

Board of Education Regular Meeting

Tuesday, April 25, 2023 7:30 PM

Town Campus Hammonasset Room, 10 Campus Drive , Madison, CT 06443

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Board of Education Student Representatives' Report

Speaker (s): Lucy Fritzingler and Eli Ackerman

IV. Superintendent's Report

Speaker (s): Craig A. Cooke, Ph.D.

IV.A. Student Recognition: Rebecca Wahl

IV.B. School Climate: Social/Emotional Wellness Presentation

V. Board Members' Comments

VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

VII. Board of Selectmen Liaison

Speaker (s): Scott Murphy

VIII. Board Committees / Liaison Updates (Ref. Bylaw #9450)

VIII.A. Curriculum and Student Development

Speaker (s): Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

VIII.B. Facilities Committee

Speaker (s): Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

VIII.C. Finance Committee

Speaker (s): Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

VIII.D. Personnel Committee

Speaker (s): Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

VIII.E. Policy Committee

Speaker (s): Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley

VIII.E.1. Policies for a Second Reading:

VIII.E.1.a. #4241 - Absence of School Staff

VIII.E.1.b. #4300 - Recognition of Service Awards

VIII.F. LEARN Liaison

Speaker (s): Mary Ann

Connelly

VIII.G. Town Marijuana Advisory Committee

Speaker(s): Mary Ann
Connelly

IX. Action Item: Motion to adopt AP US History
textbook *Give Me Liberty*

X. Action Item: Motion to approve the following
World Language textbooks: *Signing Naturally*,
American Sign Language I; *Integrated Chinese I*
Simplified Characters textbook and workbook,
Mandarin I; *Suburani*, Latin I/ Latin II

XI. Action Item: Motion to approve the disposal of
electronic waste.

XII. Action Item: Motion to approve the following
policies: #4241 - Absence of School Staff and
#4300 - Recognition of Service Awards

XIII. Action Item: Motion to approve the
minutes of the April 4, 2023 Board of Education
Meeting (Ref. Bylaw #9540.9)

XIV. Future Agenda Items

XV. Meetings / Dates of Importance (see attached)

XVI. Adjournment

XVII. The Town of Madison does not discriminate
on the basis of disability, and the meeting
facilities are ADA accessible. Individuals who
need assistance are invited to make their needs
known by contacting the Town ADA/Human
Resources Director, Debra Ferrante, at 203-245-
6310 or by email at ferranted@madisonct.org at
least five (5) business days prior to the
meeting.



Climate: Social/Emotional Wellness

Presented to the Board of Education

April 25, 2023

Board of Education Retreat Social/Emotional Priorities

- Dealing with the severity of **anxiety and depression** of students as a crisis.
- Fostering a strong culture of students who promote **inclusion and respectful discourse**.
- Selections of materials and curriculum should promote **alternate perspectives and self-awareness** (upstanders).

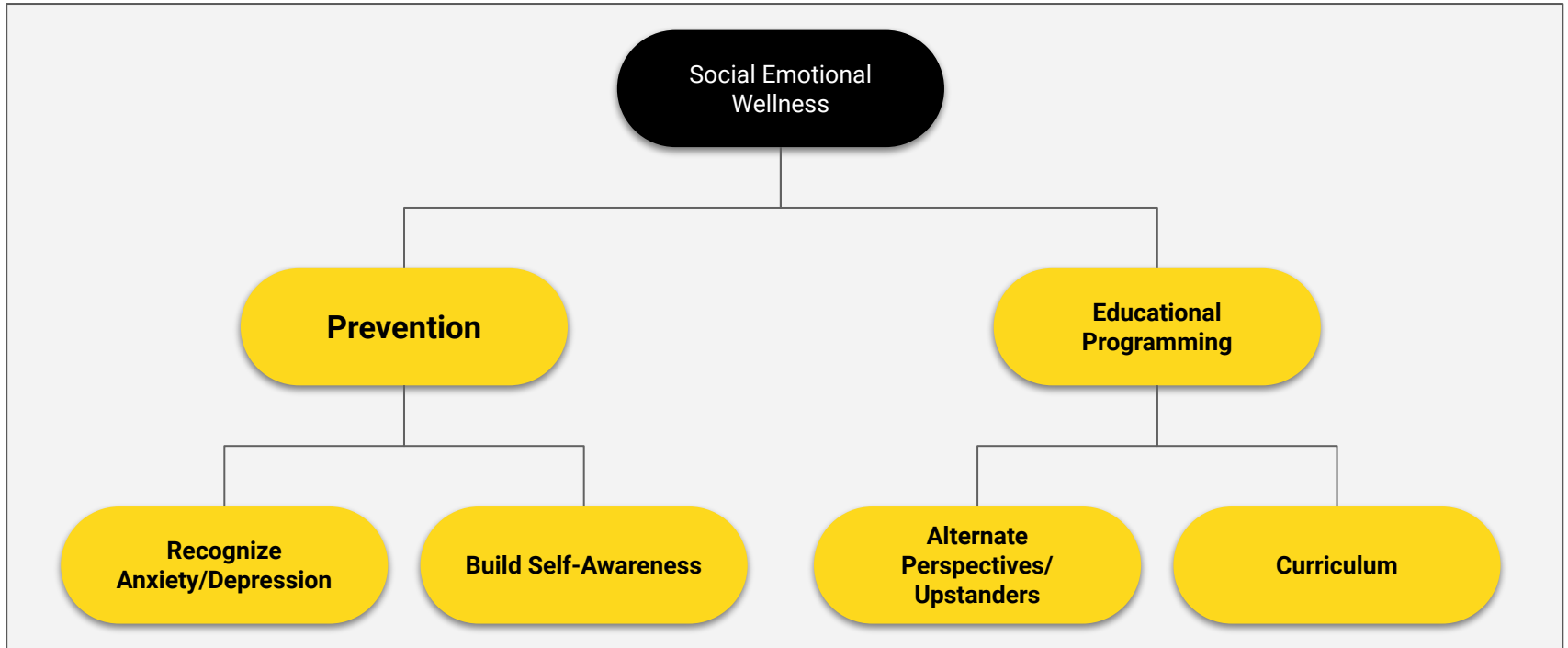
School Development Plans Positive School Cultures

- Diverse, inclusive community focused on **mental health/wellness**.
- Student leadership; **opportunities for diverse student voices**.
- **Equity, agency and opportunity** for students to participate in their education.
- Physically and **emotionally safe schools**.



Social Emotional Health

The ability to understand and manage our emotions and to form social connections and relationships with the world around us.



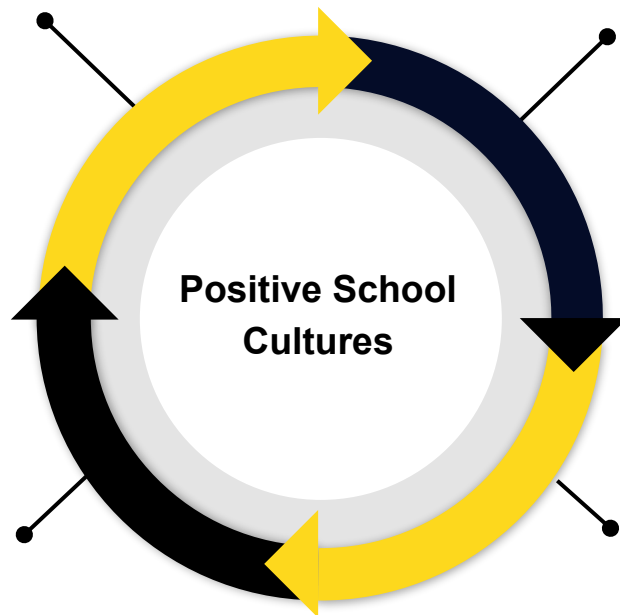
Systemically Supporting Social Emotional Needs

Monitoring Impact

How can we see where our students might continue to struggle with social/emotional needs ?

Prevention Programs

School based programs to support climates of inclusion and welcoming environments for all students to have a safe place to learn?



Staff Development

How can we prepare staff to become our best SEL observers and supporters for our students?

Curriculum/Student Education

What knowledge and skills will support our students in both self-awareness and social responsiveness ?



DISTRICT

The district focus on social/emotional well-being takes a two pronged approach as explained in the visual representations preceding this slide. In June of 2022, all counselors, social workers, health and physical education teachers were provided with 2 full days of training on the new state [Healthy and Balanced Living curriculum framework](#). Madison Youth and Family Services were also included. This set the stage for building an integrated approach for supportive communities for all students.

