

Somers Board of Education Meeting

Monday, December 11, 2023 7:00 PM

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

- 1. **CALL TO ORDER**
- 2. **PLEDGE OF ALLEGIANCE**
- 3. **APPROVAL OF MINUTES**
 - 1. Approval of the November 27, 2023 BOE Minutes 3
The Board to review and approve the minutes from November 27, 2023.
- 4. **ADMINISTRATIVE REPORTS**
 - 1. Superintendent Update
 - 2. Monthly Budget Report 9
Stephanie Levin, Director of Business Services, will update the Board on the monthly budget.
- 5. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
- 6. **CONSENT AGENDA**
 - 1. Warrant of December 11, 2023 10
The Board to review and consent to the warrant of December 11, 2023.
 - 2. Resignations
 - Timothy Lord, SHS Technology Specialist, resigned effective November 30, 2023 after 5 1/2 years of service at SPS.
 - Shannon Radlo, SHS Social Worker, will resign effective January 3, 2024 after 2 1/2 years of service at SPS.
 - Colleen Senecal, SES Paraeducator, will resign effective 12/22/23 after 3 1/2 months of service at SPS.
 - 3. 2nd Posting DBS Code 1230 - Booster Club 15
 - 4. 2nd Posting DBS Code 1312 - Public Complaints 18
 - 5. 2nd Posting DBS Code 3541.32 - Special Transportation for School-Related Trips 19
 - 6. 2nd Posting New Course Proposal - Percussion Ensemble 21
 - 7. 2nd Posting New Course Proposal - Traditional Crafts in Modern Times 23
 - 8. 2nd Posting New Course Proposal - Life Skills / Transition 27
 - 9. 2nd Posting New Course Proposal - Film Studies / Visual Literacy 30
 - 10. 2nd Posting New Course Proposal - Architectural Design 2 35
 - 11. 2nd Posting Major Modification to Existing Course - ECE / AP Physics 38
 - 12. 2nd Posting Major Modification to Existing Course - Yearbook Team 46
 - 13. 2nd Posting New Novel Request - "Can't Hurt Me" by David Goggins 48
- 7. **OLD BUSINESS**
- 8. **NEW BUSINESS**
 - 1. Approval of CIP Requests 52
The Board to approve CIP projects. Stephanie Levin, Director of Business Services, will be available to answer questions.
 - 2. Approval of December 6, 2023 Special BOE Minutes
The Board to review and approve the minutes from the Special BOE Meeting on December 6, 2023.
 - 3. 1st Posting of K-5 Reading Program
The Board to review and approve the first posting of the K-5 Reading Program.
- 9. **COMMITTEE REPORTS**
 - 1. Curriculum
 - 2. Policy
 - 3. Planning/Finance
 - 4. Salary & Negotiations

10. **CABE/CREC/State Dept. of Ed./SEF**
11. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
12. **ADJOURNMENT**

**Somers Board of Education Regular Meeting
Somers Board of Education Chambers**

Monday, November 27, 2023

7:00 PM

(The recorded livestream may be viewed on SPS' YouTube channel on the school website)

Present BOE Members: Anne Kirkpatrick, Mike Briggs, Dr. Ed DePeau, JT Galloway, Jan Martin, Kim Radziewicz, Carl Stebbins, Derek Zelek

Absent BOE Members: Shane Manning

Others: Dr. Sam Galloway, Stephanie Levin, Phil Goduti, David Brown

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

3. ELECTION OF OFFICERS

Rationale: Superintendent Galloway will begin by opening nominations for BOE Chair.

Motion to nominate Anne Kirkpatrick for BOE Chair. This motion, made by Kim Radziewicz and seconded by Jan Martin, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning),**

Motion to nominate Kim Radziewicz as BOE Vice Chair. This motion, made by Carl Stebbins and seconded by Mike Briggs, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning),**

Motion to nominate Jan Martin as BOE Secretary. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning),**

Discussion: The election of Board officers was facilitated by Superintendent Galloway. Anne Kirkpatrick will serve as Board Chair, Kim Radziewicz will serve as Board Vice Chair and Jan Martin will serve as Board Secretary.

4. APPROVAL OF MINUTES

4.1. Approval of the November 13, 2023 BOE Minutes

Rationale: The Board to review and approve the minutes from November 13, 2023.

Motion to approve minutes of the 11/13 BOE meeting. This motion, made by Jan Martin and seconded by JT Galloway, Carried. **Yea: 7, Nay: 0, Absent: 1 (Shane Manning), Abstain: 1 (Derek Zelek)**

5. ADMINISTRATIVE REPORTS

5.1. Superintendent Update

Superintendent Galloway shared that on November 9th, three SPS teachers presented grant proposals to the Somers Education Foundation. All 3 grants proposals were funded. Superintendent Galloway expressed his thanks to the Education Foundation for their support of the district and looks forward to seeing how the grants will benefit students.

Superintendent Galloway and Principal Brown recently met with student leaders at SHS to provide an opportunity for students to share their hopes for their SHS experience. The team of administrators left this meeting tasked with exploring the possibility of funding an indoor track team. At this time, it is very likely that this team will be funded, and this experience shows the power of student voice.

5.2. SHS Student Representatives' Report

Rationale: Jake Breton, Kinsey Loupe, and Emma Cicciarella, Grade 11 students, will update the BOE on SHS events.

Discussion: Superintendent Galloway and Principal Brown introduced grade 11 students Jake Breton, Emma Cicciarella and Kinsey Loupe. These students, along with 11 others, are part of a student leadership program at SHS. Each month, 2-3 students in the program will present updates to the Board and provide students' perspectives, encourage advocacy and student voice, create a bridge for communication, enhance student leadership opportunities, and allow students to better understand local government. SHS will add monthly whole school assemblies as part of this program with the goal of having student leaders plan and execute the assemblies.

Jake Breton presented academic updates, including the upcoming review of PSAT scores during advisory periods, the upcoming College Fair and Vocational Trades Fair, and the addition of whole school assemblies to keep the student population apprised of updates.

Emma Cicciarella and Kinsey Loupe presented extracurricular updates. Band and chorus students were nominated to participate in the NCCC Music Festival in collaboration with 9 other schools. These students were able to organize a concert in a matter of two days, featuring 4 band and 4 chorus performances. They expressed the excitement generated by collaborating with other schools to see musical talent in other areas as well as the ability to showcase Somers students' talent.

The Somers Girls Cross Country team remains undefeated and the boys' team is in the top 6 in the conference. Students participated in the state competition and Stephanie Burzynski qualified for the New England meet and came in 32nd place in the competition held in Maine.

The AP History students will raise funds to lower the cost of the May trip to Washington D.C. in the hopes of making the trip affordable for all students who are eligible to attend.

Three student leaders attended the recent CABE Conference in Mystic, CT. These students were able to speak with student leaders from others schools and learn how their voices are heard in student government and with their local Boards of Education. Students reported it was inspirational to see how SHS students can impact their school.

A semiformal dance will be held on Friday, December 1st. A spirit week is currently taking place. Students pay \$1 per day to participate. All monies raised will go to the Genevieve Nieman Scholarship Fund.

The Drama Club is doing a production of Grease. A fundraiser will be held on Friday, December 1st at the Daily Grind from 7am-4pm to raise funds for the club.

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion to add to the agenda under New Business 9.13 - Discussion and Approval of Education Specifications for the Somers Elementary School HVAC and Electrical Systems Improvements Project. This motion, made by Kim Radziewicz and seconded by Ed DePeau, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning),**

7. CONSENT AGENDA

Motion to approve Consent Agenda. This motion, made by Mike Briggs and seconded by JT Galloway, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning),**

7.1. Warrant of November 27, 2023

Rationale: The Board to review and consent to the warrant of November 27, 2023.

7.2. Resignation

Rationale: Makenna Tucker, SES PreK Paraeducator, will be resigning effective February 15, 2024.

7.3. 2nd Posting DBS Code 2400.1 - Superintendent Evaluation

7.4. 2nd Posting DBS Code 4118.11 - Discrimination

7.5. 2nd Posting DBS Code 6159 - Instruction - Individualized Education Program / Special Education Program

7.6. 2nd Posting DBS Code 5145.15 - Students - Directory Information

8. OLD BUSINESS

9. NEW BUSINESS

9.1. 2024 Washington D.C. Trip

Rationale: Mr. Phil Goduti, SHS History Teacher, will present the 2024 Washington D.C. trip to the Board.

Motion to approve the Washington DC trip from 5/2/23 to 5/4/23. This motion, made by Jan Martin and seconded by Ed DePeau, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning),**

Discussion: Mr. Phil Goduti, SHS History Teacher, presented to the Board regarding the 2024 Washington D.C. trip. The trip will run from May 2nd- May 4th. Forty-two students from the AP U.S. History class are invited to attend. Students and chaperons will stay at the Marriot in Alexandria. The cost estimate for the bus is \$2,000-\$3,000 more than last year, therefore Mr. Goduti is exploring other bus companies that may provide cost savings. This year's cost will be approximately \$440 per student if all 42 students attend. Fundraising to supplement the cost of the trip to make it affordable for all students is also being explored. Mr. Goduti outlined the detailed itinerary for the trip including Washington D.C. attractions and plans for food and lodging. Students will have the opportunity to visit over a dozen historical attractions. At the conclusion of the school year, AP U.S. History students will create a documentary in groups of 3-4 students on a topic of their choice, related to what they'll see in Washington D.C.

