

Somers Board of Education Meeting

Monday, November 27, 2023 7:00 PM

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

- 1. **CALL TO ORDER**
- 2. **PLEDGE OF ALLEGIANCE**
- 3. **ELECTION OF OFFICERS**
Superintendent Galloway will begin by opening nominations for BOE Chair.
- 4. **APPROVAL OF MINUTES**
 - 1. Approval of the November 13, 2023 BOE Minutes 3
The Board to review and approve the minutes from November 13, 2023.
- 5. **ADMINISTRATIVE REPORTS**
 - 1. Superintendent Update
 - 2. SHS Student Representatives' Report
Jake Breton, Kinsey Loupe, and Emma Ciccicarella, Grade 11 students, will update the BOE on SHS events.
- 6. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**
- 7. **CONSENT AGENDA**
 - 1. Warrant of November 27, 2023 9
The Board to review and consent to the warrant of November 27, 2023.
 - 2. Resignation
Makenna Tucker, SES PreK Paraeducator, will be resigning effective February 15, 2024.
 - 3. 2nd Posting DBS Code 2400.1 - Superintendent Evaluation 12
 - 4. 2nd Posting DBS Code 4118.11 - Discrimination 14
 - 5. 2nd Posting DBS Code 6159 - Instruction - Individualized Education Program /
Special Education Program 17
 - 6. 2nd Posting DBS Code 5145.15 - Students - Directory Information 27
- 8. **OLD BUSINESS**
- 9. **NEW BUSINESS**
 - 1. 2024 Washington D.C. Trip 29
Mr. Phil Goduti, SHS History Teacher, will present the 2024 Washington D.C. trip to the Board.
 - 2. 1st Posting DBS Code 1230 - Booster Club 31
 - 3. 1st Posting DBS Code 1312 - Public Complaints 34
 - 4. 1st Posting DBS Code 3541.32 - Special Transportation for School-Related Trips 35
 - 5. 1st Posting New Course Proposal - Percussion Ensemble 37
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
 - 6. 1st Posting New Course Proposal - Traditional Crafts in Modern Times 39
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
 - 7. 1st Posting New Course Proposal - Life Skills/Transition 43
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
 - 8. 1st Posting New Course Proposal - Film Studies / Visual Literacy 46
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
 - 9. 1st Posting New Course Proposal - Architectural Design 2 51
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.

10. 1st Posting Major Modification to Existing Course - ECE / AP Physics 54
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
11. 1st Posting Major Modification to Existing Course - Yearbook Team 62
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
12. 1st Posting New Novel Request - "Can't Hurt Me" by David Goggins 64
Dina Senecal, Senior Director of Curriculum and Instructional Operations, will be available to answer any questions.
10. **COMMITTEE REPORTS**
1. Curriculum
 2. Policy
 3. Planning/Finance
 4. Salary & Negotiations
11. **CABE/CREC/State Dept. of Ed./SEF**
12. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**
13. **EXECUTIVE SESSION**
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.
14. **ADJOURNMENT**

Somers Board of Education Regular Meeting
Somers Board of Education Chambers
Monday, November 13, 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, Krista Cherry, Dr. Ed DePeau, JT Galloway, Shane Manning, Jan Martin, Kim Radziewicz, Carl Stebbins

Others: Dr. Sam Galloway, Dina Senecal, Stephanie Levin, Melissa Zelek, Derek Zelek

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

3. AWARDS AND RECOGNITION

3.1. Krista Cherry, BOE Secretary

Rationale: Dr. Galloway and the Board of Education to recognize Krista Cherry for her four years of service to Somers Board of Education.

Discussion: Chair Kirkpatrick recognized Board Member Krista Cherry for her service to the Somers Board of Education. Krista has worked with 3 Superintendents, participated in negotiations for 8 different contracts, and helped review, revise and adopt 67 policies during her 4 years of service. She also served as the CREC representative and Board Secretary. Chair Kirkpatrick presented a gift on behalf of the Board. Superintendent Galloway expressed his appreciation for Krista's service and the great work she has done for Somers. Krista expressed her appreciation for the opportunity to serve on the Board.

3.2. Bob Hall, Technical Volunteer

Rationale: Dr. Galloway and the Board of Education to recognize Bob Hall for his years of technical service and support to the music and arts programs.