STAFF DEVELOPMENT

All staff trained in:

- Child-abuse-mandatory-reporting
- Youth suicide awareness and prevention
- Bullying: Recognition & Response
- Human Trafficking Awareness
- Sexual Harassment Staff-to-Staff
- Identification and Prevention Dating Violence
- Conflict Management-Student to Student
- School Violence - Identifying and addressing

Madison Academy Day topics (8 offerings)

- Stress management
- Proactive supports
- Classroom equity
- Welcoming clsrn LGBTQ+
- Art therapy

CURRICULUM

Goals of Wellness Curriculum:

- All K-12 students know the Counselors and Social Workers from lessons to be seen as supports for wellness
- Respect for differences based on self introspection and then grown to peers and alternate perspectives and respect for others
- K-12 writers developed units from their work in district and the needs of Madison students with intentional planning

	K	1	2	3	4	5
Inclusion						
Respect for Differences						
Bullying						
Sexual Harassment						
Suicide						



DISTRICT

The district administrators have engaged in training from Daren Graves (Critical Consciousness) and Rachael Gabriel (Driving Equity through Literacy) during the summer of 2022. The district Diversity, Inclusion and Equity Committee has selected Rydell Harrison for a training series for the administration and faculty during 2023-2025. Several English Learner (EL) special events have been hosted this year to increase contact and supports for EL families and provide inclusive opportunities for all students.

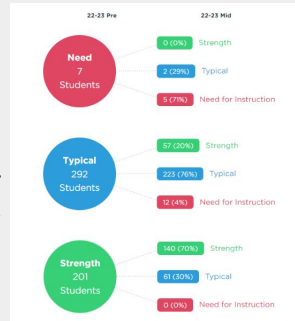
PREVENTION PROGRAMS

Districtwide Programs:

- ALICE response training
- Sandy Hook Promise (curriculum)
- Choose Love (curriculum)
- Responsive Classroom/Advisory/PRIDE
- High Five Ropes course at Polson (training 2023)
- District Nurse Supervisor: increased district supervision and statute provision oversight for mental health
- 4 lessons a yr. for all K-12 students: Counseling/SW
- MS/HS QPR training- Health class (recognizing and reporting suicide)
- School Climate Plans/school specialist meetings/surveys
- SEL District Leadership Team
- Data Visualizations: Early Warning Systems, SST data

MONITORING IMPACT

Self-Awareness
 Self-Management
 Social Awareness
 Relationship Skills
 Goal-Directed Behavior
 Personal Responsibility
 Decision Making
 Optimistic Thinking



	DESSA Mini			Full DESSA	
	Strength	Typical	Need (Flagged for Full DESSA)	Need for Instruction	Typical
Grade 6	56	102	7	3	3
Grade 7	67	95	3	2	1
Grade 8	83	97	3	3	
Total	206	294	13	8	4



JEFFREY

The Jeffrey Leadership Team created and is implementing our 22-23 School Wide Goal:

IF the Jeffrey staff collaboratively engages in an inquiry of how to explicitly teach students the skills of **perseverance and problem solving**, and IF we design learning tasks that give students meaningful opportunities to engage in productive struggle, THEN, students will reflect upon their (academic, social, or emotional) performance, thereby **using a growth mindset to develop and execute a plan to overcome challenges.**

STAFF DEVELOPMENT

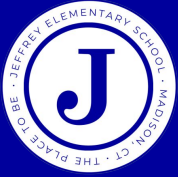
Other Professional Development Provided:

- **Staff Book Clubs** on Perseverance and growth mindset
- **Instructional Rounds** Sessions (3)
 - POP: How are students using perseverance and growth mindset?
 - 20 staff members participating
- Para Training: **Promoting Healthy Struggle**
- **JES Mini-Academy Day** (Nov 8th)
 - *When to “rescue” student thinking*
 - *Exploring the DESSA SEL Lessons*
 - *Handling Student Frustration with DeEscalation Strategies*

CURRICULUM

Jeffrey students are offered **direct instruction in SEL** via the following avenues:

- Daily Responsive Classroom morning meetings
- Daily Responsive Classroom closing circles
- Push-in lessons with the social worker, school counselor, school psychologist, PAL teacher
 - Calming Strategies
 - Zones of Regulation
 - And more
- Collaboration with MYFS: 6 Mindfulness Lessons for each grade level
- NED Growth Mindset Assembly for all grade levels



JEFFREY

Jeffrey School seeks to offer a wide variety of programs and experience to enrich the educational experience of all students. When students are engaged and connected to their school community, they are more likely to feel known and valued. When students feel known and valued, they make larger educational gains.

PREVENTION PROGRAMS

- Unified Sports and Cheerleading Teams
- PTO After School Workshops
- Lunch Bunches
- Buddy Classes; Reading and Math Buddies
- DHHS High 5 Mentoring Program (for 4 students)
- Responsive Classroom “Calm Corners” in all Classrooms
- Student Led Initiatives. EXAMPLE: The 3rd grade, student led, **Kindness Club** implements whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. 2022-2023 examples: Cool to Care Week, three whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches.

MONITORING IMPACT

- SEL SST Meetings held Fridays at 9am
- Monthly Jeffrey Mental Health Team Meetings
- Two DESSA Data Team Meetings (Fall/Winter)- **14 students “flagged” with only 1 SST needing to be scheduled**
- School Climate Survey results
- Trimester Attendance Review
- PLC meetings



RYERSON

Ryerson Elementary School's School Culture and Climate Priorities: At Ryerson Elementary School, we are committed:

- To empower, inform and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion.
- To create a school community where staff and students feel empowered to take academic risks and grow in their reflection of these experiences.

STAFF
DEVELOPMENT

- Ongoing Professional Development on topics such as - Mindfulness, Responsive Classroom, ADHD, Student Developmental Milestones and Zones of Regulation.
- Fall Instructional Rounds - focus on the level of implementation of teacher language and what the next level of PD for all staff will be as it relates to teacher language and Responsive Classroom
- Winter Instructional Rounds - knowing small group instruction provides flexibility and differentiation, the focus was on examining and identifying the next level of work as it relates to small group instruction.
- KHR "Mini-Madison November Academy" - offerings; Teaching Writing in Small Groups, "Working Through It" SEL workshop, and "Struggle for Success" - developing perseverance and an understanding of productive struggle for students.
- March PD - Co-teaching and the Impact of Small Group Instruction in Math and Writing

CURRICULUM


Grade One: Size of the Problem

Students will be provided with four scenarios where they will be asked to identify the size of the problem by coloring the appropriate portion of the scale. Students will be given a color model of the scale for reference but will be expected to use the appropriate color to identify the problem size. Students will be given one scenario that they need to identify the appropriate strategy to repair the harm in the given social scenario.

The Size of the Problem


Name : _____ Date: _____

1. Color the size of the problem with the matching color.



Very	Little	Medium	Big	Major
1	2	3	4	5

2. Color the size of the problem with the matching color.



Very	Little	Medium	Big	Major
1	2	3	4	5



RYERSON

PREVENTION PROGRAMS

MONITORING IMPACT

Ryerson Elementary School's School Culture and Climate Priorities:

At Ryerson Elementary School, we are committed:

- To provide a physically and emotionally safe school for all learners, one where each child and staff members feels like they are known and belong.
- To support student leadership and elevate opportunities to include diverse student voices
- All-School Monthly Assemblies focused on Perseverance, Conflict Resolution, Kindness connected to a common text - books written by Tom Percival
- Ryerson Unified Team Leaders - organize all-school events - World Down Syndrome Day, World Before / After School Workshops for Students - 7 Winter Workshops / 5 Spring Workshops
- Autism Day, Kindness Week, School Spirit Weeks
- Ryerson "Penny Wars" with the outcome of a charitable donation to "Make A Wish"
- Daily Morning Announcements - positive messaging led by Grade 3 Student Leaders
- Peer Buddy Programs - academic and social/emotional (lunch bunch)
- Responsive Classroom- "take a break space", morning meeting, quiet time, closing circle
- Friendsgiving - Paraeducator Appreciation Luncheon provided by the certified staff.
- Peer Buddies / Classroom Buddies
- DESSA results from the FALL and Spring reviewed with teacher and SEL team
- School Climate Survey results - reviewed with leadership team and KHR staff
- Trimester Attendance Review - 3x a year
- Student Support Team Meetings - weekly
- Data/SST meetings - 3x a year
- PLC meetings - weekly
- SEL team meetings - monthly



BROWN

Whole School Read of “The Invisible Thread” with author visit, centered around how one act of kindness can change the trajectory of someone’s life. All students pledged on a paper heart and act of kindness that they will follow through with. Additionally Brown students donated to a food drive to support the Madison Food Pantry and a book drive to support Read to Grow.