9.2. 1st Posting DBS Code 1230 - Booster Club

9.3. 1st Posting DBS Code 1312 - Public Complaints

9.4. 1st Posting DBS Code 3541.32 - Special Transportation for School-Related Trips

9.5. 1st Posting New Course Proposal - Percussion Ensemble

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.6. 1st Posting New Course Proposal - Traditional Crafts in Modern Times

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.7. 1st Posting New Course Proposal - Life Skills/Transition

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.8. 1st Posting New Course Proposal - Film Studies / Visual Literacy

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.9. 1st Posting New Course Proposal - Architectural Design 2

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.10. 1st Posting Major Modification to Existing Course - ECE / AP Physics

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.11. 1st Posting Major Modification to Existing Course - Yearbook Team

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.12. 1st Posting New Novel Request - "Can't Hurt Me" by David Goggins

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

9.13. Somers Elementary School HVAC and Electrical Improvements Project

Motion to approve the Education Specifications for the Somers Elementary School HVAC and Electrical Systems Improvements Project as presented by the Superintendent. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning)**

Discussion: The HVAC grant application is available online through the Comptroller's Office. Dr. Galloway and Stephanie will prepare the grant and hope to submit by 12/19/23.

10. COMMITTEE REPORTS

Discussion: Must reestablish sub committees. Board members may stay on or change committee assignments. Aim to complete this work by the end of the week.

10.1. Curriculum

Discussion: The Curriculum Committee shared 5 new course proposals, 2 major course modifications and 1 new non-fiction novel request with the Board. The next meeting will be held on 12/11 at 6:15pm.

10.2. Policy

Discussion: The next meeting will be held in January. An audit will be done on the policy manual this winter, including CAFE updates.

10.3. Planning/Finance

Discussion: Meetings will be held on 12/4 and 12/18 to review CIP and the budget.

10.4. Salary & Negotiations

Discussion: No meetings planned at this time. The committee has tentative agreements for the teachers' and administrators' contracts

11. CABE/CREC/State Dept. of Ed./SEF

Discussion: Superintendent Galloway, Chair Kirkpatrick and Jan Martin attended the recent CABE convention. Sessions were beneficial. New Board member, Derek Zelek, will attend a CABE New Member Workshop on December 6th.

The Board will need a new CREC representative to serve for the next year. This group meets monthly.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

13. EXECUTIVE SESSION

Rationale: The Board to enter into Executive Session for discussion with the Salary and Negotiations Committee and invite Dr. Galloway and Stephanie Levin, Director of Business Services, into Executive Session.

Motion to go into executive session at 7:58 p.m. for possible action concerning the proposed SEA 2024-2027 contract and possible action concerning the proposed SAA 2024-2027 contract and invite Dr. Galloway and Stephanie Levin, Director of Business Services. This motion, made by Kim Radziewicz and seconded by Carl Stebbins, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning)**

The Board exited Executive Session at 8:40 p.m.

Motion that the Board of Education accept the proposed agreement between the Somers Board of Education and the Somers Education Association for July 1, 2024-June 30, 2027. This motion, made by Kim Radziewicz and seconded by Mike Briggs, Carried. **Yea: 7, Nay: 0, Absent: 1 (Shane Manning), Abstain: 1 (JT Galloway)**

Motion that the Board of Education accept the proposed agreement between the Somers Board of Education and the Somers Administration Association for July 1, 2024-June 30, 2027. This motion, made by Kim Radziewicz and seconded by Mike Briggs. Carried. **Yea: 8, Nay:0, Absent: 1 (Shane Manning)**

14. ADJOURNMENT

Motion to adjourn the meeting at 8:44 p.m. This motion, made by Jan Martin and seconded by Kim Radziewicz, Carried. **Yea: 8, Nay: 0, Absent: 1 (Shane Manning)**

Jan Martin, BOE Secretary Date

Jenna McDermott, BOE Recording Secretary

2023-2024
Monthly Report
(Through 11/30/2023)

CATEGORY	ITEM	Approved Budget	Budget Adjustment	Revised Budget	Actual Expenditures	Encumbered	Total Projection	Variance	% +/-
Salaries	Teachers	11,890,609	(72,261)	11,818,348	3,296,616	8,515,784	11,812,400	5,948	0.05%
	Secretaries/Paraprofessionals	2,284,949	95,006	2,379,955	838,517	1,449,555	2,288,072	91,883	4.02%
	Administrators	1,743,659	9,829	1,753,488	763,928	1,017,515	1,781,443	(27,955)	-1.60%
	Custodians/Maintainers	957,390	305	957,695	403,171	514,503	917,674	40,021	4.18%
	Other Instructional	521,983	(34,216)	487,767	181,977	281,202	463,179	24,588	4.71%
	Nurses	289,869	3,272	293,141	80,313	209,596	289,909	3,232	1.11%
	Medical Advisor	1,500	0	1,500	0	1,500	1,500	0	0.00%
	SUBTOTAL	17,689,959	1,935	17,691,894	5,564,523	11,989,655	17,554,178	137,716	0.78%
Insurance & Benefits	Health Insurance	3,608,118	(12,168)	3,595,950	1,497,211	2,012,593	3,509,803	86,147	2.39%
	Social Security	549,550	20,000	569,550	208,496	333,946	542,442	27,108	4.93%
	Pension	227,832	0	227,832	62,670	165,163	227,832	0	0.00%
	Worker's Comp	100,000	(9,493)	90,507	45,372	45,135	90,507	0	0.00%
	Property / Liability	98,525	346	98,871	55,947	42,924	98,871	0	0.00%
	Long Term Disability	47,000	0	47,000	16,025	24,954	40,980	6,020	12.81%
	Life Insurance	32,000	0	32,000	8,475	12,017	20,492	11,508	35.96%
	School Board Legal	10,000	0	10,000	2,500	7,500	10,000	0	0.00%
	Unemployment	10,000	0	10,000	13,173	30,000	43,173	(33,173)	-331.73%
	OPEB	28,089	0	28,089	0	28,089	28,089	0	0.00%
	SUBTOTAL	4,711,114	(1,315)	4,709,799	1,909,869	2,702,319	4,612,188	97,611	2.07%
Tuition	Special Education	1,040,421	(158,922)	881,499	257,194	706,529	963,723	(82,224)	-7.90%
	Non-Special Education	134,000	25,885	159,885	50,789	105,739	156,527	3,358	2.51%
	SUBTOTAL	1,174,421	(133,037)	1,041,384	307,983	812,267	1,120,250	(78,866)	-6.72%
Transportation	Regular Transportation	933,796	0	933,796	231,062	702,734	933,796	0	0.00%
	Special Education Transportation	350,000	58,278	408,278	94,691	363,121	457,812	(49,534)	-14.15%
	Athletics/Field Trips	39,850	0	39,850	7,359	27,572	34,931	4,919	12.34%
	SUBTOTAL	1,323,646	58,278	1,381,924	333,112	1,093,427	1,426,539	(44,615)	-3.37%
Utilities	Electricity	473,000	0	473,000	97,499	302,846	400,346	72,654	15.36%
	Fuel	163,950	(186)	163,764	10,324	154,944	165,268	(1,504)	-0.92%
	Telephones	36,300	0	36,300	12,546	18,430	30,976	5,324	14.67%
	SUBTOTAL	673,250	(186)	673,064	120,369	476,221	596,589	76,475	11.36%
Maintenance	General/Dept Maint	634,040	8,200	642,240	354,181	288,059	642,240	0	0.00%
	Custodial Supplies	48,000	0	48,000	42,237	9,060	51,297	(3,297)	-6.87%
	SUBTOTAL	682,040	8,200	690,240	396,418	297,119	693,537	(3,297)	-0.48%
Instructional Resources	Books, Textbooks, Workbooks	149,953	0	149,953	110,774	7,953	118,726	31,227	20.82%
	Technology AV Materials	101,230	0	101,230	96,911	7,580	104,491	(3,261)	-3.22%
	General & Dept Supplies	176,810	0	176,810	75,705	17,065	92,770	84,040	47.53%
	SUBTOTAL	427,993	0	427,993	283,390	32,598	315,987	112,006	26.17%
Extracurricular	Coaches	193,225	16,125	209,350	73,802	135,548	209,350	0	0.00%
	Activity Advisors	60,349	0	60,349	156	60,193	60,349	0	0.00%
	Athletic/Academic Act	95,450	0	95,450	15,900	79,550	95,450	0	0.00%
	SUBTOTAL	349,024	16,125	365,149	89,858	275,291	365,149	0	0.00%
Equipment	New and Replacement	249,000	0	249,000	195,366	27,960	223,326	25,674	10.31%
Admin Overhead	Postage, Dues, Travel, BOE Exp., etc.	181,185	0	181,185	80,016	86,263	166,279	14,906	8.23%
ARP Municipal	Offset	(50,000)	50,000	0	0	0	0	0	
	GRAND TOTAL	27,411,632	0	27,411,632	9,280,903	17,793,120	27,074,023	337,609	1.23%

As of 12/1/2023

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1080

Voucher Date: 12/11/2023

Prepared By:

P. Bergamini

Printed: 12/07/2023 11:27:43 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$578,116.44 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Stephanie Levin

Stephanie Levin

Director of Business Services

SOMERS BOARD OF EDUCATION

Fund		Amount
10	GENERAL FUND	\$578,116.44
30	ACTIVITY	\$0.00
		<hr/>
		\$578,116.44

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 12/11/2023
From Check: 24244
From Voucher: 1080