Discussion: Superintendent Galloway recognized Bob Hall and the impact Bob has had on Somers through his support of the music and arts program over many years. Bob traveled hours to support a recent high school production to be sure the performance went off flawlessly. His dedication, time, and effort are appreciated. Superintendent Galloway presented a plaque that will be given to Bob on Thursday for his years of technical service and support to the SPS music and arts programs.

4. APPROVAL OF MINUTES

4.1. Approval of the October 23, 2023 BOE Minutes

Rationale: The Board to review and approve the minutes from October 23, 2023.

Motion to approve minutes of 10/23 Board of Education Meeting. This motion, made by Jan Martin and seconded by Kim Radziewicz, Carried. **Yea: 9, Nay: 0**

4.2. Approval of the October 23, 2023 Special BOE Minutes

Rationale: The Board to review and approve the minutes from the Special BOE meeting on October 23, 2023.

Upon recommendation by Attorney Jessica Ritter, no action was needed on this agenda item.

5. ADMINISTRATIVE REPORTS

5.1. Superintendent Update

Discussion: Superintendent Galloway reported that MBA was removed from the State of Connecticut focus school list. Schools are identified as focus schools if there is a disparity among students and can only be removed from this list after two consecutive years of growth. Due to Covid, standardized tests were not administered, therefore MBA could not show two years of growth. This was the first year that it was possible for MBA to be removed from the focus school list.

Superintendent Galloway shared his 5 goals for the year based on the 9 indicators of excellent schools. The overarching goal is to understand what is happening in SPS classrooms in order to know how to advocate for district needs. The goals include:

- Be approachable to students
- Implement an Advisory Evaluation Plan to properly evaluate and support teachers and leaders using best practices
- Create Professional Learning Communities (PLCs) through which teachers can gain support and resources to work toward continuous improvement
- Advocate for the community and parents, including updating the district website and adjusting based on parent feedback regarding the website functionality
- Create the Somers Coherence Framework to codify the direction of the district and identify areas of focus for school leaders

5.2. Veterans' Day Report

Rationale: Superintendent Galloway will update the BOE on the Veterans' Day events.

Discussion: Veterans' Day recognition activities were recapped. Activities included an assembly with guest speakers at SHS, singing and interactive activities at MBA, student-created artwork to honor veterans and an assembly starring a live eagle at SES. Parents and community members were in attendance, and activities were enjoyed by all.

5.3. Standardized Assessment Data Summary - 2023

Rationale: Dina Senecal, Senior Director of Curriculum and Instructional Operations, will present the findings to the BOE.

Discussion: Dina Senecal presented the Annual Standardized Assessment Data Summary. The summary included data from all standardized tests from the 2023 school year, including SBAC (Grades 3-8), NGSS (Grades 5, 8, 11) and SAT. It is difficult to compare data from the last few years due to the impact of Covid on standardized testing and variations in learning models in 2020 and 2021. All data was compiled from EdSight.

SBAC Math and ELA scores and NGSS scores were all above the state percentages. The goal in Somers is for 70% of students to achieve level 3 or 4 on a 4-point scale. An overall trend of improvement was shown. A discussion regarding Somers placement within DRG C ensued, including commentary on practices used in DRGs A and B that may result in higher test scores.

SBAC scores of level 3 or 4 in Math for grades 3-8 are at 53.5% and 62.5% for ELA. District leaders and teachers are looking at what is being done in other DRG C classrooms and at the curricular level. NGSS scores at level 3 and 4 are at 62%.

The SAT is open to all enrolled juniors. There was a participation rate of 95%. Somers students scored above the state average in 2023. This has traditionally been true, however average scores from 2017-2023 have declined, perhaps due to the shift to a fully digital assessment.

AP assessment data was also discussed. 82% of students taking an AP exam in 2023 scored a 3 or higher. A score of 3 or higher is necessary for AP credit at most colleges and universities. In 2023, 72 SHS students took AP classes and 125 AP exams were administered.

Superintendent Galloway reinforced the importance of the connection between the elementary and middle schools feeding students to the high school that are well-equipped to achieve at high levels. The need to stay engaged with students throughout the school year and ways to identify talent and engage more students in AP coursework were discussed. This process is currently fostered by looking at middle school screeners and test scores.