PREVENTION PROGRAMS

- Partnership with MYFS and programs offered (2 in school and 2 after school programs)
- Continuation and growth of Unified Sports at Brown (participation continues to increase)
- Brown Unified Team interscholastic event with H-K Middle School
- Brown, Ryerson, Jeffrey Unified event, May 2023
- Lunch Bunches daily including Chess Club at Lunch
- Start with Hello Week (Sandy Hook Promise)
- Arts and Crafts
- Host Girl Scouts
- Spring of 2023 representatives from each Grade 4 Homeroom analyze the student survey data with Mr. Henderson and make recommendations for 23-24.

MONITORING IMPACT

- School Climate Survey results (Students, Parents/Guardians, and Staff)
- Attendance Review (Formally each Trimester. Case by case basis ongoing)
- SST Meetings
- DESSA results from the FALL and Spring
- Student Support Team Meetings
- Data/SST meetings
- PLC meetings



BROWN

Continue classroom school counseling curriculum “Wellness Curriculum”
(The school counselor visits all classrooms in both grades 4 and 5 to discuss stress, friendships, and overall social/emotional health. Four lessons/visits in each grade.)

STAFF DEVELOPMENT

- Continue and refine PAUSE (Patience/Achievement/Understanding/Success/Empathy)
- Review of School Climate Surveys
- Faculty and Staff read and discussion of “An Invisible Thread”
- Social Emotional SST
- Brown presenters at the Madison Academy
- Madison Academy presentation: Travis Lapointe: Motivational Messages Through Stories, Speeches, and Songs:
<https://docs.google.com/presentation/d/1bPNRcl6GgMsnFZe8YPpgVg9FnWdcE1cqwmCNswSb1wc/edit#slide=id.p>

CURRICULUM

Mindfulness:

Students deepen their understanding of who they are, their coping strategies, and their learning styles. Students practice coping strategies for managing their emotions and time as they think about middle school. This unit focuses on students understanding who they are and where they might be headed. Students will explore their preferred strategies for managing the stress of navigating a healthy lifestyle.

My Story so Far... Grade 5, Lesson 4

Procedure: Please think about all three of the inventories we've done together and your own personal coping strategies as you look forward to Poison. You will create 3 goals.

Examples of goals could be:

Friendship Goal: I would like to be a better friend. I am going to work on listening more, reaching out to friends I don't know that well and get to know them better. Asking my friends a question about themselves every day.

Learning Styles Goal: I would like to use more physical strategies when I study for math tests. I will ask my parent to quiz me from my study guide while we are taking a walk. I will chew gum while doing practice problems.

Career Interest Goals: I would like to pursue a career in the NBA. I would like to keep working on my basketball skills at special afterschool and summer clinics. I will talk to my coaches about how to improve and make a plan with them.

Goal Setting Worksheet:

1. Social/Friendship Goal

2. Learning/Academic Goal



A positive environment for students begins with a positive climate for staff, created through several bonding opportunities, self-assessments, and continued PD on concepts like neurodiversity. Social emotional wellness is evident in our curricula, not only in content areas, but in the lessons that our grade-level counselors provide for all students several times throughout the year.

STAFF DEVELOPMENT

- Staff (including paraprofessional training): Neurodiversity, social emotional challenges, middle-school mindset, worry vs. anxiety, executive functioning
- PMT and De-escalation strategies
- Social-emotional SST's
- Reinforcing staff wellness by creating opportunities for staff to bond as a Polson team, and by participating in district-provided wellness programs
- Madison Academy participation
- Review of School Climate Survey results (Students, Parents/Guardians, and Staff)

CURRICULUM

Grade 6 Lunch Bunch(es)

Three lunch groups run every week, including two Social Skills and one "Spa Lunch" that focuses on relaxation and stress relief.

Coming in 23-24 Grade 7

Personal Safety and Boundaries

Understand the ramifications and costs of harassment and bullying. How to stay safe online and in social groups.

Grade 8 Student success plan and Career inventory

- Reflect on strengths and growth areas, align to long-term goals. What are your values? Culminates in Career Day



Prevention programs such as a school-wide pledge of acceptance and the “Game Changers” mentoring program create a positive social and emotional environment early on. And because an initiative is only as good as the reflection and adjustment that follow, we continue to monitor the impact of our programs through formal surveys (DESSA and School Climate Survey) and informal observations from staff and students.

PREVENTION PROGRAMS

- Ropes Course fall 2023
- Reporting programs: See It, Say It, Send It App
- Continued partnership with MYFS ex) School-wide acceptance pledge
- Random Acts of Kindness; Start with Hello
- Game Changers Mentoring Program
- Student Academy - Executive functioning and more!
- Monthly school-wide assemblies build community and offer a common experience for all (Family Feud, Holocaust survivor, Amazing Hero Artist, Author talks)
- Our World Day - student-led celebration of diversity in the world

MONITORING IMPACT

DESSA: 3% show need for instruction in winter screen. Greatest need in Goal-directed behavior, personal responsibility, and self-awareness. Individualized plans in progress

Climate survey results: *Students will stop others from teasing:* 82% yes/sometimes; *Students respect diversity:* 91% yes/sometimes; *There are groups that exclude:* 30%.

EF Survey: Top two greatest self-reported needs by grade level:

- 7&8 - stress tolerance, sustained attention; 6 - organization, stress tolerance
- Counselor groups in progress



DHHS

The DHHS Leadership Team created and is implementing our 22-23 School Wide Goals:

Work with all stakeholders to provide a safe, positive, respectful, and inclusive culture that ensures students and staff feel supported.

To provide a physically and emotionally safe learning environment for all members of the Daniel Hand school community.

STAFF
DEVELOPMENT

- Development of Risk Assessment Protocol for suicidal ideation
- CASEL (Collaborative for Academic, Social and Emotional Learning)
- Revised SST protocols/procedures
- Madison Academy participation
- Review of NEASC Survey Results (Students, Parents/Guardians, and Staff)
- Review of School Climate Survey results (Students, Parents/Guardians, and Staff)
- FBI: Partnering to Prevent School Violence - presentation on May 9, 2023

CURRICULUM

Grade 10: Trusted Peeps and Community Resources

During this unit, students will be compelled to reflect on their well-being, progress toward future plans, and deepen their understanding of self. Students will reflect on and identify how they unwind, destress, or make sense of their stressors and learn strategies to manage their time, and organization to decrease stress in their lives. They will examine whether their approach is helping them both with short-term and long-term impacts on well-being, performance, and relationships.

Self-Reflection

As you consider the people who have supported you during your time at DHHS as you walk the path to adulthood, please reflect on how YOU supported you, as well.

Your email will be recorded when you submit this form

* Required

Throughout the year, I pursued the question of the state of my well-being and progress toward academic and life goals. I did this by collecting, organizing and synthesizing new and prior learning from a variety of sources to determine if the were relevant to helping me achieve my goals. *

1 2 3 4

Not at all Absolutely!

As I pursued the question of the state of my well-being and progress toward *



DHHS

The DHHS Leadership Team created and is implementing our 22-23 School Wide Goals:

- To support student leadership and increase opportunities to include diverse student voices.
- To build equity, agency, and opportunity for all students to actively participate in their education.

PREVENTION PROGRAMS

Advisory / Wellness Wednesday

Weekly Student Support Team (SST) Meetings - Mental Health, Student Review, Intervention PLC

- NEASC Visiting Team Response: the school's current SRBI and student support team have clear guidelines and protocols that identify and support students in need of academic, mental, emotional, and behavioral intervention.

Student Attendance Review (Formally each Trimester. Case by case basis ongoing)

Say Something Week / QPR Training / Securly

35 athletic programs & 60+ school-based clubs/activities

MONITORING IMPACT

NEASC: Commendations

The positive, respectful, and inclusive culture that promotes and supports diversity in identity and thought within the school community.

The robust system and processes that provide interventions to support the learning needs of all students.

The wide variety of support systems provided to students.

Future considerations/needs



JEFFREY

Support of social worker after American Recovery funds are gone 1.0 FTE 2024-2025
NOTE: A Grant application has been submitted for the addition of a school counselor (1) at the elementary level to provide 1 counselor at each building and create a bridge until 2025 and the 4 building model is in place.