To Date: 12/11/2023
To Check: 24312
To Voucher: 1080

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24244	12/11/2023	A&D Portable Rentals	\$95.00	1080	Printed	Expense	<input type="checkbox"/>		
24245	12/11/2023	Adelbrook Inc	\$26,777.00	1080	Printed	Expense	<input type="checkbox"/>		
24246	12/11/2023	Alarm New England-Sonitrol	\$176.00	1080	Printed	Expense	<input type="checkbox"/>		
24247	12/11/2023	Alternative Access Assistive Technology	\$3,403.50	1080	Printed	Expense	<input type="checkbox"/>		
24248	12/11/2023	Amazon Capital Services	\$2,751.46	1080	Printed	Expense	<input type="checkbox"/>		
24249	12/11/2023	Anne Kirkpatrick	\$162.44	1080	Printed	Expense	<input type="checkbox"/>		
24250	12/11/2023	Anthem Blue Cross and Blue Shield	\$260,600.95	1080	Printed	Expense	<input type="checkbox"/>		
24251	12/11/2023	Avery Septic Service	\$100.00	1080	Printed	Expense	<input type="checkbox"/>		
24252	12/11/2023	Bad Ass Tools LLC	\$2,130.00	1080	Printed	Expense	<input type="checkbox"/>		
24253	12/11/2023	Bart Truck Equipment LLC.	\$315.27	1080	Printed	Expense	<input type="checkbox"/>		
24254	12/11/2023	Brown Small Engine Repair	\$142.16	1080	Printed	Expense	<input type="checkbox"/>		
24255	12/11/2023	BSN Sports LLC	\$4,701.44	1080	Printed	Expense	<input type="checkbox"/>		
24256	12/11/2023	CABE	\$55.00	1080	Printed	Expense	<input type="checkbox"/>		
24257	12/11/2023	Chapin & Bangs	\$1,450.70	1080	Printed	Expense	<input type="checkbox"/>		
24258	12/11/2023	CHLIC	\$11,293.79	1080	Printed	Expense	<input type="checkbox"/>		
24259	12/11/2023	Clear Water Industries	\$233.33	1080	Printed	Expense	<input type="checkbox"/>		
24260	12/11/2023	Corinne Bouchard	\$39.99	1080	Printed	Expense	<input type="checkbox"/>		
24261	12/11/2023	COX Business	\$1,110.16	1080	Printed	Expense	<input type="checkbox"/>		
24262	12/11/2023	CREC	\$67,676.00	1080	Printed	Expense	<input type="checkbox"/>		
24263	12/11/2023	CTAHPERD	\$340.00	1080	Printed	Expense	<input type="checkbox"/>		
24264	12/11/2023	DBS Financial Services LLC	\$1,441.34	1080	Printed	Expense	<input type="checkbox"/>		
24265	12/11/2023	DDR Properties	\$385.00	1080	Printed	Expense	<input type="checkbox"/>		
24266	12/11/2023	DG Graphics	\$1,025.50	1080	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 12/11/2023

To Date: 12/11/2023

From Check: 24244

To Check: 24312

From Voucher: 1080

To Voucher: 1080

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24267	12/11/2023	Dime Oil Company LLC	\$4,071.53	1080	Printed	Expense	<input type="checkbox"/>		
24268	12/11/2023	Elan Financial Services	\$2,644.13	1080	Printed	Expense	<input type="checkbox"/>		
24269	12/11/2023	Ellington Board of Education	\$2,175.00	1080	Printed	Expense	<input type="checkbox"/>		
24270	12/11/2023	EPS Operations, LLC	\$277.04	1080	Printed	Expense	<input type="checkbox"/>		
24271	12/11/2023	Eversource Energy	\$29,463.88	1080	Printed	Expense	<input type="checkbox"/>		
24272	12/11/2023	FireTech	\$625.00	1080	Printed	Expense	<input type="checkbox"/>		
24273	12/11/2023	Frontier Communications	\$240.34	1080	Printed	Expense	<input type="checkbox"/>		
24274	12/11/2023	Gale/CENGAGE Learning	\$1,944.80	1080	Printed	Expense	<input type="checkbox"/>		
24275	12/11/2023	Gateway Enterprise Corporation	\$158.00	1080	Printed	Expense	<input type="checkbox"/>		
24276	12/11/2023	Gengras Center	\$12,600.00	1080	Printed	Expense	<input type="checkbox"/>		
24277	12/11/2023	Group Dynamic	\$66.60	1080	Printed	Expense	<input type="checkbox"/>		
24278	12/11/2023	Hartford HealthCare Corporation SBO	\$18,186.00	1080	Printed	Expense	<input type="checkbox"/>		
24279	12/11/2023	Hi Tech Transmissions, Inc	\$645.93	1080	Printed	Expense	<input type="checkbox"/>		
24280	12/11/2023	Hooker & Holcombe, Inc	\$5,500.00	1080	Printed	Expense	<input type="checkbox"/>		
24281	12/11/2023	Intensive Education Academy, Inc.	\$12,147.98	1080	Printed	Expense	<input type="checkbox"/>		
24282	12/11/2023	IXL Learning	\$5,925.00	1080	Printed	Expense	<input type="checkbox"/>		
24283	12/11/2023	JP Climate Control LLC	\$555.00	1080	Printed	Expense	<input type="checkbox"/>		
24284	12/11/2023	Kelly Refrigeration & Freezer	\$575.00	1080	Printed	Expense	<input type="checkbox"/>		
24285	12/11/2023	M & S Paving and Sealing, Inc	\$1,650.00	1080	Printed	Expense	<input type="checkbox"/>		
24286	12/11/2023	MagnaKleen Services	\$108.61	1080	Printed	Expense	<input type="checkbox"/>		
24287	12/11/2023	Morgan Stanley	\$14,045.00	1080	Printed	Expense	<input type="checkbox"/>		
24288	12/11/2023	Morgan Stanley	\$51,958.00	1080	Printed	Expense	<input type="checkbox"/>		
24289	12/11/2023	NCS Pearson, Inc.	\$4,587.77	1080	Printed	Expense	<input type="checkbox"/>		
24290	12/11/2023	New England Turf Management	\$1,552.00	1080	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 12/11/2023
 From Check: 24244
 From Voucher: 1080

To Date: 12/11/2023
 To Check: 24312
 To Voucher: 1080

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24291	12/11/2023	Nuso, LLC	\$116.45	1080	Printed	Expense	<input type="checkbox"/>		
24292	12/11/2023	Pitney Bowes, Inc.	\$105.00	1080	Printed	Expense	<input type="checkbox"/>		
24293	12/11/2023	Plimpton & Hills	\$251.24	1080	Printed	Expense	<input type="checkbox"/>		
24294	12/11/2023	Pullman & Comley, LLC	\$301.50	1080	Printed	Expense	<input type="checkbox"/>		
24295	12/11/2023	School Nurse Supply Inc.	\$1,010.72	1080	Printed	Expense	<input type="checkbox"/>		
24296	12/11/2023	School Posters.com LLC	\$145.90	1080	Printed	Expense	<input type="checkbox"/>		
24297	12/11/2023	Scott Czerwinski	\$251.52	1080	Printed	Expense	<input type="checkbox"/>		
24298	12/11/2023	Shipman & Goodwin, LLP	\$1,731.00	1080	Printed	Expense	<input type="checkbox"/>		
24299	12/11/2023	Silktown Roofing	\$503.99	1080	Printed	Expense	<input type="checkbox"/>		
24300	12/11/2023	Somers Lunch Program	\$249.00	1080	Printed	Expense	<input type="checkbox"/>		
24301	12/11/2023	Somers Star Hardware	\$228.28	1080	Printed	Expense	<input type="checkbox"/>		
24302	12/11/2023	Sophie Groenstein LLC	\$1,500.00	1080	Printed	Expense	<input type="checkbox"/>		
24303	12/11/2023	Teachers Synergy, LLC	\$256.75	1080	Printed	Expense	<input type="checkbox"/>		
24304	12/11/2023	The Hartford	\$4,855.01	1080	Printed	Expense	<input type="checkbox"/>		
24305	12/11/2023	The Home Depot Pro	\$134.31	1080	Printed	Expense	<input type="checkbox"/>		
24306	12/11/2023	The OMNI Group_V60983	\$22.00	1080	Printed	Expense	<input type="checkbox"/>		
24307	12/11/2023	Total Protection Security Systems LLC	\$1,372.80	1080	Printed	Expense	<input type="checkbox"/>		
24308	12/11/2023	Valley Educational Services	\$5,278.80	1080	Printed	Expense	<input type="checkbox"/>		
24309	12/11/2023	Verizon Wireless	\$233.58	1080	Printed	Expense	<input type="checkbox"/>		
24310	12/11/2023	WeVideo Inc	\$299.00	1080	Printed	Expense	<input type="checkbox"/>		
24311	12/11/2023	Willie Ross School of the Deaf	\$1,064.00	1080	Printed	Expense	<input type="checkbox"/>		
24312	12/11/2023	Zoro Tools Inc	\$96.95	1080	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$578,116.44						

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 12/11/2023
From Check: 24244
From Voucher: 1080

To Date: 12/11/2023
To Check: 24312
To Voucher: 1080

End of Report

Community Relations

Other School-Connected Organizations

Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. The Board of Education recognizes that parent organizations and extracurricular support groups, or "booster clubs" provide important support to District schools, and can be valuable means of stimulating community interest in the aims and activities of District schools. All such groups must receive the approval of the school Principal, Superintendent and the Board in order to be recognized as a parent or booster organization.

Support organizations may be defined in two ways:

1. an organization which is created to foster community support and provide resources for a particular sport or activity in the school or school system; or
2. an organization which is created to foster community support and raise funds for the school's general extracurricular program.

Each booster club which is involved with school activities or school students shall develop and maintain a constitution and bylaws setting forth the purposes of the organization and the general rules and procedures by which it shall operate. Each booster club shall provide a copy of its constitution and bylaws, and any revision thereof, to the Superintendent or his/her designee.

Booster clubs shall secure the advice and approval of the Building Principal before planning any function, including fundraising activities, in which students are to participate while under supervision of the District.

A booster organization shall secure the prior advice and approval of the Building Principal before planning any fund-raising activity intended to benefit a school program. The Principal shall suggest needs of the school, including those not requiring fund-raising, that are conducive to the active involvement and significant numbers of interested parents in meaningful service to the school and its students.