Discussion regarding how to move kids from one level on assessments to the next

ensued. Strategies include the use of universal screeners, assessment data, and iReady diagnostic data. The addition of interventionists and coaches has had a positive impact on the level of support for teachers and students to target specific areas of growth and remediation. This data along with the delivery of high-quality instruction from teachers, coaches and interventionists will support continued growth on standardized assessments.

Discussion ensued about specific pockets of lower test scores and possible explanations. Teacher turnover during the past few years may have had an impact on scores, as there were 47 new hires since 2020.

A Board member noted the increased communication with parents through the intervention system with the addition of tutors to support students. Parent Information Nights were also noted as helpful to parents.

Overall the Board was pleased with the direction the district is headed in regard to curriculum, instruction and standardized test scores.

5.4. Monthly Budget Report

Rationale: Stephanie Levin, Director of Business Services, will update the BOE on the monthly budget.

Discussion: Stephanie Levin presented the October budget report. There were no unexpected changes. There were two paraeducator vacancies in October. One vacancy has been filled and the other should be filled by Thanksgiving. There is also a budget transfer for the change from the Data Specialist role to the Interim Director of Technology. A custodial position is open and being filled by substitute custodians at this time.

There was a significant change from last month in the insurance and benefits category. In 2021-22 there was a teacher who was not renewed by SPS. This teacher worked in another district for one year, but was not hired for the 2023-24 school year and is therefore eligible to collect unemployment for at least an additional 18 months. If a job is obtained by this individual, SPS will no longer be responsible for the unemployment payout.

The December budget report will reflect a change in Special Education tuition due to an outplacement.

6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

7. CONSENT AGENDA

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

7.1. Warrant of November 13, 2023

Rationale: The Board to review and consent to the warrant of November 13, 2023.

7.2. Resignation

Rationale: Amanda Carabine, SES Paraeducator, is resigning with her last day being November 10, 2023. Amanda has served SPS for two years.

7.3. Leave of Absence

Rationale: Amanda Morrisino, MBA Math Interventionist, will be taking a leave of absence on approximately February 9, 2024 through the end of the school year.

7.4. Retirement

Rationale: Mary Jane Russell, Grade 2 Teacher, will be retiring at the end of the 2023-2024 school year after 38 years of service at Somers Public Schools.

8. OLD BUSINESS

8.1. 2nd Posting of Five-Year Capital Improvement Plan (CIP)

Rationale: The Board to approve the Five-Year Capital Improvement Plan (CIP).

Motion to Approve Five-Year Capital Improvement Plan. This motion, made by Kim Radziewicz and seconded by Krista Cherry, Carried. **Yea: 9, Nay: 0**

9. NEW BUSINESS

9.1. 1st Posting DBS Code 2400.1 - Superintendent Evaluation

9.2. 1st Posting DBS Code 4118.11 -- Discrimination

9.3. 1st Posting DBS Code 6159 - Instruction - Individualized Education Program / Special Education Program

9.4. 1st Posting DBS Code 5145.15 - Students - Directory Information

10. COMMITTEE REPORTS

10.1. Curriculum

Discussion: This committee met on 11/13 and discussed the first warning of several new courses and modifications. The next meeting will be held on 1/22/24 at 6pm.

10.2. Policy

Discussion: This committee met on 11/13/23 and will have 3 policies for review at the next meeting.

10.3. Planning/Finance

Discussion: This committee met on 11/13/23 to discuss audit and budget transfers. The next two meetings to discuss the 2025 budget are scheduled for 12/4/23 and 12/18/23 at 6:30pm.

10.4. Salary & Negotiations

Discussion: This committee met with two bargaining groups. Tentative agreements with teachers and administrators were reached.

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

Discussion: The next CREC meeting will be held on 12/15/23. Board members will be in attendance at the CABE Convention on 11/17/23. A CABE workshop for new board members is available for registration.