RYERSON

Support of social worker after American Recovery funds are gone 1.0 FTE 2024-2025



DHHS

Monitor the frequency of visits to the “Helping Hallway” and the School Counseling Department during lunch waves to determine staffing needs.
Revise and implement Respectful Dialogue initiative throughout the school community.



District

Additional Professional Development half-days

Questions?



Textbook Adoption Request

Subject Area / Course:
 Social Studies/ AP US
 History

Text Replacing: Give Me Liberty

Copyright Date: 2010

Committee Members: (including Special Education representative(s):

- Ben Pelletier
- Laura Stott
- Tom Quirk
- Danielle Fragoso

Reviewed By Students:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Title of Text	ISBN #	Copyright Date
1. <i>Give Me Liberty</i>	978-0-393-69701-8	2020
2.		
3.		

Publisher: 1. W.W. Norton and Company	Address: 500 Fifth Avenue, New York, NY 10110
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Rationale (indicate goals or objectives addressed from curriculum):

The 3rd edition of this text has been an effective teaching tool, and is now no longer going to be supported online. The text is 12 years old - we have found that the students benefit greatly from the E-book, which will no longer be available after this year. We have also seen a great leap in the available review materials in the current 6th edition, including adaptive practice questions. The text is organized in a clear manner, and students find it approachable but appropriately challenging for a text in an AP/ECE course. There are numerous AP exam preparation skills embedded throughout the text, and in the review materials, which will benefit our students greatly as most elect to take the AP exam. The author, Eric Foner, is a leading American historian, widely respected in his field. According to the publisher, this is the top selling AP US History Textbook.

Strengths from a Student Perspective:

(Quotes from students)

- "Foner does an excellent job in writing content that doesn't make me want to put the textbook in the fireplace. It also effectively prepared me for every test/quiz."
- "I like the consistent format, I can count on every chapter being organized the same way."
- "Text size is good. It's easy to read in dim light while trying to cram for a quiz. The color is muted enough to remind you you're reading a textbook, so it's easy on the eyes. The weight is great for anyone who wants to train legs every time they go up the stairs"

- "I thought the content was engaging, and I enjoyed learning about the history in this format."
- "good readability"
- "Easy to read, flows pretty well"
- "Well I guess it engages them as much as it can, the content is engaging, but it's hard for a teenager to sit and read for a few hours."
- Students liked the questions at the end of the chapters and felt like they would be helpful in exam prep: "it's got good test prep questions"
- "Foner has good guiding questions at the top of each page that relate to the content"
-

Limitations from a Student Perspective:

- In comparison to other AP books examined, no specific limitations were given. Students did comment on the length and size of the book but but believed that it was appropriate and no greater than any of the other texts they examined
-

Indicate How You Will Address the Limitations of the Selected Text:

An online version of the book comes with the print version so students will be able to access the book on their computers, meaning they will not have to carry the hardcopy of the book around if they don't want to.

Other Texts Considered	Publishing Company
<i>American History - Connecting to the Past</i>	McGraw - Hill
Henretta's American History	Bedford- Freeman - Worth
Fabric of a Nation	BWF Publishers
The Unfinished Nation	McGraw - Hill

Total Number of Copies	# of Copies	Projected Price Per Copy
80	80	\$115.00

Total Number of Students	# of Students	Grade levels of Students
65-70	65-70	Junior

Ancillary Material Cost; e.g. teacher's edition(s) software. Please provide detail for ancillary materials:

Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
7 years of access to the online materials (first year free)	N/A	\$6.00 per year per student	2,880

Total Projected Cost:

Cost: **\$12,448**

Signatures: _____
 Titles: _____

Please submit to Central Office with a copy of the student text 10 days in advance of projected submission to the Superintendent.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: American History - Connecting to the Past

Author (s): Alan Brinkley

Copyright: 2023 Publisher: McGraw-Hill

Class: AP US/Usman ECE History Grade (s) 11

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

Meeting Curriculum Demands

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course?

yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?

yes

Is the information up to date?

yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?

yes

Teacher comments on Text Content:

Sample provided includes civilit information and a one author narrative style. Though this textbook is still covering out due

ACTIVE READING

SKILLS AND STRATEGIES

IDENTIFYING THE MAIN IDEA

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Is the main idea clearly stated for each paragraph?

Will the main idea be obvious and easy for students to understand?

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

Are explanations adequate?

Are supporting details clear and sufficient in number?

Do charts, pictures, and other graphics support the main idea?

Are graphics appropriately placed within or near the text they illustrate?

Are there special appendices to provide students with additional reference materials?

yes
yes

yes

yes

yes

yes

yes

unknown form
provided materials

Very straightforward & direct, but does not have as many relevant examples.

POST-READING

SKILLS AND STRATEGIES
METACOGNITION

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

No

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills.

Somewhat - show, why - more are "what" questions

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

No

Teacher comments on Post-reading aids:

do not necessarily encourage The questions help to summarize and review but
do not necessarily encourage deeper thinking.

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title <i>Biology</i> Author <i>Holt</i>										
Content	5	5	4							
Organization	4	4	4							
Physical Aspects	4	3	3							
Teachers Edition	n/a	N/A	4							
Presentation of Topics	3	3	3							
Readability	3	4	4							
Applications (Technology Opportunities)	4									
Homework Assignments	3	3	3							
Review Exercises	4	3	3							
Chapter Tests	3	3	3							

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: Fabric of a Nation
Author (s): Stacy and Ellington
Copyright: 2020 Publisher: Bedford and St. Martin's
Class: AP US/World ECE History Grade (s) 11

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES Meeting Curriculum Demands	CRITERIA: QUESTIONS TO ASK ABOUT TEXT	YES/SOMETIMES/NO
	Does the content of this text reflect what you feel are the essential concepts in your course?	yes
	Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?	yes
	Is the information up to date?	yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	yes

Teacher comments on Text Content: AP skills. This text focuses much more than the

- Overemphasis on Exam Prep takes away from historical narrative
and distracts from the content.

ACTIVE READING

SKILLS AND STRATEGIES IDENTIFYING THE MAIN IDEA CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Is the main idea clearly stated for each paragraph?
Will the main idea be obvious and easy for students to understand?
yes
yes
yes

Is the main idea (topic sentence) usually located at the beginning of the paragraph?
yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)
yes

Are explanations adequate?
yes

Are supporting details clear and sufficient in number?
yes

Do charts, pictures, and other graphics support the main idea?
yes

Are graphics appropriately placed within or near the text they illustrate?
yes

Are there special appendices to provide students with additional reference materials?
At practice exam

Spanish + English
Soriano

POST-READING

SKILLS AND STRATEGIES METACOGNITION	CRITERIA: QUESTIONS TO ASK ABOUT TEXT	YES/SOMETIMES/NO
	Are there questions within the chapter to help students check their understanding as they read?	yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	yes
	Do the end-of-chapter questions correlate with the chapter objectives?	yes
	Do the questions at the end of the chapter encourage higher order thinking skills.	yes - very focused on AP skills
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	AP style writing prompts.

Teacher comments on *Post-reading aids*:

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3 (omit)	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title: <i>Fabuc</i> <i>of a Nation</i>										
Content	5	4	4							
Organization	4	4	4							
Physical Aspects	3	3	3							
Teachers Edition	3	N/A	N/A							
Presentation of Topics	3	3	3							
Readability	4	4	4							
Applications (Technology Opportunities)	4	4	4							
Homework Assignments	4	4	3							
Review Exercises	4	5	4							
Chapter Tests	4	4	4							

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: Give Me Liberty 5th AP Edition

Author (s): Eric Foner

Copyright: 2020

Publisher: Norton

Class: AP US / ALMON ECE History

Grade (s) 11

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

Meeting Curriculum Demands

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course?

yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?

yes

Is the information up to date?

yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?

yes

Teacher comments on Text Content:

Seems to be on greater diversity of examples and experiences. Of the changes made to this edition, the focus

ACTIVE READING

SKILLS AND STRATEGIES
IDENTIFYING THE MAIN IDEA

CRITERIA: QUESTIONS TO ASK ABOUT TEXT
Is the main idea clearly stated for each paragraph?

YES/SOMETIMES/NO

Will the main idea be obvious and easy for students to understand?

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

SUPPORTING & REINFORCING
THE MAIN IDEA

Are explanations adequate?

Are supporting details clear and sufficient in number?