Each booster organization shall establish its own system for handling and disbursing its funds; however, all applicable Board policies must be followed when expenditures are for school activities or when funds are to be raised through the use of students and District facilities.

Any item purchased by booster clubs for school or school activity use shall become the property of the District, and may be used or disposed of in accordance with District property and any applicable state law. The District reserves the right to modify the use if the needs of the students or District change.

The Board recognizes its responsibility to ensure that equivalent benefits and services are provided to members of both sexes. The Board will consider gender equity and budget implications before

accepting booster club donations. Therefore, appropriate actions will be taken to ensure that benefits and services are equivalent for both sexes, regardless of funding sources.

The Superintendent is directed to develop regulations containing guidelines by which booster clubs shall operate in the District. Such guidelines shall include, but not be limited to, such topics as permissible awards, fund raising, insurance requirements, annual reporting, use of facilities, recognition functions, concessions at school events and expenditures for student equipment and supplies.

Permission to use the name of the District or any District school, or logos or mascots may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent or his/her designee may revoke the authorization to use the District's name, logo, or mascot if the Superintendent or designee determines that the booster or parent organization has failed to comply with the terms of this policy or any other District policies.

The Board reserves the right to revoke approval of any booster group if it is found that the group's operations and purposes are inconsistent with Board policies.

- (cf. 1110.1 - Parental Involvement)
- (cf. 1140 - Distribution of Materials by Students)
- (cf. 1210 - School Community Associations)
- (cf. 1323 - Gifts to Students)
- (cf. 1330 - Use of School Facilities)
- (cf. 3280 - Gifts, Grants and Bequests)
- (cf. 3281 - School Fund Raising)
- (cf. 3515 - Community Use of School Facilities)

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A § 1681.
34 C.F.R. §106.31(b) Education Programs or Activities: Specific Prohibitions (Implementing Title IX)

Approved:

COMMUNITY RELATIONS:

Public Complaints Concerning School Personnel/Instructional Materials:

The Board of Education, through its administration, shall establish procedures for handling complaints, whether oral or written when they are received.

Questioning as well as constructive criticism of the school is welcomed as a means of improving the quality of the educational program and equipping the school to perform its task more effectively.

When making either negative or positive suggestions, parents are urged to outline specifics of change in writing to allow for proper discussion of concerns.

The Board advises the public that the proper channeling of complaints involving instruction, **discipline**, or learning materials is as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Cross Reference: Academic Freedom - 4118.21
Controversial Issues - 6144

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)
President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)
Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976)
Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982)
Academic Freedom Policy (adopted by CT State Board of Education 9/9/81
Connecticut General Statutes
10-238 Petition for hearing by board of education

Adopted: April 13, 1981
Reviewed: February 3, 2000
Revised: June 25, 2005
July 9, 2009

Transportation:

Special Transportation for School Related Trips:

Transportation for athletic contests shall be provided. The fees for transportation for educational trips and other activities will be the responsibility of the student unless otherwise established within the school budget.

Private cars, driven by parents, teachers or students may not be used on school sponsored trips. ~~by permission by the building principal.~~ Overnight or out of state trips must have prior approval by the Board of Education. ~~If a teacher or parent is carrying student(s) in his/her personal car on an officially approved field trip and the automobile is involved in an accident, the insurance covering the vehicle is primary (i.e. any claims would be placed against the vehicle's insurance).~~

Adopted: November 27, 2000

Revised: May 24, 2010

ADMIN.REG: 3541.32

NON-INSTRUCTIONAL OPERATIONS:

~~Transportation:~~

~~Special Transportation for School Related Trips:~~

~~Privately Owned Vehicles:~~

~~Transporting Students in Private Cars:~~

~~Occasionally, especially on the Senior High School level, teachers transport students to school-sponsored activities in their own cars and sometimes parents are used in providing this type of transportation.~~

~~If a teacher or parent is carrying student(s) in his/her personal car on an officially approved field trip and the teacher's automobile is involved in an accident, the insurance covering the vehicle is primary (i.e. any claims initially would be placed against the vehicle's insurance).~~

~~Teachers and parents may transport students on officially approved field trips provided the following criteria are met:~~

- ~~1. Trip is approved by the Principal in advance.~~
- ~~2. Use of private automobiles is approved by Principal.~~
- ~~3. There are to be no more people in a car than the driver and passenger members as listed by the design of the vehicle.~~

- ~~4. The driver produces evidence of insurance coverage.~~
- ~~5. The principal will maintain a file on trips taken when private cars are needed.~~
- ~~6. Parental permission slips indicating knowledge of the conditions listed within this policy are obtained.~~

Adopted: May 24, 1982

Reviewed: July 12, 2001

November 4, 2002

Revised: May 24, 2010

Somers Public Schools
Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: Percussion Ensemble	Content Area: Music
This course is designed for: Freshman Sophomores Juniors Seniors Middle School	Length of Course: Full Year Semester Quarter Trimester
Prerequisites needed by students to take this course: <i>None. Previous enrollment in middle school or high school band is helpful but not required.</i>	
What need(s) does this course address? How was the need identified and who was involved determining the need? <i>The SHS Music Department needs additional course offerings due to the small number of courses currently offered, combined with declining student enrollment in the non-ensemble courses that are currently offered. The Music Staff and Administration were involved in determining the need through yearly monitoring of course requests from students.</i>	
Give a general overview of what this course will cover (include updates if modifying an existing course) <i>This course will cover basic percussion playing techniques, music literacy skills, aural skills, and a variety of percussion ensemble repertoire.</i> Basic Percussion Techniques: <ul style="list-style-type: none"> • Stick grip • Snare drum • Timpani • Bass drum • Tambourine • Triangle • Mallet Percussion Music Literacy Skills: <ul style="list-style-type: none"> • Basic rhythmic notation • Treble and bass clefs • Articulations • Dynamics Aural Skills: <ul style="list-style-type: none"> • Analyzing and evaluating performances • Identifying pitch and rhythm concepts by sound 	

<p>Who designed this course?</p> <p>Jessica Wolf, Band Director</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>Music Certification K-12, with a specialty in instrumental music.</p>
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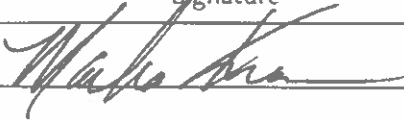
What, if any, implications does this course have on staffing, other curricular areas and or space?

This course will have minimal impact on staffing, because it would replace one of the non-ensemble courses that is currently offered but has low enrollment. This course would also support the anticipated growth in the SHS band program and offer a more in depth curriculum that is specific to our percussionists. The course would have no impact on space because it would use the band classroom and instruments that the school already owns.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.



Materials/Resources	Cost
Percussion Ensemble Literature	\$300 yearly
Percussion Method Books/Textbooks	\$100-200 yearly
Percussion supplies (Mallets and Sticks)	\$300-500 yearly

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

Signature	Content Area	Date
	Band / Drama	10-20-23

Principal Signature: 

Date: 10-19-23

 10/19/23
 10/25/23

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal:

Major modification to existing course

New Course

<p>Proposed Course Title: Traditional Crafts in Modern Times</p>	<p>Content Area: Visual Arts</p>
<p>This course is designed for:</p> <p><u>Freshman</u> Sophomores Juniors Seniors Middle School</p>	<p>Length of Course:</p> <p>Full Year <u>Semester</u> Quarter Trimester</p>
<p>Prerequisites needed by students to take this course:</p> <p>None</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>Traditional Crafts in Modern Times is a course that will provide students a new opportunity to explore and expand their artistic/craft-based skills while also expanding our course offerings.</p> <p>Adding a crafts-based art course will expose students to both the historical and modern real-world application of craft-based artistic skills. Traditional crafts have become more mainstream in the fine arts community over the last 10+ years. Any quick search on the internet will lead you to many resources and sites about each of the traditional craft areas as well as online marketplaces where artisans sell their goods. America has a long, proud craft history to explore that will also supplement the projects in this course.</p> <p>The SHS art department has recently shifted with the retirement of Ms. Curran and some scheduling changes - the department has been re-assessing the needs of our students. As the main 3D teacher for the last 18+ years I began considering what new course we could add that would be not only interesting for the students - but for myself and my colleagues moving forward. Mr. Kipfer and Ms. Rock agreed this course would be an exciting addition to our offerings.</p>	
<p>Give a general overview of what this course will cover.</p> <p>This class will be an introduction and exploration of traditional crafts and how they have been transformed and integrated into modern life as a result of the internet and society's need to create, collect and live with hand-made artistic work.</p> <p>We will create pieces using traditional craft materials including but not limited to paper, wood, cloth and fibers, metal, clay, glass. We will learn historical and modern processes to create pieces such as but not limited to baskets, art quilts, wire/clay jewelry, stained glass, paper quilling and rustic carving/simple "folk" furniture. We will explore decorative toll painting, embroidery and batik, simple printmaking, wood-burning, and marbling techniques as we research both the history of crafts in America as well as influencers in the explosion of the current "crafts" movement.</p>	

Units:

FIBERS - weaving, basket-making, art quilting and embroidery, batik/silk painting, crochet etc.

METAL/GLASS/CERAMIC - wire/ceramic/glass jewelry, beads/beading, stained glass

WOOD/PAPER - whittling/carving, rustic furniture, wood burning, paper making, marbling, quilling, paper silhouettes, book arts etc.

PAINTING/PRINTMAKING - toll techniques, potato/"folk" printing techniques on fabric/paper/wood

This course will connect with all of our National Visual Art Standards:

Creating: Anchor standards 1-3

Generate, organize and develop ideas; refine and complete artwork

Producing and Presenting: Anchor standards 5, 6

Develop and refine work for presentation; convey meaning through presentation

Responding: Anchor standards 7-9

Interpret, Analyze, Evaluate artistic work

Connecting: Anchor standards 10, 11

Relate knowledge and personal experience to making; relate ideas with societal, cultural and historical context for understanding

Who designed this course?