12. AUDIENCE TO CITIZENS/STAFF/STUDENTS

13. ADJOURNMENT

Motion to adjourn the meeting. This motion, made by Krista Cherry and seconded by Jan Martin, Carried. **Yea: 9, Nay: 0**

Krista Cherry, BOE Secretary

Date

Jenna McDermott, BOE Recording Secretary

SOMERS BOARD OF EDUCATION VOUCHER

Voucher No: 1056

Voucher Date: 11/27/2023

Prepared By:

R Bergamini

Printed: 11/21/2023 07:41:27 AM

SOMERS BOARD OF EDUCATION is hereby authorized to draw warrants against SOMERS BOARD OF EDUCATION funds for the sum of \$144,149.76 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	\$144,149.76
30	ACTIVITY	\$0.00
		<hr/>
		\$144,149.76

Somers Board of Education

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE AP CASH 1918032563

From Date: 11/27/2023
From Check: 24204
From Voucher: 1056

To Date: 11/27/2023
To Check: 24243
To Voucher: 1056

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24204	11/27/2023	Adelbrook Inc	\$45,507.50	1056	Printed	Expense	<input type="checkbox"/>		
24205	11/27/2023	Alarm New England-Sonitrol	\$319.00	1056	Printed	Expense	<input type="checkbox"/>		
24206	11/27/2023	Amazon Capital Services	\$2,744.60	1056	Printed	Expense	<input type="checkbox"/>		
24207	11/27/2023	Angeloni Refrigeration, LLC	\$601.82	1056	Printed	Expense	<input type="checkbox"/>		
24208	11/27/2023	Auto Tek LLC	\$89.95	1056	Printed	Expense	<input type="checkbox"/>		
24209	11/27/2023	Awards & More	\$147.00	1056	Printed	Expense	<input type="checkbox"/>		
24210	11/27/2023	Boys & Girls Village, Inc.	\$27,540.00	1056	Printed	Expense	<input type="checkbox"/>		
24211	11/27/2023	BSN Sports LLC	\$4,163.50	1056	Printed	Expense	<input type="checkbox"/>		
24212	11/27/2023	COX Business	\$86.88	1056	Printed	Expense	<input type="checkbox"/>		
24213	11/27/2023	Creative Language Class	\$88.93	1056	Printed	Expense	<input type="checkbox"/>		
24214	11/27/2023	DG Graphics	\$420.00	1056	Printed	Expense	<input type="checkbox"/>		
24215	11/27/2023	First Student, Inc	\$5,700.22	1056	Printed	Expense	<input type="checkbox"/>		
24216	11/27/2023	Fletcher Sewer & Drain, Inc	\$275.00	1056	Printed	Expense	<input type="checkbox"/>		
24217	11/27/2023	Frontier Communications	\$568.92	1056	Printed	Expense	<input type="checkbox"/>		
24218	11/27/2023	Global Industrial	\$407.47	1056	Printed	Expense	<input type="checkbox"/>		
24219	11/27/2023	Hartford HealthCare Corporation SBO	\$9,460.00	1056	Printed	Expense	<input type="checkbox"/>		
24220	11/27/2023	Holly N Vaughn	\$32.75	1056	Printed	Expense	<input type="checkbox"/>		
24221	11/27/2023	Home Depot Credit Services	\$39.83	1056	Printed	Expense	<input type="checkbox"/>		
24222	11/27/2023	Hudl	\$9,050.00	1056	Printed	Expense	<input type="checkbox"/>		
24223	11/27/2023	ID Shop, Inc	\$495.84	1056	Printed	Expense	<input type="checkbox"/>		
24224	11/27/2023	Intensive Education Academy, Inc.	\$11,834.86	1056	Printed	Expense	<input type="checkbox"/>		
24225	11/27/2023	IVEY Industries	\$198.82	1056	Printed	Expense	<input type="checkbox"/>		
24226	11/27/2023	K&S Distributors	\$796.65	1056	Printed	Expense	<input type="checkbox"/>		
24227	11/27/2023	Ken McCarthy	\$374.66	1056	Printed	Expense	<input type="checkbox"/>		

Somers Board of Education

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From Date: 11/27/2023
 From Check: 24204
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To Date: 11/27/2023
 To Check: 24243
 To Voucher: 1056