Do charts, pictures, and other graphics support the main idea?

Are graphics appropriately placed within or near the text they illustrate?

Are there special appendices to provide students with additional reference materials?

yes - marginal

notes direct students to the main ideas

yes

yes

yes

yes

yes

Sample DBQs
Annotated Student

exchange
Declaration of Independence

Constitution

Gettysburg address

Washington's Farewell

Key Documents

POST-READING

SKILLS AND STRATEGIES

METACOGNITION

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

yes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills.

Sometimes - analyze, compare, support an argument

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on Post-reading aids:

as a book long goal Four after asking to the theme of liberty
to understand the nature of American history.

TEXTBOOK RATING SHEET*

Give Me Libok

Textbook Title	Rate Each Criteria: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Content	5	5	5							
Organization	5	5	5							
Physical Aspects	4	4	5							
Teachers Edition	N/A	N/A	N/A							
Presentation of Topics	5	5	5							
Readability	5	4	5							
Applications (Technology Opportunities)	5	5	4							
Homework Assignments	4	5	4							
Review Exercises	5	5	5							
Chapter Tests	N/A	4	4							

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: Hence the 's America's History

Author (s): Edward's Hinderaker, Self, Hencetta

Copyright: 2021 Publisher: Belford, Freeman and Worth

Class: AP US/Usam ECE History Grade (s) 11

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES	Meeting Curriculum Demands	CRITERIA: QUESTIONS TO ASK ABOUT TEXT	YES/SOMETIMES/NO
		Does the content of this text reflect what you feel are the essential concepts in your course?	yes
		Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?	yes
		Is the information up to date?	yes
		Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	yes

Teacher comments on Text Content: This textbook includes the 2016 elections and Trump Presidency.

ACTIVE READING

SKILLS AND STRATEGIES

IDENTIFYING THE MAIN IDEA

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

yes

Are explanations adequate?

yes
yes

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes

Are graphics appropriately placed within or near the text they illustrate?

Are there special appendices to provide students with additional reference materials?

Sample AP style
questions
Presidential election
results
DBQ's/Samples?
Declaration
Constitution
Gloriang

POST-READING

SKILLS AND STRATEGIES
METACOGNITION

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

yes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills.

yes - very focused on skills required

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes. (For example -

Teacher comments on Post-reading aids:
The textbook focuses on AP exam preparation and skills relevant to that program.

Henretta is good, but heavy focus on AP test which is not the goal for the ECE program - try to balance both.

Connect's material (give periods)

FINISH BS MOVED TO FALLS

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title <i>Horwath's</i> <i>American History</i>										
Content	5	5	(omit)							
Organization	4	4	4							
Physical Aspects	4	4	4							
Teachers Edition	N/A	N/A	N/A							
Presentation of Topics	4	4	5							
Readability	5	4	4							
Applications (Technology Opportunities)	4	4	4							
Homework Assignments	4	4	4							
Review Exercises	5	5	5							
Chapter Tests	4	4	4							

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

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Norton High School Price Quote
 Price quote prepared for:
 Daniel Hand High School
 286 Green Hill Rd, Madison, CT 06443

Prepared on:	11/11/22
Valid until:	12/31/22
Representative:	Kevin Zambrano
Email:	kzambrano@wwnorton.com
Phone number:	(347) 835-2741

Title & Edition	ISBN	Quantity	Unit Cost	Total
<i>Give Me Liberty! 6th AP® Edition</i>	978-0-393-69701-8	80	\$115.00	\$9,200.00
			Print Sub Total	\$9,200.00
			S&H*	\$368.00
			Print Total	\$9,568.00

Digital access

Name of person to receive digital access codes: Laura Stott
 Email address of person to receive digital access codes: harrisonl@madison.k12.ct.us
 Title and edition of book: *Give Me Liberty! 6th AP® Edition*

Digital extended access purchased with print book

ISBN	Digital License Days	Quantity	Number of Years	Unit Cost	Total
978-0-393-44123-9	360	80	1	\$0.00	\$0.00
978-0-393-44123-9	360	80	6	\$36.00	\$2,880.00
			Sub Total # of uses:	560	
			Sub Total		\$2,880.00

Digital Total	\$2,880.00
Total # of uses:	560
ORDER TOTAL**	\$12,448.00

Special Notes to Warehouse:

Instructor Resources

Please note that only classroom sets purchased through W. W. Norton & Company will qualify for complimentary teaching materials and access. Print no-charge items **must** be included on purchase order to ensure delivery. Adopters are eligible to access online instructor resources for the titles purchased. Please contact your Norton representative for access once your order is placed.

Rep Sent	Title	ISBN	Charge
Rep Sent	<i>Give Me Liberty, 6th AP® Edition Desk Copy</i>	978-0-393-69701-8	no charge
Rep Sent	Voices of Freedom 6e Vol. 1 Desk Copy	978-0-393-69691-2	no charge
Rep Sent	Voices of Freedom 6e Vol. 2 Desk Copy	978-0-393-69692-9	no charge
1	AP® Curriculum Planning and Pacing Guide	Downloadable	no charge
1	AP® Test Bank	Downloadable	no charge
1	Historical Thinking Skills Worksheets by John Irish	Downloadable	no charge
1	Instructor's Manual	Downloadable	no charge
1	Lecture Slides	Downloadable	no charge
1	Image Files	Downloadable	no charge
1	Resources for your LMS	Downloadable	no charge
1	StudySpace student site	Online	no charge

Instructor Name(s) and Email(s): Laura Stott, harrisonl@madison.k12.ct.us

For Ordering Information and Frequently Asked Questions, please visit: WWNorton.com/rd/hsordering

*If your school has requested that orders be shipped by FedEx, UPS or any other specified carrier, shipping charges will reflect special fees. Please let us know in advance if this is the case so that we may provide a different shipping quote to you. Otherwise, shipping costs are 4%.

**When you place your order, please supply a copy of your tax exempt certificate. If this is not available, your local and state sales taxes will be added to your final purchase order.

Textbook Adoption Request 2022-23

Subject Area / Course:

World Language / American Sign Language I

Text Replacing: New Textbook

Copyright Date:

Committee Members: (including Special Education representative(s):

Kathleen Ericson, David Brine, Jennifer Aguzzi

Reviewed By Students:

Yes

No

Reviewed by Special Education Teacher(s):

Yes

No

Title of Text

ISBN #

Copyright Date

Signing Naturally

978-1581212105

Jan 1, 2008

Publisher: DawnSignPress

Address: 6130 Nancy Ridge Dr
San Diego, CA 92121-3223

Rationale (indicate goals or objectives addressed from curriculum):

The curriculum of Signing Naturally takes the student through an intuitive progression of language acquisition. Signing Naturally includes clear pictures of people signing. There are some videos that students can see which clearly show signs.

Strengths from a Student Perspective:

The student shared how visual the textbook looks and explains the signs for each picture.

Limitations from a Student Perspective:

Student may think that the text looks outdated. While the material is presented logically and clearly, there needs to be supplementary material to help students to see and interact with the curriculum. To that end, a subscription of ASLDeafined is also being requested.

Indicate How You Will Address the Limitations of the Selected Text:

Teacher will create ancillary materials/powerpoints to enliven the curriculum. ASL Deafined has a number of videos, created by deaf actors, to give students the ability to see other people signing.

Other Texts Considered

American Sign Language, The Green Books

Publishing Company

Gallaudet University

Board Approval Date: _____

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	18	89.95
Special Education Copies	0	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	16/class	9-12
Special Education Student Number	0	

Ancillary Material Cost; e.g. teacher's edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
Signing Naturally, Teacher's Curriculum resource	978-1-58121-207-5	98.95	
ASL Deafined, Online Subscription Service (used for videos + receptive assessments)	https://www.asldeafined.com/	\$12/year for educational use	

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost

Total Projected Cost:

Core Cost	\$ 101.95/student *18 = \$1,835.10 + 98.95 for teacher's copy. + Shipping
Special Education Cost	\$0

Signatures:

 Program Coordinator/Chair of Textbook Adoption Committee

 Special Education Representative

Please submit to Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

Board Approval Date: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Signing Naturally (1-6)

Author(s): Cheri Smith, Ella Mae Lentz, Ken Nikes

Copyright: 2008 Publisher: Dawn Sign Press

Class: American Sign Language 1 Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Meeting Curriculum Demands
Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes / mostly
might not have current slang

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content:
It covers appropriate introductory content.
The text is organized logically.

