching regardless of whether a teacher was a novice or veteran.” (The Impact of Instructional Coaches <http://www.tasb.org/>)



## Administrative Budget Request 2022-23

### District Curriculum Support Comparisons

	<u>Supporting Teachers</u>	<u>Supporting Students</u>
<u>Somers</u>	<ul style="list-style-type: none"> <li>• Director of Curriculum &amp; Instruction (K-12)</li> <li>• One Reading Consultant (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Four Reading Intervention Teachers (SES: 2, MBA: 1, SHS: 1- split position among ELA teachers)</li> <li>• Three Math Intervention Teachers (SES:1, MBA: 1, SHS: 1)</li> <li>• One Reading Consultant (K-5)</li> </ul>
<u>Bolton</u>	<ul style="list-style-type: none"> <li>• One director of all general education curricula and all educational technology (K-12)</li> <li>• Approx. 20 teacher leaders are paid a stipend to be the Academic Leaders for ELA, MA, Science, SS, WL, CTE, Health/PE, and the Arts at all 3 grade levels (Elementary, Middle, and High)</li> </ul>	In the K-8 building: <ul style="list-style-type: none"> <li>• 2 FTE Reading Interventionist and 2 part time paras</li> <li>• .3 Math Intervention and 2 FTE paras</li> <li>• 1 FTE Instructional Coach</li> </ul>
<u>Ellington</u>	<ul style="list-style-type: none"> <li>• Assistant Superintendent (broad responsibilities)</li> <li>• Three FT "Reading Consultants" each based in one K-6 school, district-wide planning and coordination, much direct work with students on intervention, in training as instructional coaches</li> <li>• 0.4 Intervention coordinator</li> <li>• 3 tech integration specialists K-12 to support teachers in instructional use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Three FT "Reading Consultants" each based in one K-6 school, district-wide planning and coordination, much direct work with students on intervention, in training as instructional coaches</li> <li>• 1-2 additional literacy specialists for intervention per K-6 school</li> <li>• 0.6 math intervention/specialist</li> <li>• 0.5-1.0 math intervention/specialists per K-6 school</li> <li>• 1 math and 1 literacy interventionist/specialist each at MS and HS</li> </ul>
<u>Stafford</u>	<ul style="list-style-type: none"> <li>• K-12 Director of Curriculum &amp; Instruction</li> <li>• Literacy Leader K-5</li> <li>• Technology Integrationist K-12</li> <li>• Mathematics Leader K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention/Specialists: All four campus buildings have reading and mathematics specialists residing in each building.</li> <li>• High School and Middle School have one set of each (reading and math).</li> <li>• Stafford Elementary has multiple of each.</li> </ul>
<u>Suffield</u>	<ul style="list-style-type: none"> <li>• Assistant Superintendent of Curriculum &amp; Instruction</li> <li>• K-12 Coordinator of Curriculum</li> <li>• K-5 Humanities Coach</li> <li>• 6-12 Math Coach</li> <li>• 9-12 Humanities Coach</li> <li>• 6-12 STEM Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and math intervention teachers K-2;3-5; 6-8 Two (one Lit, one Math) at all three schools. No intervention teachers at the high</li> <li>• Academic support/tutors (20) spread throughout the district to help with literacy, math, and other student needs.</li> </ul>
<u>Tolland</u>	<ul style="list-style-type: none"> <li>• Supervisor of English/Language Arts, K-12</li> <li>• Supervisor of Mathematics K-12</li> <li>• Curriculum Supervisor of Science, K-12</li> </ul>	



## Administrative Budget Request 2022-23

### Instructional Leaders:

- 10-month positions with 7 days beyond the school year
- Under SEA Contract
- Reports to the Director of Curriculum

### Position Related Responsibilities:

- Assists with the development, implementation, and evaluation of instructional programs.
- Support coherence and vertical and horizontal alignment of programs.
- Explores new programs, tools, or strategies that will benefit the teaching and learning process and recommends strategies to the Director of Curriculum & Instruction and building administrators.
- Assists in the ongoing development, evaluation of, and implementation of curriculum.
- Provides collaborative leadership in the development, assessment, and revision of curriculum and courses.
- Ensures that curriculum is aligned to state and national standards.
- Works collaboratively with teachers in the curriculum writing process.
- Aids in the development and analysis of data to inform curricular, instructional, and assessment decisions.
- Assists administrators, teachers, parents, and students in the interpretation of assessment data.
- Works with teachers on lesson design, modeling well-designed lessons, and co-teaching lessons.
- Pursues funding opportunities and collaborates on preparing grant applications and the implementation of grants.
- Provides leadership in the integration of technology into teaching and learning in assigned areas and models lessons that effectively integrate technology.
- Coaches' teachers on how to integrate best instructional practices into lessons and models lessons that incorporate best instructional practices.
- Participates in the process of previewing, evaluating, selecting, and adopting instructional materials.
- Collaborates with the Director of Curriculum & Instruction and Building Administrators to develop and manage curriculum related budgets.
- Plans and presents staff development in the assigned areas.
- Assists the Director of Curriculum & Instruction and Building Administrators in the administration of state and local testing.
- All other responsibilities as assigned by the Director of Curriculum & Instruction

### Potential Timeline

<u>Year</u>	<u>Positions</u>
2022-2023	Additional Math Intervention Teacher at SES
2023-2024	K-5 STEM Instructional Leader 6-12 STEM Instructional Leader
2024-2025	6-12 Humanities Instructional Leader 9-12 ELA Intervention Teacher
2025-2026	K-5 STEM Specialist Teacher