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
24228	11/27/2023	MagnaKleen Services	\$108.61	1056	Printed	Expense	<input type="checkbox"/>		
24229	11/27/2023	Mary Steidler	\$32.75	1056	Printed	Expense	<input type="checkbox"/>		
24230	11/27/2023	Monica Willemain	\$88.43	1056	Printed	Expense	<input type="checkbox"/>		
24231	11/27/2023	Mroczko, Christopher	\$393.89	1056	Printed	Expense	<input type="checkbox"/>		
24232	11/27/2023	NASSP	\$250.00	1056	Printed	Expense	<input type="checkbox"/>		
24233	11/27/2023	Shipman & Goodman, LLP	\$5,985.50	1056	Printed	Expense	<input type="checkbox"/>		
24234	11/27/2023	Silktown Roofing	\$408.70	1056	Printed	Expense	<input type="checkbox"/>		
24235	11/27/2023	Somers Public Schools	\$225.88	1056	Printed	Expense	<input type="checkbox"/>		
24236	11/27/2023	State of Connecticut	\$240.00	1056	Printed	Expense	<input type="checkbox"/>		
24237	11/27/2023	The Home Depot Pro	\$371.69	1056	Printed	Expense	<input type="checkbox"/>		
24238	11/27/2023	Therapro, Inc.	\$187.00	1056	Printed	Expense	<input type="checkbox"/>		
24239	11/27/2023	TPC Associates, Inc	\$965.60	1056	Printed	Expense	<input type="checkbox"/>		
24240	11/27/2023	USA Waste and Recycling	\$1,733.20	1056	Printed	Expense	<input type="checkbox"/>		
24241	11/27/2023	W.B. Mason Co., Inc.	\$11,984.02	1056	Printed	Expense	<input type="checkbox"/>		
24242	11/27/2023	West Hartford Lock Co. LLC	\$160.00	1056	Printed	Expense	<input type="checkbox"/>		
24243	11/27/2023	William H Sadlier, Inc.	\$70.29	1056	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$144,149.76

End of Report

Evaluation of the Superintendent

Through evaluation of the superintendent, the board will strive to accomplish the following:

1. Clarify for the superintendent his role in the school system as seen by the board.
2. Clarify for all board members the role of the superintendent in the light of his job description and the immediate priorities among his responsibilities as agreed upon by the board and the superintendent.
3. Develop harmonious working relationships between the board and the superintendent.
4. Provide effective administrative leadership for the school system.
5. Promote the professional improvement and growth of the superintendent, thus bringing about an improvement of his overall performance.
6. Provide a definite record of satisfactory or unsatisfactory semi-annual evaluations of the superintendent for both the protection of the superintendent from hasty or unjust criticism and, if necessary, to give the superintendent adequate opportunity for improvement.
7. Provide a systematic method of informing the superintendent who, because of a lack of ability or desire to make the necessary professional growth, will be dismissed.

Evaluation Format:

The board shall evaluate and assess the performance of the superintendent twice annually. The evaluations shall be completed as of ~~December 30~~ January 30 and June 30 of each year. The evaluation and assessment shall be reasonably related to the goals and objectives of the district for the year in question. The evaluation format shall be reasonably objective and shall contain at least the following criteria: Board of Education interactions, educational leadership, community/public relations, organizational management, human resources management, and personal qualities.

The board shall meet annually and discuss the evaluation format with the superintendent and attempt in good faith to agree on the development and adoption of a mutually agreeable evaluation format.

Evaluation Process Timeline

~~1st Board Meeting in September:~~ In November: Superintendent submits finalized goals for current school year.

~~By December 30:~~ By January 30: Board provides a verbal informal progress review with the superintendent.

Second Board Meeting in May: Board meets in executive session to discuss end of the year evaluation based on ~~domains set forth in this policy~~ the goals of the superintendent and the

format developed by the Board. Board Chair and Vice Chair ~~compiles~~ compile information to generate end of the year written evaluation

~~First Board Meeting in June:~~ Prior to Second Meeting in June: The Superintendent submits to the Chair and Vice Chair a proposed compensation package.

Second Board Meeting in June: The Board meets with the Superintendent to review the evaluation. The Board votes on Superintendent's compensation package.

Negotiations with the superintendent are to be completed by June 30th.