ACTIVE READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

IDENTIFYING THE MAIN IDEA

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes - objective clearly stated

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

n/a

SUPPORTING & REINFORCING THE MAIN IDEA

Are explanations adequate?

yes

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes

Are graphics appropriately placed within or near the text they illustrate?

yes

Are there special appendices to provide students with additional reference materials?

yes - glossary

Teacher comments on Active Reading:

logically to build on prior skills. Information is broken into pieces that progress

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

yes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes - review activities at end of unit

Do the questions at the end of the chapter encourage higher order thinking skills?

Sometimes - difficult with limited vocabulary but complex thinking is required. group activities are suggested

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes -

Teacher comments on Post-reading:

Our PBA's will be a good complement to extend skills. The text is more concrete.

TEXTBOOK RATING SHEET*

Textbook <i>Signing Naturally</i>		Rate Each Criteria: 1 (low) - 5 (high)									
Title	<i>Erin</i> Reviewer 1	<i>Brink</i> Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Content	5	5									
Organization	4	4									
Physical Aspects	5	5									
Teacher's Edition	5	5									
Presentation of Topics	4	4									
Readability	5	5									
Applications (Technology Opportunities)	4	3									
Homework Assignments	4	4									
Review Exercises	5	4									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: American Sign Language, The Green Books

Author(s): _____

Copyright: _____

Class: ASL 1

Publisher: Gallaudet University

Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Meeting Curriculum Demands

Does the content of this text reflect what you feel are the essential concepts in your course?

yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?

yes

Is the information up to date?

yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?

yes

Teacher comments on Text content:

This text is targeted for university level courses so some of the dialogues are mature for high school

ACTIVE READING

<u>SKILLS AND STRATEGIES</u>	<u>CRITERIA: QUESTIONS TO ASK ABOUT TEXT</u>	<u>YES/SOMETIMES/NO</u>
<u>IDENTIFYING THE MAIN IDEA</u>	Is the main idea clearly stated for each paragraph?	yes
	Will the main idea be obvious and easy for students to understand?	sometimes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	yes - objectives listed
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	n/a
	Are explanations adequate?	yes
<u>SUPPORTING & REINFORCING THE MAIN IDEA</u>	Are supporting details clear and sufficient in number?	yes
	Do charts, pictures, and other graphics support the main idea?	yes
	Are graphics appropriately placed within or near the text they illustrate?	yes
	Are there special appendices to provide students with additional reference materials?	yes

Teacher comments on Active Reading:
for truly novice students. Clear and organized but is too complicated

POST-READING

SKILLS AND STRATEGIES
METACOGNITION

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

yes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills?

sometimes

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on *Post-reading*:

which progresses has rapidly for our population. The content is conversational in nature.

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Title	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
American Sign Language	4	3									
Content	4	3									
Organization	4	4									
Physical Aspects	4	4									
Teacher's Edition	4	4									
Presentation of Topics	4	3									
Readability	3	3									
Applications (Technology Opportunities)	4	4									
Homework Assignments	3	3									
Review Exercises	3	3									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.



6130 Nancy Ridge Drive
 San Diego, CA 92121-3223
 www.dawnsign.com

Voice (858) 625-0600
 VP (858) 768-0428
 Fax (858) 625-2336
 E-mail orders@dawnsign.com

Quote 800420



Quoted 3/30/2023

Expires 4/30/2023

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Madison Public Schls
 10 Campus Dr
 Madison, CT 06443

Ship To

Daniel Hand High Schl
 286 Green Hill Rd
 Madison, CT 06443

Purchase Order	Ship Via	FOB	Reference	Entered By	Terms
	FedExC Ground,	San Diego		JPC 3/30/2023	Net 30

Product	Description	Weight	Ordered	Price	Disc	Amount
1816	SN 1-6 Student Set	41.40	18	89.95	0.00%	\$1,619.10
1810	SN 1-6 Teacher's Curriculum Set	6.80	1	98.95	0.00%	\$98.95
Shipping	Shipping Charges	0.00	1	75.17	0.00%	\$75.17
		Total Weight:	48.20			

Sub-total \$1,793.22

Sales tax

Total \$1,793.22

Textbook Adoption Request 2022-23

Subject Area / Course:

World Language / Latin I / Latin II

Text Replacing: New Textbook

Copyright Date:

Cambridge Latin Course, Units 1 + 2

1998

Committee Members: (including Special Education representative(s))

David Brine, Jennifer Aguzzi

Reviewed By Students:

Yes

No

Reviewed by Special Education Teacher(s):

Yes

No

Title of Text

ISBN #

Copyright Date

Suburani

978-1-912870-02-8

2020

Publisher: Hands Up Education

Address: 133 Bradley Road, Little
Thurlow, CB9 7HZ, UK

Rationale (indicate goals or objectives addressed from curriculum):

The Units are in a logical and progressive order, aligned closely with the current curriculum and goals as approved by the BoE. This textbook would be replacing the Cambridge Textbook, which has fallen out of favor due to its comical depiction of slavery and lack of diversity. Suburani shows the people of Rome, all people of Rome, and does so in a way that makes the voices of others more well known.

Strengths from a Student Perspective:

The pictures and story line are engaging from the very first story.

Limitations from a Student Perspective:

The story starts right away with no warning of vocab or grammatical constructions. A useful thing for students to have in the end, but may be daunting at first. Will need some ancillary materials to help struggling students.

Indicate How You Will Address the Limitations of the Selected Text:

Teacher will create ancillary materials/powerpoints to enliven the curriculum.

Other Texts Considered

Publishing Company

Ecce Romani

Prentice Hall

Cambridge Latin Course

Cambridge University

Jenney, Latin I Course

Prentice Hall

Board Approval Date: _____

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	25	\$75.00
Special Education Copies	0	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	25	9-12
Special Education Student Number	0	

Ancillary Material Cost; e.g. teacher's edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
Suburani Teacher Material	Digital starter pack	\$40.00	40.00

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
N/A			

Total Projected Cost:

Core Cost	$\$75.00 * 25 + 40 = \$1915.00 + \text{shipping}$
Special Education Cost	\$0

Signatures:

 Program Coordinator/Chair of Textbook
 Adoption Committee

 Special Education Representative

Please submit to Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

Board Approval Date: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Suburani Latin Course

Author(s): Handle UP Education

Copyright: 2020

Class: Latin I

Publisher: Handle Up Education

Grade(s): 9-10

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

Meeting Curriculum Demands

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content:

Slightly too fast, but lends itself to more opportunities for C.I., especially in modeling how conversations happen.
Suburani prides itself on its diverse perspectives! The grammar goes

ACTIVE READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

IDENTIFYING THE MAIN IDEA

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

yes

SUPPORTING & REINFORCING THE MAIN IDEA

Are explanations adequate?

yes

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes

Are graphics appropriately placed within or near the text they illustrate?

yes

Are there special appendices to provide students with additional reference materials?

yes

Teacher comments on Active Reading:

main text. Cultural comparisons include diversity, and do not sugar-coat the bad parts of history. Graphics are amazingly detailed and help to bring to life the

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

Sometimes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

sometimes

Do the questions at the end of the chapter encourage higher order thinking skills?

sometimes

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on Post-reading:

helps ensure reading comprehension. The stories include bout - of - the way words which can be great for review, thought could make initial reading frustration

culturally competent side-history along side good summarizing questions

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criteria: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
<i>Subunit 1 Latin Course</i>										
Title		4								
Content	4	4								
Organization	4	5								
Physical Aspects	5	5								
Teacher's Edition	7 N/A	4-digital pack								
Presentation of Topics	4	4								
Readability	5	4								
Applications (Technology Opportunities)	4	4								
Homework Assignments	4	4								
Review Exercises	3	4								
Chapter Tests	N/A	n/a								

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Cambridge Latin Course (Units 1 + 2) [4th Editions]
Author(s): Cambridge University Press
Copyright: Feb 2001 Publisher: Cambridge University Press
Class: Latin 1/2 Grade(s): 9th + 10th

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES Meeting Curriculum Demands CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course? Yes
Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? Yes
Is the information up to date? No
Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? Absolutely not.

Teacher comments on Text content: The historical content is very one-sided toward Roman supremacy, depicts slaves + people of dwarfism in a comical + inappropriate light. The grammar is okay, but goes far slower than I would expect/want per the curriculum 6.5 w.r.t. en

ACTIVE READING

SKILLS AND STRATEGIES IDENTIFYING THE MAIN IDEA CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Is the main idea clearly stated for each paragraph? *yes*

Will the main idea be obvious and easy for students to understand?