Sarah Burda

What, if any, special background/training would the teacher need to instruct this course successfully?

I have extensive background in traditional crafts - I took many courses while in art school in ceramics, fibers, printmaking and sculpture that covered these topics. I have also continued to pursue/develop many of these techniques on my own through personal interest/artwork.

I also considered my colleagues while developing this course - they also have many of these skills and we will all be able to contribute to and/or teach this course if needed.

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What, if any, implications does this course have on staffing, other curricular areas and or space?


This course can be taught in the space and with the staff we have.

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

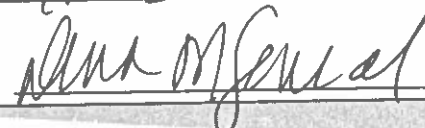
<u>Materials/Resources</u>	<u>Cost</u>
Fibers: Quilting/Embroidery/Batik/Silk painting/Basket/Paper making supplies: Cloth, thread, needles, yarn, wax, batik tools, reeds, paper kits	Estimate about: \$900. (see attached supply sheets for all)
Wood: Carving/Burning/Construction supplies: Wood, hand saw, power drill, hammer, nails, wood burning tools with nibs (we have some decent carving tools)	We have some of these supplies/hand tools from Sculpture but all are very old and in need of replacement - estimate about \$350.
Metal/Glass: Wrapping wire, jewelry supplies, (we have jewelry pliers), glass, soldering irons, glass grinder	We have some yarn, beading and jewelry supplies Estimate about: \$450.
	Total estimate for starting the course: \$1700-\$2000.

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

Signature	Content Area	Date
<i>Sarah P. Bush</i>	ART	9/29/23
<i>Kyle Kees</i>	ART	9/29/23
<i>Dine Rook</i>	Art	9/29/23

Principal Signature:  Date: 9/29/23

Superintendent Signature:  Date: 10/2/23

Director of Curriculum Signature:  Date: 9/29/23

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: Life Skills/Transition	Content Area: Special Education
<p style="text-align: center;">This course is designed for:</p> <p style="text-align: center;">X X X X</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p style="text-align: center;">Length of Course:</p> <p style="text-align: center;">X</p> <p>Full Year Semester Quarter Trimester</p>

Prerequisites needed by students to take this course:

Students taking this course will be determined through the PPT process. Students in the course will have an IEP.

What need(s) does this course address? How was the need identified and who was involved determining the need?

The need for this course was identified by our Director of Pupil Services in response to the exceptional learners coming into high school who have been enrolled in the middle school RISE program/need heavily modified life skills curriculum. These students have been identified through the PPT process as needing more intense life skills/transition planning. The course will address student needs in the area of real world life skills and self-advocacy. Students in the program will be considered for the 18-22 year old transition program.

Give a general overview of what this course will cover.

The course will cover the CT Core Transition skills:
 To the maximum extent possible, Each Student with a disability will be able to:

- A. Explain his/her disability including individual strengths, needs, preferences and interests.
- B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal setting, communication and self-advocacy.
- C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals. D. Assist with the development of his/her Individualized Education Program (IEP).
- E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
- G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
- H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
- I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
- J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
- K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
- L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
- M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- N. Identify and ask for accommodations necessary to ensure equal access and full participation in post school education and/or employment settings.

- O. Demonstrate skills needed to access appropriate transportation (both public and private).
 P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

Who designed this course?

The course is designed by special education staff at the high school. Scope and sequence will be based on State Core Transition Skills guidelines.

What, if any, special background/training would the teacher need to instruct this course successfully?

The teachers will need to be familiar with the state of CT Core Transition expectations, the CT-SEDS IEP program, individual student needs and students' IEP.

What, if any, implications does this course have on staffing, other curricular areas and or space?

The course will be taught by the current special education staff at SHS. No additional room or specific student space will need to be designated to accommodate for the course

Resources Needed for this Course:
 Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources

Cost

Next-UP Transition Curriculum
 Unique Learning Curriculum

\$2000.00 approximately (money is available via an existing grant)

Existing Material within the special education department as well as material to be determined to meet the grade level of the students

Undetermined amount/supplemental materials to be purchased by IDEA grant

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

Signature

Content Area

Date

Shani James
Cawene Hay

Transition/Life Skill
Director of Pupil Services

10/30/23

10/30/23

Principal Signature: Michael Taylor Date: 10/30/23

Superintendent Signature: [Signature] Date: 10/31/23

Director of Curriculum Signature: [Signature] Date: _____

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

<p>Proposed Course Title: Film Studies/Visual Literacy</p>	<p>Content Area: English</p>
<p>This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p>Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course: C- Average in previous English course and Teacher Recommendation</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>This course addresses the need for English electives that attract more students. This course incorporates rigorous reading and writing standards and could count as an English credit for upperclassmen. The English department has discussed at length that the dearth of electives within our department shortchanges the students who are capable of meeting English standards but are not engaged by the traditional curriculum. Many students would benefit from an opportunity to meet state standards as part of a more engaging class and many high-performing students would benefit from the extra enrichment as an elective. Currently, English electives have a particularly low participation rate and often don't even run. English electives have averaged fewer than ten participating students in recent years.</p>	
<p>Give a general overview of what this course will cover (include updates if modifying an existing course)</p> <p>This course addresses writing, speaking, and reading standards by replacing the traditional novels with movies. The course will systematically review the basic story elements in film, genre tropes, literary elements in film such as foreshadowing, metaphor, allegory, imagery, irony, mood, tone, and allusion. The progression through plot elements from exposition through conclusion (and how some films modify it). The class will also study various film elements including staging, framing, transitions, lighting, and camera angles.</p> <p>Learning will be assessed through weekly writing focusing on analysis, critique, and reflection of the films. Students will also be assessed on the cinematic elements they are taught in each unit using a combination of quizzes, tests, and class discussions.</p> <p>Click on the link to view a detailed course scope and sequence: <input checked="" type="checkbox"/> Copy of Visual Literacy Scope and Sequence</p>	

<p>Who designed this course? Pasquale DeMatteo.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>Language Arts certification and background in and passion for film studies</p>
<p>What, if any, implications does this course have on staffing, other curricular areas and or space? This course would require one English teacher for one period in a rotation. Most classes would take place in the classroom but, ideally, the auditorium could also be used once a week for the film viewing during long block.</p>	
<p style="text-align: center;">Resources Needed for this Course: Please list the materials/resources needed along with an estimated cost including PD.</p>	
<p style="text-align: center;"><u>Materials/Resources</u></p>	<p style="text-align: center;"><u>Cost</u></p>
<p>18 Movies all available on SWANK</p>	<p style="text-align: center;">\$0</p>
<p>Text: "Making Movies" by Sydney Lumet</p>	<p style="text-align: center;">\$15 each</p>

<i>Quinn</i>	ELA SHS	
<i>Jac</i>	ELA SHS	
<i>Shirley</i>	ELA SHS	
<i>[Signature]</i>	ELA SHS	
<i>[Signature]</i>	ELA SHS	
<i>Mindy Lugenhesse</i>	ELA SHS	

Principal Signature: *[Signature]*

Date: 9/29/23

Superintendent Signature: *[Signature]*

Date: 10/2/23

Director of Curriculum Signature: *Aina M Senecal*

Date: 9/29/23



Unit/Activity	Timeline	Standards	Content/Objectives	Essential Question	Content/Concepts	21st Century Learning Expectations
Cinematic Techniques Unit: Intro	Week 1	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Clips and Stills	How do directors manipulate what audiences see using camera techniques?	Camera Angles, Lighting, and Transitions Framing&Staging, Blocking, Establishing Shot, Frame, Scene.	1.Problem Solving 2.Reading 3.Communication
Cinematic Techniques Unit: Alfred Hitchcock	Week 1	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Rear Window/Psycho Hitchcock's Style	How do directors create suspense in their films?	Audio, Lighting, Montage, Panning, Zoom, Editing, Shadowing, Foreground, Background, Close-up, McGuffin.	1.Problem Solving 2.Reading 3.Communication
The 5 Story Elements: Ridley Scott 2. Sci-fi Genre Study	Week 2	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	The Martian and Setting Analysis	How does the setting of a film affect the other elements?	Complication, Climax, Exposition, F/X, premise, protagonist, shot-sequence-scene, Star (and Stand-in).	1.Problem Solving 2.Reading 3.Communication
The 5 Story Elements: Steven Spielberg	Week 3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Jaws and Screenwriting Characters Article	How are characters essential to a good story?	Backstory, Score, Fomeshadowing, novelization, overlap, placement, antagonist, score.	1.Problem Solving 2.Reading 3.Communication
The 5 Story Elements: Sydney Lumet	Week 4	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	12 Angry Men	How does conflict affect the other story elements?	Off-Screen, The Academy Awards, realism, "lens plot", mood, tone,	1.Problem Solving 2.Reading 3.Communication
The 5 Story Elements: Clint Eastwood 2.Western Genre	Week 5	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Mystic River/ Unforgiven	How do directors connect elements of a plot and keep the story moving along?	Anti-Hero, Catharsis, Continuity, Flashback, Rating System (MPAA), Subplot	1.Problem Solving 2.Reading 3.Communication
The 5 Story Elements: Theme in Movies	Week 6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Back to the Future	How do the many elements of film weave together to create a theme?	Foil, Mood, Tone, Trailer, Set, Stealing a Scene,	1.Problem Solving 2.Reading 3.Communication
Comedy Unit: Archetypes	Week 7	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Caddyshack	What is an archetype? How is the concept used in comedy?	Ad Lib, Typcasting, Against Type, One-Liner, Outtakes, punline,	1.Problem Solving 2.Reading 3.Communication
Comedy Unit: Kevin Smith to Bobby Farrelly	Week 8	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Clerks/There's Something About Mary	What are the different varieties of comedy in film?	Deadpan, Slapstick, Satire, Parody, sight-gag, straight-man,	1.Problem Solving 2.Reading 3.Communication
Horror Movie Unit: Carpenter	Week 9	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Halloween and Us	What techniques are used to scare audiences? How does the most effective horror stay with audiences?	Ambiguity, Antagonist, Cliffhanger, Low-Angle Shot,	1.Problem Solving 2.Reading 3.Communication
Screenwriting Unit: Aaron Sorkin	Week 10	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	The Social Network and "Aaron Sorkin Interview"	What role do writers play in the filmmaking process?	Dialogue, Soundtrack, Storyboard,	1.Problem Solving 2.Reading 3.Communication

