

## Southington Board of Education Meeting

Thursday, June 13, 2013 6:30 PM  
Municipal Center Public Assembly Room 200 North Main Street  
Southington, CT 06489 REVISED AGENDA  
200 North Main Street  
Southington, CT 06489



### BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session for Safety and Personnel
3. Board Recognitions 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes of May 23, 2013
  - a. Special Board Meeting - June 12, 2013
7. Communications
  - a. Communications for Audience
  - b. Communications from Board Members and Administration
  - c. Communication from Student Representatives
8. Superintendent's Report
  - a. Personnel Report
9. Committee Reports
  - a. Curriculum Committee Meeting ~ June 10, 2013
10. Old Business
  - a. Town Government Communications
  - b. Construction Update
  - c. Administrator Evaluation Plan Update
  - d. Teacher Evaluation Plan Update
11. New Business
  - a. Textbook Recommendations
  - b. Grade 6-8 English / Language Arts Curriculum Approval
  - c. Grades 6-8 Math Curriculum Approval
  - d. Appointment of Assistant Principal of Derynoski Elementary School
  - e. Finance Committee Meeting ~ June 10, 2013
    1. Transfer of Funds
    2. YMCA Contract Extension Request
    3. Apple Lease 2013-2014
    4. All-Star Driver Proposal/Contract
    5. Purchase Plan
  - f. Policy #3323 - Bids and Quotes
  - g. Student Expulsion

## 12. Adjournment

**#SOUTHINGTON BOARD OF EDUCATION**

**SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING**

**MAY 23, 2013**

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The regular meeting of the Southington Board of Education was held on Thursday, May 23, 2013 at 6:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

**1. CALL TO ORDER**

**2. EXECUTIVE SESSION FOR SCHOOL SAFETY, PERSONNEL AND CONTRACTS ~ 6:30 P.M.**

An Executive Session meeting was held 6:32 p.m. through 7:05 p.m. (*Minutes attached*).

**3. BOARD RECOGNITIONS ~ 7:00 P.M.**

At 7:10 p.m., in Celebration of Excellence, the Board recognized J. A. DePaolo Middle School eighth grade students, Hannah Olsen and Madison Aldieri, who competed in the Connecticut History Day Celebration that is annually sponsored by the Historical Society of Connecticut. They were First Place Winners for the regional competition. The students were presented with a Certificate of Excellence from Mr. Goralski, Board Chairman.

**4. RECONVENE MEETING ~ REGULAR SESSION**

The regular session was reconvened at 7:30 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen. Board member absent was Mrs. Patricia Johnson.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations; and Dr. Perri Murdica, Director of Pupil Services.

Student Representative present was Miss Abigail Harris.

There were approximately 40 people in the audience.

**5. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by Miss Harris.

**6. APPROVAL OF MINUTES ~ May 9, 2013**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Carmody:

**“Move to approve the Board of Education minutes of May 9, 2013, as submitted.”**

**Motion carried with seven in favor and Mr. Derynoski abstaining.**

**7. COMMUNICATIONS**

**a. Communications from Audience**

There was no communication from the audience.

**b. Communications from Board Members and Administration**

**Communication from the Board Members:**

Mrs. Notar-Francesco reported that she attended the Southington Future Farmers of America (FFA) Chapter annual banquet held at Aqua Turf. She noted that the students showed incredible leadership skills. They were well-spoken, very formal, poised and skilled public speakers who conducted the ceremony in parliamentary procedure. She was very impressed. She thanked the students and the Ag-Science teachers for a very enjoyable evening.

Mrs. Queen attended the Coffee House at the high school, which she found to be a rich experience. She thanked the teacher who has reinstated this program. She noted that there were a variety of talented performances and that she looked forward to future performances.

Mr. Goralski noted that Mrs. Johnson was absent this evening due to a trip out of the country; however, she did share with him some of her opinions on certain agenda items that he will share at the appropriate time.

Mr. Goralski stated that on Wednesday, May 15, Mrs. Notar-Francesco spoke for the last time as outgoing Chair of the CREC Council. He pointed out that she did a wonderful job representing the Southington Board of Education and the region for the past year. He was proud of her leadership skills.

**Communication from Administration:**

Dr. Erardi stated that he also attended the Ag-Science banquet and spoke to two students from Waterbury who attend the Southington Ag-Science program. He noted that their day starts at 6:00 a.m. riding the bus for one and one-half hours before arriving at Southington High School at 7:30 a.m. They are entrepreneurs who have a lawn care business after school and cut lawns until it gets dark. They are 14 and 15 years old, and mom drives them to their 20 customers. He felt that there was no better program than the Ag-Science program for authentic learning.