Is the main idea (topic sentence) usually located at the beginning of the paragraph? *yes*

Does the rest of the paragraph clearly explain the main Idea? (Remember the students' limited knowledge base.) *yes*

Are explanations adequate? *sometimes*

Are supporting details clear and sufficient in number? *sometimes*

Do charts, pictures, and other graphics support the main idea? *yes*

Are graphics appropriately placed within or near the text they illustrate? *yes*

Are there special appendices to provide students with additional reference materials? *yes*

SUPPORTING & REINFORCING THE MAIN IDEA

Teacher comments on Active Reading:

grammar explanations are nearly consistent, causing a great deal of confusion amongst the students and the need for a lot of ancillary work + material. Cultural explanations are decent, but often over-generalized.

POST-READING

SKILLS AND STRATEGIES
METACOGNITION

CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

*yes for culture, barely for grammar
stories have no comp. q's.*

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

sometimes

Do the end-of-chapter questions correlate with the chapter objectives?

sometimes/no

Do the questions at the end of the chapter encourage higher order thinking skills?

no

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

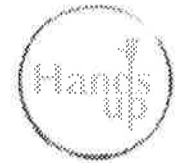
sometimes/no

Teacher comments on Post-reading:

cultural readings, though still limited. The book rarely has any kind of summative activity, except in

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Title	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Cambridge Latin Course	3	3									
Content	3	3									
Organization	4	4									
Physical Aspects	5	4									
Teacher's Edition	3	3									
Presentation of Topics	2	2									
Readability	5	4									
Applications (Technology Opportunities)	3	3									
Homework Assignments	3	3									
Review Exercises	2	3									
Chapter Tests	N/A	n/a									
*The Textbook Rating Sheet can be customized with criteria suitable to the program.											



INVOICE

aguzzij@madison.k12.ct.us

Invoice Date
27 Mar 2023

Invoice Number
INV-3163

Reference
EM20230327JA

Hands Up Education
133-134 Bradley Road
Little Thurlow
Haverhill
CB9 7HZ
UNITED KINGDOM

Description	Quantity	Unit Price	Amount USD
Suburani Book 1 textbook (NA edition) - hardcover	25.00	75.00	1,875.00
Suburani digital starter pack for schools (NA)	1.00	40.00	40.00
Shipping	1.00	112.00	112.00
		Subtotal	2,027.00
		TOTAL NO VAT	0.00
		TOTAL USD	2,027.00

Due Date: 26 Apr 2023

Terms: 30 days

Choose from three ways to pay:

1. Bank transfer: quoting your invoice reference, please send BACS payment to:
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account number: 9600 0000 0001 6357
account type: checking
routing number: 084009519
bank address: Evolve Bank and Trust, 6080 Poplar Ave suite 200, Memphis TN 38119, United States
(Your online payment system may show 'Wise' or 'TransferWise')
2. Check: please make out to "Hands Up Education CIC" and send to the Bradley Road address above.
3. Online: If you are viewing this invoice online you can use the 'pay now' button to pay by debit/credit card or Paypal.

Thank you for your attention.

Please direct any queries to sales@hands-up-education.org



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UNITED KINGDOM

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Amount Due	2,027.00
Due Date	26 Apr 2023

**Amount
Enclosed**

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Textbook Adoption Request 2023-24

Subject Area / Course:

Mandarin 1

Text Replacing:

Ni Hao 1

Copyright Date:

1991-2008

Committee Members: (including Special Education representative(s):

Paul Curran, Xuelian Yan, Jennifer Aguzzi

Reviewed By Students:

Yes

No

Reviewed by Special Education

Yes

No

Teacher(s):

Title of Text

ISBN #

Copyright Date

Integrated Chinese 1
Simplified characters
textbook

978-1-62291-132-5

2017

Integrated Chinese 1
Simplified characters work
book

978-1-62291-136-3

2017

Publisher:

Cheng & Tsui Company

Address:

25 West Street Boston, MA 02111-1213

Rationale (indicate goals or objectives addressed from curriculum):

This textbook is the first text book that is used in the UCONN ECE Honors course. Switching to this text book will better prepare students for the ECE course. Also the text introduces more grammar patterns that allow students expand their knowledge of spoken and written Chinese

The textbook series is published by Cheng & Tsui and is designed for beginners and intermediate learners of Chinese. It covers topics such as Chinese grammar, vocabulary, and Chinese characters, and includes various exercises and activities to help learners practice and reinforce their language skills. The Integrated Chinese textbook series is commonly used in many universities and language schools around the world.

Board Approval Date: _____

Strengths from a Student

Perspective:

Integrated Approach: The text uses the four areas of language acquisition in all lessons. Listening, reading, speaking and writing. The textbook has also adopted the ACTFL Standards for language acquisitions in the text. This allows learners to develop a well-rounded set of language skills.

Multimodal Learning Resources: The textbook provides a variety of learning resources, including audio recordings, video clips, and online resources, to help learners practice and reinforce their language skills.

Cultural emphasis: The textbook includes in each lesson cultural information relevant to the lesson topic. This allows students to gain knowledge about China and Chinese customs in addition to their language study.

Limitations from a Student

Perspective:

Indicate How You Will Address the Limitations of the Selected Text:

Supplement text with teacher generated worksheets, have student role play activities, typing practice that incorporates material from each lesson. Also use Language Lab for student listening and speaking practice.

Individualized Practice: Encourage learners to practice the structure of characters and radicals through writing exercises and flashcards. This will allow them to improve their recognition and recall of characters.

Visual Aids: Use visual aids such as videos and diagrams to help learners understand the structure of characters and radicals. This will help learners to remember and recognize these elements more easily.

Emphasize Learning Goals: Set clear learning goals for each lesson, emphasizing the importance of understanding grammar, radicals, pinyin, and character structure. This will help learners to understand the relevance of these elements in their language learning journey and motivate them to improve their skills in these areas.

Other Texts Considered	Publishing Company
N/A	

Board Approval Date: _____

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	25	67.99
Special Education Copies	N/A	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	25	9-12
Special Education Student Number	N/A	

Ancillary Material Cost; e.g. teacher's edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
Integrated Chinese 1 Simplified characters work book	978-1-62291-136-3	35.99	899.75
Digital Platform for teacher		236.99	236.99

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost

Total Projected Cost:

Core Cost $103.98 * 25 + 236.99$	\$2836.49 + shipping
Special Education Cost	\$

Signatures:

Board Approval Date: _____

Program Coordinator/Chair of Textbook
Representative
Adoption Committee

Special Education

Please submit to the Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

Board Approval Date: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Integrated Chinese 1 (Simplified) 4th Edition

Author(s): Yuehwa Liu and Tao-chung Yao

Copyright: 2017 Publisher: Cheng & Tsui

Class: Mandarin Chinese I Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Meeting Curriculum Demands Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content: Textbook is recently revised and includes characters of different ethnic groups.

ACTIVE READING

SKILLS AND STRATEGIES	CRITERIA: QUESTIONS TO ASK ABOUT TEXT	YES/SOMETIMES/NO
IDENTIFYING THE MAIN IDEA	Is the main idea clearly stated for each paragraph?	yes - lessons are grouped thematically
	Will the main idea be obvious and easy for students to understand?	yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	yes - new vocabulary and grammatical patterns are color-coded
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	yes - spirals previous material
	Are explanations adequate?	yes
	Are supporting details clear and sufficient in number?	yes
	Do charts, pictures, and other graphics support the main idea?	yes
	Are graphics appropriately placed within or near the text they illustrate?	yes
	Are there special appendices to provide students with additional reference materials?	yes vocabulary lists, pygmy, culture, etc.

Teacher comments on Active Reading: Straitforward and direct. Information is delivered logically and spiraled thoughtfully.

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

yes - practice activities are embedded

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes - Learning objectives are clearly stated

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills?

yes | sometimes - some vocabulary - compare/contrast limits H.O.T.

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on Post-reading:

In Mandarin 1 higher-order thinking can be limited by vocabulary structures available to students. This text does a better job than any other I've encountered.

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Integrated Chinese 1											
Title	Paul Curran Reviewer 1	Melissa Van Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Content	5	5									
Organization	5	5									
Physical Aspects	5	5									
Teacher's Edition	5	5									
Presentation of Topics	5	4									
Readability	4	5									
Applications (Technology Opportunities)	5	5									
Homework Assignments	4	4									
Review Exercises	4	4									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Ni Hao 1 (simplified) Introductory level

Author(s): Shumang Fredlein & Paul Fredlein

Copyright: 2008 Publisher: China Soft

Class: Mandarin Chinese 1 Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

Meeting Curriculum Demands

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course?