Adopted: January 26, 1987

Revised: November 23, 1998

Revised: June 25, 2018

PERSONNEL - CERTIFICATED/NON-CERTIFICATED

Nondiscrimination:

The conditions or privileges of employment in this school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, sex, sexual orientation, gender identity or expression, national origin, marital status, national origin, ancestry, physical disability, present or past history of mental disorder, developmental disability, [status as a victim of domestic violence](#), pregnancy or age. Veteran status, or genetic information, except in the case of occupational qualification. The Board of Education seeks to extend the advantages of public education with full equality of educational opportunity to all pupils and personnel. Neither the Board nor any employee, nor any other person may aid or compel the performance of an unfair labor practice as defined by law. For purposes of this policy, genetic information means the information about genes, gene products or inherited characteristics that may derive from an individual or family members.

[“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.](#)

The District recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee's age, date of birth, dates of attendance at or date of graduation from an educational institution on an initial employment application, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is required to comply with any provision of state or federal law.

Harassment:

No member of the Board or any agent of the Board or any agent of any employee organization may harass any employee or person seeking employment or any member on the basis of sex. " Sexual harassment is defined in Conn. Gen. Stat. §[46a-60\(b\)\(8\)](#) as any unwelcome sexual advances or request for sexual favors or any conduct of a sexual nature when: (A) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (B) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or, (C) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Discipline:

No employee will be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause.

Association Membership:

No employee shall suffer any professional disadvantage by reason of the employee's membership in an employee association or participation in its lawful activities.

Grievances:

No employee, employee association representative, member of any employee organization or any other participant in a grievance procedure shall suffer reprisals in any way or suffer any professional disadvantage by reason of his/her being opposed to any unfair labor practices or because of participation in the processing of any grievance. The Superintendent will provide procedures for alleged violations of Board policies, administrative regulations, Title IX, the Equal Educational Opportunity Act and school district operations in general when not otherwise covered in employee organization agreements.

Cross Reference in Manual: 0521, 4111, 4211, 4135, 4234.4

Legal Reference: Connecticut General Statutes

31-127 Procedure

31-127a Injunctive powers

31-128 Enforcement of orders. Appeals

Title VII Civil Rights Act as amended by Title IX

Equal Employment Act.

80-285 An Act Concerning Harassment As An Unfair

Employment Practice.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.

Age Discrimination in Employment Act, 29 U.S.C. § 621

Americans with Disabilities Act, 42 U.S.C. § 12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L. 110 233, 42 USC 2000ff; 34 CFR 1635

Connecticut General Statutes

10-153 Discrimination on basis of marital status

46a-51 Definitions (as amended by PA 17-127)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

46a-60 Connecticut Fair Employment Practices Act (as amended by PA 17-127)

46a-81a Discrimination on basis of sexual orientation: Definitions

46a-81c Sexual orientation discrimination: Employment.

Public Act 11-55, An Act Concerning Discrimination.

Adopted: May 11, 1981

Revised: May 27, 2008

July 9, 2009

March 12, 2018

September 28, 2020

March 14, 2022

A mandated policy.....

Instruction

Individualized Education Program/Special Education Program

~~Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

Instruction

Individualized Education Program/Special Education Program (IEP)

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

Instruction

Individualized Education Program/Special Education Program (continued)

Alternate Assessments (continued)

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

- (4) A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child’s progress, and
 - Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

Instruction

Individualized Education Program/Special Education Program (continued)

- (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Note: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

- (b) *Transition services.*
 - (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

Instruction

Individualized Education Program/Special Education Program (continued)

- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child;
 - (vii) Communication and physical environment accommodations for the child; and
 - (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

Instruction

Individualized Education Program/Special Education Program

Transfers (continued)

If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student’s transition to the technical education and career school and ensure that such student’s IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes
 10-76a Definitions (as amended by PA 06-18)
 10-76b State supervision of special education programs and services.
 Regulations. (as amended by PA 12-173)
 10-76d Duties and powers of Boards of Education to provide special
 education programs and services. (as amended by June Special Session PA
 15-5, Sec. 277, PA 19-49, PA 21-46, PA 21-144 and PA 23-137)
 10-76ff Procedures for determining if a child requires special education (as
 amended by PA 06-18)
 10-76g State aid for special education.
 10-76h Special education hearing and review procedure.