Screenwriting Unit: Quentin Tarantino	Week 11	Integrate and evaluate multiple sources of information presented in different media or formats Analyze a complex set of ideas or sequence of events and explain	Inglorious Bastards and "5 Screenwriting Lessons from QT"	How does the vision of a writer and director line-up?	Homage, Insert Shot, revisionistic film. Tag-line.	1. Problem Solving 2. Reading 3. Communication
Action Movie Unit: Antoine Fuqua	Week 12	Determine the author's point of view or purpose in a text in which rhetoric is particularly effective Analyze a complex set of ideas or sequence of events and explain	Olympus Has Fallen and "Why Most Modern Action Movies are Terrible"	What techniques maintain the quick pace of action films?	CGI, Deux ex Machina, Blockbuster, Box Office, Gross, Cross-Cutting, Motif, Parallel Action, sequel, symbolism.	1. Problem Solving 2. Reading 3. Communication
Blockbuster Unit: Christopher Nolan	Week 13	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	The Dark Knight and "The Joker Curse"	What combination of factors drives a film's success or failure?	Allusion, Adaption, Green Screen, Critic, Dystopia, Narration, voiceover.	1. Problem Solving 2. Reading 3. Communication
The Blockbuster Unit: A Bust	Week 14	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Ready Player One and Spielberg Adaptation Article	Which factors can influence even a good film's box office performance in a negative way?	Hook, Red Herring, Mood, Ensemble, Method Acting, Twist,	1. Problem Solving 2. Reading 3. Communication
Crime Movie Unit: David OR Russell	Week 15	Integrate and evaluate multiple sources of information presented in different media or formats Analyze a complex set of ideas or sequence of events and explain	American Hustle and New Yorker Article	How do crime writers and directors create active audience involvement?	Tension, Thematic Opposition, Historical Inaccuracies for Effect, Cliffhanger	1. Problem Solving 2. Reading 3. Communication
War Movie Unit: Katherine Bigelow Martin Scorsese	Week 16 Final Exam	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	The Hurt Locker and Compare/Contrast 2 Articles about Female Directors The Departed	How do war movies explore the effect of setting and conflict on human nature?		

Somers Public Schools
**Major Course Modification and New Course
 Proposal**

Type of proposal:

Major modification to existing course

New Course

Proposed Course Title: Architectural Design 2	Content Area: Technology Education
<p style="text-align: center;">This course is designed for:</p> <p>Freshman Sophomores Juniors Seniors Middle School</p>	<p style="text-align: center;">Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course: Prior to taking this course students must successfully complete architectural design 1 with a B- or Higher.</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need?</p> <p>This course addresses the following needs: First, it allows a natural progression for students who are interested in the architectural, home design, construction, and/or interior design fields. This course also allows students guided time while working towards the annual home builders show "student design competition." This annual competition is where students compete against other students from across the state on home design principles and scale modeling techniques. This new course will also implement a structure that allows students to earn capstone credit while working in a specific content area course while they work towards their custom home design. (district permitting)</p>	

Give a general overview of what this course will cover.

This course will cover more in depth and more advanced architectural design concepts that are surveyed in the half year prerequisite Architectural design 1. Topics covered will include custom house design, kitchen design principles, bathroom design, scale modeling techniques, green building principles, virtual reality house tours, and presentation techniques. The student will work towards the Connecticut home builders show student design competition. Students will enter a finished custom house design into the CT home builder show following and abiding by all of the rules for competition. This course design also allows for students to partake in the capstone experience through the structure and design of this course. (district permitting)

Who designed this course?

Nicholas Kosloski

What, if any, special background/training would the teacher need to instruct this course successfully?

The teacher of this course needs a firm understanding of architectural design practices and principles as well as building construction practices and principles. Teacher to be aware of Greater Hartford Home Builders show rules and criteria for entry.

Teacher to have understanding of district requirements for capstone criteria.(district permitting)



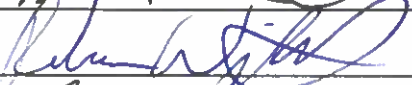
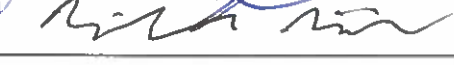
What, if any, implications does this course have on staffing, other curricular areas and or space?

This course has no impact on staffing. At time of course selections the Tech Ed department will determine which courses run based on student enrollment. This course running would result in a lower enrolled class to not be offered that semester.

There is no impact on space as lower enrolled courses would not run to offer this, freeing up space.

Resources Needed for this Course: Please list the materials/resources needed along with an estimated cost including PD.	
<u>Materials/Resources</u>	<u>Cost</u>
Architectural Design Modeling Materials	Included in current Tech Ed #183 Budget (taken from course not offered due to enrollment numbers)

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

Signature	Content Area	Date
	Tech Ed	7-14-23
	6-12 STEM IL	9/12/23
	Tech	9/12/23
	Tech	9/12/23

Principal Signature: 

Date: 9-12-23

Superintendent Signature: 

Date: 10/2/23

Dina M Genecal 9/23/23



Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

Proposed Course Title: ECE/AP Physics	Content Area: Science
<p style="text-align: center;">This course is designed for:</p> <p>Freshman Sophomores <u>Juniors Seniors</u> Middle School</p>	<p style="text-align: center;">Length of Course:</p> <p>Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course: The following is recommended per the UConn course description; Successful completion of high school chemistry.</p>	
<p>What need(s) does this course address? How was the need identified and who was involved in determining the need?</p> <p>This course addresses the need of adding more classes where students are able to earn college credit. Chemistry and Biology are both combination AP/ECE courses. This gives students the chance to take college-level coursework while still in high school.</p>	
<p>Give a general overview of what this course will cover.</p> <p>The UConn ECE Physics 1201Q: General Physics I "is a non-calculus-based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements." (UConn course description)</p>	
<p>Who designed this course?</p> <p>This course syllabus was designed by Erin Maynard pending approval by the UConn/ECE Physics Program using an outline provided by UConn. Exams will be given through the UConn/ECE program. The proposed course syllabus is included on pages 5-8 of this document.</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully?</p> <p>The teacher will need initial and continued training through the UConn ECE program</p>
<p>What, if any, implications does this course have on staffing, other curricular areas and or space?</p> <p>This does not have any implications for staffing, curricular areas, or space.</p>	

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

Materials/Resources	Cost																																																
Professional Development at UConn																																																	
Cutnell & Johnson Physics, 12th Edition Note: Pricing for digital access may vary Classroom set of 15 needed minimum of ebook	 <p>To purchase this product, please visit https://www.wiley.com/en-us/978EGRP44524</p>  <p>Physics, 12th Edition John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler</p> <table border="1"> <tbody> <tr> <td>E-Book Rental (150 Days)</td> <td>978-1-119-77353-5</td> <td>September 2021</td> <td>\$50.90</td> </tr> <tr> <td>E-Book</td> <td>978-1-119-77353-5</td> <td>September 2021</td> <td>\$119.50</td> </tr> <tr> <td>Textbook Rental (130 days)</td> <td>978-1-119-79811-8</td> <td>December 2021</td> <td>\$55.00</td> </tr> <tr> <td>Loose-leaf</td> <td>978-1-119-77361-0</td> <td>October 2021</td> <td>\$134.95</td> </tr> <tr> <td>Single Term Access to WileyPLUS</td> <td>978EGRP44517</td> <td></td> <td>\$78.85</td> </tr> <tr> <td>Single Term Access to WileyPLUS + Permanent Copy of eTextbook</td> <td>978-1-119-78894-2</td> <td></td> <td>\$49.90</td> </tr> <tr> <td>Single Term Access to WileyPLUS + Textbook Rental (130 Days)</td> <td>978-1-119-79836-1</td> <td></td> <td>\$109.00</td> </tr> <tr> <td>Single Term Access to WileyPLUS + Loose-Leaf Textbook</td> <td>978-1-119-78893-5</td> <td></td> <td>\$128.00</td> </tr> <tr> <td>Multiple Term Access to WileyPLUS</td> <td>978EGRP44524</td> <td></td> <td>\$131.85</td> </tr> <tr> <td>Multiple Term Access to WileyPLUS + Permanent Copy of a Textbook</td> <td>978-1-119-78895-9</td> <td></td> <td>\$139.90</td> </tr> <tr> <td>Multiple Term Access to WileyPLUS + Textbook Rental (130 Days)</td> <td>978-1-119-79837-8</td> <td></td> <td>\$159.00</td> </tr> <tr> <td>Multiple Term Access to WileyPLUS + Loose-Leaf Textbook</td> <td>978-1-119-78897-3</td> <td></td> <td>\$178.00</td> </tr> </tbody> </table>	E-Book Rental (150 Days)	978-1-119-77353-5	September 2021	\$50.90	E-Book	978-1-119-77353-5	September 2021	\$119.50	Textbook Rental (130 days)	978-1-119-79811-8	December 2021	\$55.00	Loose-leaf	978-1-119-77361-0	October 2021	\$134.95	Single Term Access to WileyPLUS	978EGRP44517		\$78.85	Single Term Access to WileyPLUS + Permanent Copy of eTextbook	978-1-119-78894-2		\$49.90	Single Term Access to WileyPLUS + Textbook Rental (130 Days)	978-1-119-79836-1		\$109.00	Single Term Access to WileyPLUS + Loose-Leaf Textbook	978-1-119-78893-5		\$128.00	Multiple Term Access to WileyPLUS	978EGRP44524		\$131.85	Multiple Term Access to WileyPLUS + Permanent Copy of a Textbook	978-1-119-78895-9		\$139.90	Multiple Term Access to WileyPLUS + Textbook Rental (130 Days)	978-1-119-79837-8		\$159.00	Multiple Term Access to WileyPLUS + Loose-Leaf Textbook	978-1-119-78897-3		\$178.00
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Signatures below indicate that the course proposal has been discussed and feedback has been elicited on the proposal prior to completion. Interdisciplinary proposals require the signatures of members of all involved in those content areas/departments.