Sometimes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?

Sometimes

Is the information up to date?

yes / sometimes - some slang not updated

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?

Sometimes

Teacher comments on Text content: Lesson - rigor is limited. Does not grow much more complex from lesson to

ACTIVE READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

IDENTIFYING THE MAIN IDEA

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

sometimes - clear but not learning goals
there is

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

n/a

SUPPORTING & REINFORCING

Are explanations adequate?

yes

THE MAIN IDEA

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes -

Are graphics appropriately placed within or near the text they illustrate?

yes

Are there special appendices to provide students with additional reference materials?

sometimes - limited

Teacher comments on Active Reading:

changes in pedagogy (eg. not connecting to ACFL standards explicitly)
Presentation is outdated relative to recent

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

NO (there are practice activities in a separate book)

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

n/a

Do the end-of-chapter questions correlate with the chapter objectives?

NO

Do the questions at the end of the chapter encourage higher order thinking skills?

NO

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

NO

Teacher comments on Post-reading:

The book is directed more to a middle school audience and is not challenging enough for our students.

TEXTBOOK RATING SHEET*

Textbook Nihao 1		Rate Each Criteria: 1 (low) - 5 (high)									
Title	Reviewer 1 <i>Pavithran</i>	Reviewer 2 <i>Xuelian Yan</i>	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Content	3	3									
Organization	4	4									
Physical Aspects	4	5									
Teacher's Edition	5	5									
Presentation of Topics	4	4									
Readability	<i>5 Easy to read because the language is so simple.</i>										
Applications (Technology Opportunities)	3	3									
Homework Assignments	3	3									
Review Exercises	4	3									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.



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United States

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Client Number

Bill To
Daniel Hand High School
286 Green Hill Rd
Madison CT 06443

Ship To
Jennifer Aguzzi
Daniel Hand High School
World Languages 286 Green Hill Rd
Madison CT 06443
United States

ISBN	Description	Quantity	List Price	Rate	Amount
9781622911356	INTEGRATED CHINESE 1 TEXT/SIMP 4E PB	25		67.99	1,699.75
9781622911363	INTEGRATED CHINESE 1 WKBK/SIMP 4E	25		35.99	899.75
9781622916887-FLT1	INTEGRATED CHINESE 1 SIMP 4E FLUENCYLINK TEACHER 1 YR	1		236.99	236.99

	Subtotal	2,836.49
Shipping Cost (UPS Ground Commercial)		207.96
	Total	\$3,044.45

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21020

Location	Device Type	Make	Model	Serial Number	Notes
Brown	Chromebook	HP	Chromebook 14G4	5CD5523072	
Brown	Chromebook	HP	Chromebook 14aG5	5CD9257X7D	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704M2	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704KG	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704KC	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704PY	
Brown	Chromebook	HP	Chromebook14G5	5CD82704PR	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704BK	
Brown	Chromebook	HP	Chromebook 14 G5	5CD82704QW	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704DK	
Brown	Chromebook	HP	Chromebook 14G5	5CD827049Z	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704CM	
Brown	Chromebook	HP	Chromebook 14G5	5CD82764XLY	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704F1	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704B7	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704P7	
Brown	Chromebook	HP	Chromebook 14G5	5CD8272K99	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704KC	
Brown	Chromebook	HP	Chromebook 14G5	5CD8264XN6	
Brown	Chromebook	HP	Chromebook 14G5	5CD826XMN	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704BR	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704HB	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704M6	
Brown	Chromebook	HP	Chromebook 14G5	5CD827012G	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704TV	
Brown	Chromebook	HP	Chromebook 14G5	5CD827014V	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704BM	
Brown	Chromebook	HP	Chromebook 14G5	5CD9257XDJ	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704LQ	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704RC	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704MH	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704M9	
Brown	Chromebook	HP	Chromebook 14A G5	5CD13259VG	
Brown	Chromebook	HP	Chromebook 14A G5	5CD13259T2	
Brown	Chromebook	HP	Chromebook 14A G5	5CD033J2BR	
Brown	Chromebook	HP	Chromebook 14aG5	5CD033JTJ2	
Brown	Chromebook	HP	Chromebook 14A G5	5CD033JTXH	
Brown	Chromebook	HP	Chromebook 14A G5	5CD033JV43	
Brown	Chromebook	HP	Chromebook 14aG5	5CD0349J66	
Brown	Chromebook	HP	Chromebook 14aG5	5CD033JYBT	
Brown	Chromebook	HP	Chromebook 14 G4	5CD6357HHN	
Brown	Chromebook	HP	Chromebook 14 G5	5CD82704BK	
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Brown	Laptop	HP	EliteBook 850G3	5CG6381HSW	
Brown	Laptop	HP	EliteBook 850 G8	5CG13198K7	
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Brown	mini	HP	HP EliteDesk 800G2	2UA6282J0W	
Brown	Mini	HP	EliteDesk 800G3	8CG7322G63	
Brown	Mini	HP	EliteDesk 800G3	8CG7300JTF	
Brown	Mini	HP	EliteDesk 800G3	8CG7322G78	
Brown	Mini	HP	EliteDesk 800G3	8CG7322G72	
Brown	Mini	HP	EliteDesk 800G3	8CG7322G6H	
Brown	AC Adapters				Qty 293
Brown	Battery	APC	BK500	4B1108P22797	
Brown	Blue Tip Adapters				Qty 100
Brown	FAX	Brother	FAX-2940	U63315J2J36957	
Brown	Monitors	HP	HP 1740		Qty 1
Brown	Printer	HP	Color Laser Jet CP4525	JPBC9D32QL	
brown	Printer	HP	LaserJet 4200n	USDNL12443	
Brown	Printer	hp	LaserJet M604	CNCDK4S081	
Brown	Printer	HP	LaserJet P2015dn	CNBS62921	
Brown	Projector	Optoma		Q703707AAAAAC0187	
Brown	projector			FPE8303AAAAAAD0494	
Brown	projector			FPE8336AAAAAA0219	
Brown	projector			FPE8336AAAAAA0224	
Brown	projector			FPE8337AAAAAA0120	
Brown	projector			FPE8343AAAAAA0237	

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Brown	projector			FPE8416AAAAAA0452	
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Brown	projector			Q7D0941AAAAA0036	
Brown	projector			Q7DQ941AAAAAC0072	
Brown	projector			Q7DQ960AAAAAC0090	
Brown	projector			Q8FJ227AAAAAC0021	
Brown	projector			QE369AAAAAC0037	
Brown	Projector			Q7DQ901AAAAAC0930	
Brown	UPS	APC	Smart-UPS 1500	AS1219224744	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD13259S6	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704L3	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD033F02W	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704RQ	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD9257Y7W	
DHHS	Chromebook	HP	Chromebook 14 G4	5CD6095CDM	
DHHS	Chromebook	HP	Chromebook 14 G4	5CD7253TX1	
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DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704ST	
DHHS	Chromebook	HP	Chromebook 14 G4	5CD6357HJ0	
DHHS	Chromebook	HP	Chromebook 14 G4	5CD6095CDN	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD127BNW6	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704N7	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD13259YJ	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704C7	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704HN	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD033JTZC	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD033JTYR	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD9257Y10	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD827014Y	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704FZ	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD033JS9V	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704K0	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704N0	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD127BP2X	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD9257WL1	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD82704C9	
DHHS	Chromebook	HP	Chromebook 14 G7	5CD2255V1V	
DHHS	Chromebook	HP	Chromebook 14 G7	5CD2255V1W	
DHHS	Chromebook	HP	Chromebook 14 G7	5CD2255TYW	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD0349HR2	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD033JTH9	
DHHS	Chromebook	HP	Chromebook 14 G5	5CD033JV0V	
DHHS	Chromebook	HP	Chromebook 14 G7	5CD2214XCV	
DHHS	Chromebook	HP	Chromebook 14 G7	5CD2255V3B	
DHHS	Mini	HP	EliteDesk 800 G3	8CG82641TX	
DHHS	Mini	HP	EliteDesk 800 G2	2UA6282J1N	
DHHS	Display	HP	E202 Monitor	3CQ6150Y1Z	
DHHS	Display	HP	L1750	3CQ8220GT6	
DHHS	Display	HP	E202 Monitor	3CQ6150Y2V	
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