Instruction

Individualized Education Program/Special Education Program

Legal Reference: Connecticut General Statutes (continued)

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

Policy adopted:

rev 9/20

rev 7/21

rev 7/23

Students

Directory Information

Directory information or class lists of student names, addresses, and telephone listings shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained majority status.

"Directory information" means one or more of the following items: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, grade levels, [enrollment status](#), [dates of attendance](#), electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent ~~previous public or private school attended by the student~~ [educational agency or institution attended](#).

A student's Social Security Number or student ID number is prohibited from designation as directory information. However, student ID numbers, user ID, or other electronic personal identifiers used by a student to access or communicate in electronic systems may be disclosed only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user's identity such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

~~Military recruiters or institutions of higher learning shall have access to secondary school students names, addresses, and telephone listings unless a secondary student eighteen years of age or older or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents and students of the option to make such a request and shall comply with any request received.~~

ESSA ([Every Student Succeeds Act](#)) requires the release of the student's name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students eighteen years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.

Public Notice

The District will give annual public notice to parents/guardians of students in attendance and students eighteen years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District's option to release such information and the requirement that the District must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents/guardians or eligible students request the District withhold this information and such release would require their written permission. Such notice will be given prior to the release of directory information.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-221b Boards of education to establish written uniform policy re treatment of recruiters.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Act, as amended, added by section 513 of P.L. 93 568, codified at 20 U.S.C. 1232g and Final Rule 34 CFR Part 99, December 9, 2008 and December 2, 2011)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001.

P.L. 114-95 "The Every Student Succeeds Act" Section 8025

Adopted: January 27, 2003

Revised: January 9, 2017

4/1/19

FIELD TRIP REQUEST

(All Overnight trips are subject to Superintendent and Board of Education Approval)

School: Somers High School Date: 11-9-2023

Requested by: Philip Goduti Department: Social Studies

Destination: Washington, DC Date of trip: 5/2/24 to 5/4/24

Departure time: 5:30 am on 5/2/24 from SHS Approx. time of return: 10:00pm on 5/4/23

Number of students involved: 42 Number of chaperones: 6

Teachers attending:

<u>Philip Goduti</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Andrew Drummey</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Marc Dzicek</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Tenley Stoltz</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Kristen Angelica</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day

Please enter into Frontline Absence Management AFTER your request has been approved.

Type of transportation: Coach Bus (Dattco)

Expense to students: \$350.00-\$400.00 Expense to school system: \$0

Specific Content/Unit(s) the field trip supports: ECE US History This trip is attached to the Documentary Film Project in AP / UCONN

Describe how student learning will be assessed: Students will create a Documentary Film using photos from the trip as part of the evidence

Standards addressed (list by number and code – ex. CCSS:MP1):

CT:HS:1: INQ 9-12.1 Explain how a question reflects an enduring issue in the field.

CT:HS:1 INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Written Objectives/Relationship to curriculum:

Students will be able to debate major moments in the 20th century. Students will know how to utilize editing software and understand the process related to creating an authentic documentary about a major moment in US History. Students will also use inquiry based learning to use sources and images they experienced on the trip in this project.

If approved, both the field trip activity and assessment need to be put into Atlas.