Signature	Content Area	Date
<i>Susan Cormier</i>	Science	9/29/2023
<i>Karen Legg</i>	Science	9/29/2023
<i>Alicia Brown</i>	science	9/29/2023
<i>Mary Kay</i>	science	9/29/2023
<i>Michelle Helleker</i>	Science	9/29/23
<i>[Signature]</i>	612 STEM IL	9/29/2023

Principal Signature: *[Signature]*

Date: 9/29/23

Superintendent Signature: *[Signature]*

Date: 10/2/23

Director of Curriculum Signature: *[Signature]*

Date: 9/29/23

UConn ECE PHYS 1201Q: General Physics I Course Syllabus

SOMERS HIGH SCHOOL

Mrs. Erin Maynard

I. CONTACT INFORMATION

E-mail

erin.maynard@somers.k12.ct.us

Room

131

Note: The instructor will be available, upon request or appointment, from 7:00 - 7:30 am or from 2:15 - 2:45 pm for extra help.

II. UCONN COURSE DESCRIPTION

A non-calculus-based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements.

III. COURSE GOALS/LEARNING OBJECTIVES

The achievement of the content for the course is based on six big ideas:

Big Idea 1 – Objects and systems have properties such as mass and charge. Systems may have internal structure.

Big Idea 2 – Fields existing in space can be used to explain interactions.

Big Idea 3 – The interactions of an object with other objects can be described by forces.

Big Idea 4 – Interactions between systems can result in changes in those systems.

Big Idea 5 – Changes that occur as a result of interactions are constrained by conservation laws.

Big Idea 6 – Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

To accomplish the above objectives, I will prepare my students with the knowledge and skills necessary to become scientific innovators and critical thinkers who make informed decisions using scientific inquiry and problem solving in a world that is constantly being enriched by science.

IV. REQUIRED TEXTBOOK AND MATERIALS

*** Textbook subject to change due to curriculum cycle***

College Physics AP[®] Edition 11th Edition
Raymond Serway and Chris Vuille
Cengage, 2018

All students also must have:

- Class notebook
- Lab notebook
- Scientific or Graphing Calculator
- Pens/pencils/highlighters

V. COURSE POLICIES

i. Attendance

It is expected that all students will attend all class and lab sessions. If a student misses the class or lab meeting, it is the responsibility of the student to seek out any missed work or material learned.

In the case of unexcused absence, the student will be required to meet with Mrs. Maynard to discuss the missing material.

ii. Academic Misconduct

Any academic misconduct, cheating or otherwise will be handled according to the policies set forth in the Somers High School student handbook as well as University of Connecticut policy.

iii. Plagiarism

Plagiarism is strictly forbidden for all assignments. For any work that is plagiarized or suspected to be plagiarized, the consequence will be the same as set forth by Somers Public Schools and the University of Connecticut.

VI. GRADING POLICY

Student's quarter grades are based upon points gained from quizzes, laboratory work, and achievement on tests. Percentage grade is determined by the total number of points accumulated divided by the total number of points possible.

Final Grade will be calculated using the following;

Quarter 1 Grade 20%	Quarter 3 Grade 20%	Midterm Exam 10%
Quarter 2 Grade 20%	Quarter 4 Grade 20%	Final Exam 10%

There will be a final exam at the conclusion of the course according to UConn ECE policy. Extra credit will not be given.

You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by your high school. Your UConn course grade is determined by the grading rubric set by the University of Connecticut Physics department.

Homework:

- Homework is important to solidify understanding. Homework includes WebAssign problem sets, reading, note taking, and/or reviewing pre-lab investigations. It is important that homework be completed on time so that you are prepared for the work during class.

Late Work/Make-Up Work:

- Late work will be accepted up to the day of the summative assessment of each unit. Students will earn the full credit that they received on the assignment.
- Make-up work for absent students will be a “day-for-day” policy so that the number of days absent will determine the number of days allotted to make up the assignments. Extended absences will be considered on a case-by-case basis.
- Make-up assessments because of absences can be completed during a mutually agreed upon time before school, after school, or during a study hall.

Summative Assessment Corrections:

- Students may correct summative assessments.
- Corrections are due within one week from the original assessment.
- Corrections satisfy all the criteria below will earn 1/3 of a point back.
- The new score will *replace* the original grade.

Assessment Correction Criteria

1. A one sentence summary of what the question is asking
2. An explanation for why the original answer was incorrect
3. The correct answer to the question
4. A thorough explanation for the correct answer, which can include diagrams and/or equations
5. All physics used in the above criteria must be accurate

VII. COURSE CALENDAR

The formal timeline for the course schedule will be determined upon determination of the school calendar. The general, though prescriptive, timeline for each topic is listed on the table below.

Week(s) Duration	Topics	
1	1.1-1.7	Units and Concepts
1	2.1-2.4	Motion in 1-D
3	1.7-1.11 3.1-3.3	Motion in 2-D, 3-D, and Vectors
Exam I – Topics 1-3		
3	4.1-4.7	Forces and Motion including Newton's Laws
1	7.3-7.4	Newton's Laws – Circular Motion
1	7.5.1, 7.5.4	Newton's Laws – Gravity
Exam II – Topics 4 & 7.3-7.5		

5	5.1-5.8 7.5.2, 7.5.3	Work, Energy and Power
3	6.1-6.4	Momentum, Impulse, and Collisions
Midterm Exam - Topics 1-6, 7.3-7.5		
3	7.1-7.4	Rotational Motion
2	8.1-8.4, 8.6	Torque and Angular Momentum
1	8.5	Rotational Work and Energy
Exam III - Topics 7-8		
2	13.3-13.6	Simple Harmonic Motion
1	13.2	Energy and Harmonic Motion
1	9.10 13.1	Stress, Strain, Hooke's Law
3	13.7-13.11 14.1-14.11	Waves and Sound
Exam IV - Topics 13-14		
2	9.1-9.9	Fluids
1	9.6.2	Bernoulli's Equation
2	10.1-10.2	Temperature and Heat
Exam V - Topics 9-10.2		
1	10.3 11.5	Transfer of Heat
2	10.4 12.1-12.3	Ideal Gas Law/First Law of Thermodynamics
Final Exam - Cumulative for the Course		

The Student Code and other university policies may be found here, <http://provost.uconn.edu/syllabi-references/>.

Disclaimer: I reserve the right to change this syllabus at any time

Somers Public Schools

Major Course Modification and New Course Proposal

Type of proposal: Major modification to existing course New Course

<p>Proposed Course Title: Yearbook Team</p>	<p>Content Area: Yearbook</p>
<p>This course is designed for: Freshman Sophomores Juniors Seniors Middle School</p>	<p>Length of Course: Full Year Semester Quarter Trimester</p>
<p>Prerequisites needed by students to take this course: No prerequisites are needed.</p>	
<p>What need(s) does this course address? How was the need identified and who was involved determining the need? This course is designed to teach students all the skills needed to produce and publish the yearbook for Somers High School. Topics include: journalism, layout design, photography, and time-deadline management. The modification for the course is to move from ¾ credit to full credit. The rationale to do so is so we can add a 'spring supplement' to future yearbooks. Due to publication deadlines, the yearbook published for a particular school year includes the current school year's fall and winter activities and sports, but spring activities and sports from the prior spring due to availability of photos and timing of the events conflicting with the publication deadline.. For example, the 23-24 Yearbook will have 23-24 fall and winter sports, but prom and spring sports will be from last school year 22-23. In order to create a yearbook that is complete for an academic year, we can produce a supplement which is ordered with the yearbook. That supplement will be created in quarter 4 of the school year and published/mailed over the summer. Since students will need to now work through quarter 4, they should be given credit for their work. Additionally, Yearbook Team members are responsible for coordinating and distributing Yearbooks once they arrive at the school. This takes place during quarter 4.</p>	
<p>Give a general overview of what this course will cover (include updates if modifying an existing course) The modification to this course is an extension of the same general subjects which include: journalism, layout and design, publication, and photography.</p>	
<p>Who designed this course? The course is meant to be open to all high school students</p>	<p>What, if any, special background/training would the teacher need to instruct this course successfully? The teacher will need some background in English/Journalism, publication layout and design, photography, project management, staff and community relations. Ideally training from the publisher in their software.</p>

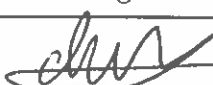

What, if any, implications does this course have on staffing, other curricular areas and or space?

None

Resources Needed for this Course:
Please list the materials/resources needed along with an estimated cost including PD.