## Administrative Budget Request 2022-23

**Administrator: Brian Czapla**

**Type of Request** (check all that apply)

- |  |                                      |                                     |   |
|--|--------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> Staffing | <input type="checkbox"/> Resources   | <input type="checkbox"/> Technology | <input type="checkbox"/> Prof. / Curric. Dev. |
| <input type="checkbox"/> Facilities          | <input type="checkbox"/> Programming | <input type="checkbox"/> Equipment  | <input type="checkbox"/> Other                |

### **Board of Education Approved Plans Request Supports**

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Strategic Plan | <input type="checkbox"/> Long-Range Facilities Plan | <input type="checkbox"/> Technology Replacement |
| <input type="checkbox"/> Success Skills            |   |   |
| <input type="checkbox"/> Achievement               |   |   |
| <input type="checkbox"/> Professional Learning     |   |   |
| <input checked="" type="checkbox"/> Accountability |   |   |

---

**Description:** Human Resources Specialist (0.6 FTE)

**Estimated Cost:** \$40,000

**Budget Ref #:** CO Clerical

### **Rationale & Supporting Data:**

There is no dedicated Human Resources staff in the public school system despite having over 250 employees. The job functions are divided among administrators and central office support staff. Labor law, federal and state statutes create intricacies that current employees handling human resource functions may not have the knowledge for compliance. COVID-19 has added another level of complexity in hiring and managing staff. Below is a partial list of human resource responsibilities that the new HR Specialist would assume.

#### **Human Resources**

- Manages all aspects of recruiting, hiring, onboarding and separation of employment and benefits, ensuring that data entered is complete and accurate.
- Maintains personnel files and ensures all employee records of insurance coverage, retirement plans, and personnel transactions such as hires, promotions, transfers, performance reviews, terminations, and other related personnel issues are up to date.
- Staff Mandatory training oversight; follow-up on educational employment verification
-



## Administrative Budget Request 2022-23

- Manages and reviews all leaves of absences in the district's attendance system and ensures compliance with FMLA, ADA and applicable federal, state and local laws.
- Ensure compliance with workplace laws, safety practices and contracts are followed at all times.
- Ensure employees are following guidelines for employment as stated in employee handbooks and contracts.
- Investigate workplace incidents.
- Resolves employee personnel inquiries and submits necessary inputs, changes, additions and deletions into the HR Information System. Reports unusual or unresolved problems to the supervisor for further action in a timely and professional manner.
- Support employer during employee discipline matters.
- State reporting (including but not limited to the ED162, ED165, and Civil Rights Data Collection)
- Manage data and prepare for negotiations
- Annual Contracts
- Contract interpretation and consistent application across multiple unions and employee groups
- Review insurance census, claims, and billing
- Track liability, health, dental and life insurance policies and enrollment
- Provides second level back up to Payroll
- Act as the substitute coordinator. Responsibilities include:
  - scheduling interviews for administration
  - discuss new employee paperwork prior to sub interview
  - oversees Absence Management software
    - establish all new sub accounts
    - set skills parameters
    - set schools parameters
  - fingerprints (including pre-registering on the CCHRS Web portal and submitting to State Police)
  - submit DCF background check to State



**Administrative Budget Request  
2022-23**

**Administrator: Melissa Mucci & Denise Messina**

**Type of Request** (check all that apply)

Staffing  Resources  Technology  Prof. / Curric. Dev.  Facilities  Programming  Equipment  Other

**Board of Education Approved Plans Request Supports**

Strategic Plan  Long-Range Facilities Plan  Technology Replacement  Success Skills  
 Achievement  
 Professional Learning  
 Accountability

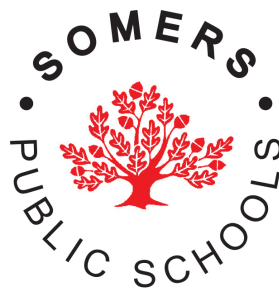
**Description:** Pre-K Transportation

**Estimated Cost:** \$48,000

**Rationale & Supporting Data:**

It is common practice to separate special education Pre-K (3-5 year olds) students from special education students in grades K-5. It is not developmentally appropriate for Pre-K students to be exposed to the behavior and language of older students.

Potentially 10-12 Pre-K students could access special transportation as all Pre-K students with IEPs are entitled. Given that not all Pre-K special education students utilize the transportation, we believe the capacity of a van would be adequate for this.



# Our Commitment To The Future

## Vision

The Somers Public Schools strives to be an exceptional and innovative educational community.

## Mission

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.





# SOMERS PUBLIC SCHOOLS

1 Vision Boulevard, Somers, Connecticut 06071  
(860)749-2270 Fax (860)763-0748

Mr. Brian P. Czapla  
Superintendent of Schools

Date: April 5, 2022  
To: Somers Board of Finance  
Re: Potential BOE Budget Items Funded via ARPA

## NON-RECURRING

Costs	Item
\$50,000	Increase electricity costs due to HVAC related adjustments per COVID guidelines
\$46,000	Severance payments due in 2022-23
\$23,000	Instructional and administrative software that will be phased out after next year
\$15,000	Legal fees
<b>\$134,000</b>	<b>TOTAL</b>

## RECURRING

Costs	Item
\$170,000	Math Interventionist/coach (2)
\$62,000	Paraeducators (3) for classroom academic support. Not in 2021-22 budget.
\$53,000	Special Education Teacher (K). Currently funded via BOE ARPA
\$30,000	Assessment and analytics system (iReady)
\$15,000	Professional development for new curriculum implementation (gr 6-8)
\$10,000	Maintenance supplies (enhanced sanitization)
<b>\$340,000</b>	<b>TOTAL</b>

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**Vision:** The Somers Public Schools strives to be an exceptional and innovative educational community.

**Mission:** Prepare each student to contribute and succeed in an ever-changing global society.