Approved by: [Signature]
Principal's Signature

Approved by: [Signature]
Director of Curriculum

CENTRAL OFFICE USE ONLY

Approved Disapproved

[Signature]
Superintendent or Designee's Signature Date

Rev. 4/1/2019

A copy of this request will be forwarded to the Business Office

Itinerary: Washington DC May 2, 2024 to May 4, 2024

Time	Thursday May 2	Time	Friday May 3	Time	Saturday May 4
5:30 AM	Leave SHS 1 Vision Blvd, Somers CT	7:00	Pick up to go to the White House Breakfast at Hotel	7:30AM	Check out at the Hotel and bring to Arlington (Opens at 8:00am) Breakfast at Hotel. We need ID for Arlington
7:00AM	Stop for Breakfast in NJ.	7:30AM	White House (Pictures in front and the visitors center)	11:00AM	Air and Space
12:00PM	Stop for Lunch or Lunch at American History Cafe	9:30AM	Ford's Theatre	11:30AM	Lunch at Air and Space
1:30 PM	Drop off at Smithsonian - American History and Natural History	11:00AM	Drop off Lunch at National Place 13 and F street for Lunch	12:30PM	National Archives -
4:30 PM	Dinner at Hard Rock Cafe	12:00PM	Pick up at National Place	1:30PM	Gallery of Art
5:45PM	Pick up at Hard Rock Cafe	1:10PM	Capitol Tour - After the Tour we will go to the Library of Congress and check out the Supreme Court	3:30PM	Pick up at Gallery of Art
6:00PM	Drop off at WWII Memorial & Washington Monument	2:50PM	African American History Museum	6:00PM	Dinner on the road
6:30PM	Walk to Lincoln, Vietnam and Korean Memorials	5:30 PM	Pentagon Memorial	11:00PM	Drop off at Somers High School
8:00PM	Pick up at Lincoln Memorial	6:30PM	Pentagon City Mall Food Court		
8:30PM	Drop off at Hotel	7:45PM	Drop off at MLK memorial (MLK, FDR and Jefferson Memorials Night Tour)		
	COURTYARD MARRIOTT ALEXANDRIA 4641 Kenmore Avenue Alexandria VA	8:45PM	Pick up at Jefferson Memorial		
		9:00PM	Drop off at Hotel		

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:

DBS CODE 1312

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: <input checked="" type="checkbox"/> Freshman <input checked="" type="checkbox"/> Sophomores <input checked="" type="checkbox"/> Juniors <input checked="" type="checkbox"/> Seniors Middle School	Length of Course: Full Year <input checked="" type="checkbox"/> 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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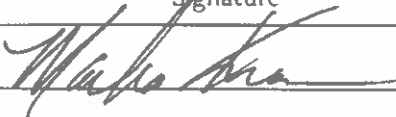
What, if any, implications does this course have on staffing, other curricular areas and or space?

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?

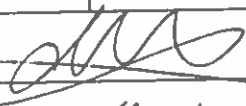
This course can be taught in the space and with the staff we have.

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

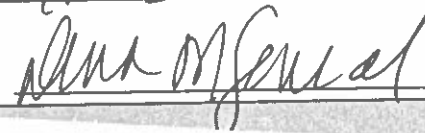
<u>Materials/Resources</u>	<u>Cost</u>
Fibers: Quilting/Embroidery/Batik/Silk painting/Basket/Paper making supplies: Cloth, thread, needles, yarn, wax,batik tools, reeds, paper kits	Estimate about: \$900. (see attached supply sheets for all)
Wood: Carving/Burning/Construction supplies: Wood, hand saw, 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**

Proposed Course Title: Film Studies/Visual Literacy	Content Area: English
<p style="text-align: center;">This course is designed for:</p> <p style="text-align: center;">Freshman Sophomores Juniors Seniors Middle School</p>	<p style="text-align: center;">Length of Course:</p> <p style="text-align: center;">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 style="text-align: center;">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 Lujanhesse</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?	Anit-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)



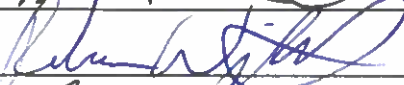
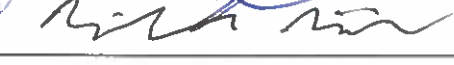
What, if any, implications does this course have on staffing, other curricular areas and or space?

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.

<u>Materials/Resources</u>	<u>Cost</u>																																																				
Professional Development at UConn																																																					
Cutnell & Johnson Physics, 12th Edition Note: Pricing for digital access may vary Classroom set of 15 needed minimum of ebook	<div style="text-align: right; font-size: small;">To purchase this product, please visit https://www.wiley.com/en-us/978EGRP44524</div> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> </div> <div style="flex: 2;"> <p>Physics, 12th Edition John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler</p> </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <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 a Textbook</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 a Textbook	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.

Materials/Resources

Cost

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: _____



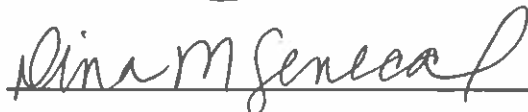
Date: 9/1/23

Superintendent Signature: _____

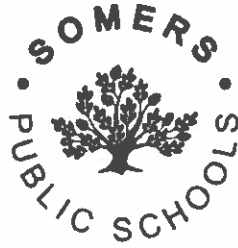


Date: 10/2/23

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*.