<u>Materials/Resources</u>	<u>Cost</u>
The Club has most materials and equipment needed	N/A

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

Signature	Content Area	Date
	Principal	8/31/23
	Teacher	9/5/23

Principal Signature: 

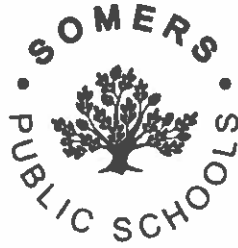
Date: 9/1/23

Superintendent Signature: 

Date: 10/2/23

Director of Curriculum Signature: 

Date: 9/23/23



New Textbook/Novel Request Form

School (s): SES MBA SHS		Content Area: English	
Grade(s): 12		Course: English 12	
Name of Proposed Text: "Can't Hurt Me" by David Goggins			
ISBN: 1544507879		Publisher: Lioncrest Publishing	
Vendor Contact Name: Amazon		Vendor Contact Email & Phone #: N/A	
Quantity of Student Texts to be purchased	25	Cost per student edition	\$21.37
Quantity of Teacher Editions	1	Cost per teacher edition	\$21.37
Digital Licenses (cost & expiration)	n/a		
S & H Charge		Estimated Total Cost:	552.62

Person(s) Submitting this Request & Date:

Erik Serrell-Dube

Building Administrator Signature: & Date:

9/1/23

Director of Curriculum Signature & Date:

Anna McNeal

9/20/23

Use the space on the next page to provide a narrative that includes information about the following:

- Current text (publisher and copyright info) & the rationale for needing a new textbook (novel).
- Process used to select this resource
- Criteria and reasons for recommending this text (novel)

Narrative:

Can't Hurt Me: Master Your Mind and Defy the Odds
David Goggins (2018) Lioncrest Publishing

Proposal:

Can't Hurt Me is a #1 NY Times bestseller. It is current and very high interest through Goggins stories, tone and message. English 12 tends to be a cohort of students who are resistant to reading unless they are invested and can see how a text applies in their lives. I believe Goggins will do exactly that, allowing us to have deeper, critical conversations and generate authentic writing that practices effective conversational and story-telling skills. This novel is a memoir that chronicles his life beginning in an abusive home and how he overcame adversity to become the first ever Navy SEAL to complete Ranger School and an ultra-runner/extreme athlete. The book is a 'no-frills' authentic account as Goggins tells his story like it is. He emphasizes important life lessons he learned and breaks them into portable principles about hard work, discipline, focus, and resilience. This nonfiction account pairs well with some of the fiction the students will read including *The Martian*, which is an account of resilience and survival. This reading will culminate with a memoir writing assignment that will demonstrate they have learned the elements of memoir and connect thematically with resilience. The book will be the 'mentor text' in the memoir unit where students will use it as a model for writing their own story on an important moment in their life. During the unit, students will learn the structure, style, elements and pillars of the genre, then create their own. This unit will address Common Core Standards in Reading Standards for Literature: Craft and Structure for 11th-12th grade and Text Complexity for 11th and 12th grade. It also addresses all the College and Career Anchor Standards for 11th and 12th grades writing (Standards reference found on the CT Dept of Education website: https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

In selecting this text, it fits with previous taught books like *Extreme Ownership* by Jocko Willink which was brought into the course as an option in 2018. Willink's book is a manual on leadership with lessons taught through his experience as a SEAL Commander. Each chapter is a memoir in itself. In the scope and sequence of the year, the memoir unit would follow and build from *Extreme Ownership*.

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Maintenance

Contact Person: Jim MacFeat

E-mail: jim.macfeat@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000

Fax: (860)749-0113

Capital Item: SES Media Center & Kindergarten Lintels

Proposed Acquisition Date: 7/1/2024

Proposed Acquisition Cost: \$25,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Address and repair sagging lintels in the Somers Elementary School Media Center and in the Kindergarten Classroom Wing.

2. Projected Useful Life.

Projected useful life is 15-20 years.

3. Frequency of Use.

Every day.

4. Repair Costs – stated on the same basis as Useful Life.

This is a repair and any further maintenance could be avoided by completing this project.

5. Price/Quality Analysis.

Best quoted price, with same options.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The ceilings in these spaces will continue to need ongoing patch job repairs if we don't address the larger repair job.

7. Method of Determining Price.

Initial estimate has been provided by Tecton following the SES Feasibility Study that was done during the Summer of 2023. Actual pricing will be determined through a formal RFP process.

Approved by BOS/BOE

_____ Date

Authorization _____

_____ Date

Approved BOF Capital Committee: _____

Chairman

_____ Date

Approved BOF: _____

Chairman

_____ Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Maintenance

Contact Person: Jim MacFeat

E-mail: jim.macfeat@somers.k12.ct.us

Phone: (860)749-2270 Ext. 2000

Fax: (860)749-0113

Capital Item: SES Exterior Window Hardware

Proposed Acquisition Date: 7/1/2024

Proposed Acquisition Cost: \$25,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Address and replace exterior window hardware on 50 windows at Somers Elementary School.

2. Projected Useful Life.

Projected useful life is 15-20 years.

3. Frequency of Use.

Every day.

4. Repair Costs – stated on the same basis as Useful Life.

This is a repair and any further maintenance could be avoided by completing this project.

5. Price/Quality Analysis.

Best quoted price, with same options.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The current window hardware is starting or has already deteriorated. This has lead to difficulty in opening and closing the windows at the elementary school. Considering that we already have an inability to adequately ventilate the building mechanically, improving our ability to manipulate the windows to get air in the building is necessary.

7. Method of Determining Price.

Initial estimate has been provided by Tecton following the SES Feasibility Study that was done during the Summer of 2023. Actual pricing will be determined through a formal RFP process.

Approved by BOS/BOE

_____ Date

Authorization _____

_____ Date

Approved BOF Capital Committee: _____

Chairman

_____ Date

Approved BOF: _____

Chairman

_____ Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Somers High School

Contact Person: David Brown

E-mail: david.brown@somers.k12.ct.us

Phone: (860)749-2270 Ext. 4101

Fax: (860)749-0113

Capital Item: SHS Culinary Arts Refrigeration

Proposed Acquisition Date: 7/1/2024

Proposed Acquisition Cost: \$10,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Based on a health inspection done by the Town's Sanitarian, Andrea Vitrano, the residential refrigerators in the Culinary Arts program at the high school must be removed and replaced with commercial refrigeration.

2. Projected Useful Life.

Projected useful life is 15-20 years.

3. Frequency of Use.

Every school day.

4. Repair Costs – stated on the same basis as Useful Life.

As needed.

5. Price/Quality Analysis.

Best quoted price, with same options.

6. Effect on delivery of service/cost of service if acquisition is delayed.

We will not be able to provide adequate refrigeration with the removal of the residential refrigeration if we don't replace these items. This impacts curriculum.

7. Method of Determining Price.

Initial estimate has been provided by Warehouse Restaurant Supply Store. We will request a quote from at least three vendors or seek a price from a state contract.

Approved by BOS/BOE

_____ Date

Authorization _____

_____ Date

Approved BOF Capital Committee: _____

Chairman

_____ Date

Approved BOF: _____

Chairman

_____ Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Somers Elementary School

Contact Person: Melissa Mucci

E-mail: melissa.mucci@somers.k12.ct.us

Phone: (860)749-2270 Ext. 3105

Fax: (860)749-0113

Capital Item: SES Hallway Cabinets

Proposed Acquisition Date: 7/1/2024

Proposed Acquisition Cost: \$38,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

Enclosed cabinetry throughout the hallways in the Somers Elementary School.

2. Projected Useful Life.

Projected useful life is 15-20 years.

3. Frequency of Use.

Every school day.

4. Repair Costs – stated on the same basis as Useful Life.

As needed.

5. Price/Quality Analysis.

Best quoted price, with same options.

6. Effect on delivery of service/cost of service if acquisition is delayed.

Storage space in classrooms is limited and over the course of a few years, the increase in classroom book libraries has increased significantly, further increasing our need for storage. We are currently storing books on open shelving units in the hallways. The risk of damage to the purchased materials is higher than if they were stored in enclosed cabinetry.

7. Method of Determining Price.

Initial estimate has been provided by a contractor who has built other storage units for the elementary school. A formal RFP will be done.

Approved by BOS/BOE

_____ Date

Authorization _____

_____ Date

Approved BOF Capital Committee: _____

Chairman

_____ Date

Approved BOF: _____

Chairman

_____ Date

**TOWN OF SOMERS
CAPITAL EQUIPMENT / PROJECT REQUEST
TYPE B. ACQUISITION**

GOV'T FUNCTION: Board of Education

Department: Somers Elementary School

Contact Person: Melissa Mucci

E-mail: melissa.mucci@somers.k12.ct.us

Phone: (860)749-2270 Ext. 3105

Fax: (860)749-0113

Capital Item: SES Hallway/Classroom Painting

Proposed Acquisition Date: 7/1/2024

Proposed Acquisition Cost: \$110,000

1. Description of Capital Item with all accessories, spare parts, and warranties.

All classrooms and hallways in SES need to be painted.

2. Projected Useful Life.

Projected useful life is 15-20 years.

3. Frequency of Use.

Every day.

4. Repair Costs – stated on the same basis as Useful Life.

As needed.

5. Price/Quality Analysis.

Best quoted price, with same options.

6. Effect on delivery of service/cost of service if acquisition is delayed.

The current appearance of the interior of the Somers Elementary School needs to have fresh paint. This includes classrooms and hallways. This past summer the custodial staff scrubbed and washed all the surfaces in an effort to clean scuff marks and rust on door frames but the surfaces continue to need attention and an overall update. Continued touch-ups in areas are done as needed but an extensive uplift needs to be completed by a team that we just don't have the staff to do.

7. Method of Determining Price.

Initial estimate has been provided by a contractor who has built other storage units for the elementary school. A formal RFP will be done.

Approved by BOS/BOE

_____ Date

Authorization _____

_____ Date

Approved BOF Capital Committee: _____

Chairman

_____ Date

Approved BOF: _____

Chairman

_____ Date