Dr. Erardi reported on the following:

1. Time on Task Update: Dr. Erardi stated that this addressed how often teachers are pulled out of class for meetings and will come to a close on Friday. An analysis of this will be given at the next School Board meeting.
2. Safety Update: Dr. Erardi noted that the Board of Education Safety Plan will be funded in full for the start of the 2013-2014 school year and a number of safety enhancements will be in place. Administration will be able to communicate with each other as well as with the police and fire departments. Entrance and exit doors and glass will be enhanced around the building. He plans to speak to this in his blog next week.
3. Military Luncheon – Change in Date: Dr. Erardi announced that the date has been changed to June 14 due to a senior who will be reporting for duty sooner than had been anticipated. The student will be missing his own graduation.
4. Annual Reports: Dr. Erardi announced that there will be two annual reports available soon for Board members. One report will be from the School Resource Officer at Southington High School and the other annual update will be from Christine Boulanger, Grant Writer, regarding grants.
5. Alta Program Review: Dr. Erardi reported that this review has been completed and will come before the Board in June. Dr. Erardi’s administrative mentee, Mr. Mario Cruz, has put this into final draft which will be shared with the Board within the next week.
6. Cohort II – Aspiring Administrators: Dr. Erardi stated that Friday morning he will be meeting with the second group of aspiring administrators. They will be looking for meaningful work as far as internships for the next school year and will be looking into the Board’s approved long-term plan. He will be discussing with them about creating personalized learning programs for the extended day elementary programs that will include world language, bio-science and STEM initiatives.
7. Welcome - Lisa Jones: Dr. Erardi introduced Lisa Jones, who is a new cabinet member replacing Philip Goodwin, Purchasing Agent.

**c. Communication from the Student Representatives:**

Miss Harris reported on the following:

- Tonight is Class Night in Wallingford, which is why Whitney DiMeo is absent from the Board meeting.
- Friday, May 24 is Class Day at High Meadows.
- The yearbooks will be distributed on Wednesday, May 29.
- Activities Night is June 3, 2013 with school clubs and organizations putting on displays for incoming freshmen.
- A Facebook page at Southington High School will be available in the future as a way to communicate with parents.

**8. COMMITTEE REPORTS**

**a. Curriculum & Instruction Meeting ~ May 16, 2013**

Mrs. Carmody reported that the committee reviewed English Language Arts for Grades 6-8 to make sure that it followed the Common Core State Standards. Ms. Betsy Chester and

representatives from the Middle School English Language Arts Committee gave a presentation. She noted that they will be increasing the rigor across the curriculum. Mrs. Carmody stated that Ms. Dale Riedinger gave a presentation of the middle school mathematics curriculum aligning with the Common Core State Standards. A major change is that part of algebra I (Grade 9) is moving to Grade 8. Mrs. Carmody reported that the committee also reviewed textbook replacements for 2013-2014, which will be brought before the full Board for approval at the next Board meeting.

**b. Policy and Personnel Committee Meeting ~ May 20, 2013**

Mrs. Clark reported that the committee discussed access sidewalks. This week she spoke to the Chair of the Access Sidewalks Committee, who indicated that she was waiting for information from other towns. Once received, it would be discussed within committee before it is brought to the Board of Education Policy and Personnel Committee to make sure that they were all in agreement.

Mrs. Clark stated that the committee discussed the change of the Purchasing Agent job description to a new position of Accounting / Purchasing Manager, which was in the process of being updated. The committee is continuing to update that position's job description. At the committee's June meeting, Mrs. DiNello will attend to help clarify that position. The committee also agreed that they will be looking at all job descriptions in the 4000 Series to make sure that everything is up-to-date. Mrs. Clark stated that the 2000 Series has been completed and was in the process of being edited. The full Board will have a completed set by the end of the summer for their approval.

Mrs. Clark reported that the committee met with the Turf Committee and discussed policies relating to the turf. They decided to wait and see how things progressed over the summer when school is not using the turf, and the community is using and renting it.

**9. OLD BUSINESS**

**a. Town Government Communications**

Mr. Goralski reported that the Turf Advisory Committee met and that he was told by Mr. DeFeo that the spring activities on the field were going well between the community events and school events. He noted that Mr. Eric Swallow [Athletic Director] and Mr. David Lepreay [Director of Recreation] are working out that system satisfactorily. He noted that the brick paver program is being promoted in the newspaper. The Relay for Life will be taking place on the turf field on May 31-June 1, which is a big community event and the first non-sporting event on the field.

Mr. Derynoski was very concerned about old habits and the new field. In the past, people went out and performed activities on the old grass field, which cannot be allowed on the new field. Mr. Goralski pointed out that Mr. Swallow was working very closely with the Relay for Life Committee and has been a partner in their planning.

**b. Construction Update**

Mr. Cox reported that last Friday Newfield Construction met with the State School Facilities Unit (SFU). He has been in weekly contact with the SFU and, as of this morning, they have confirmed that they received all the necessary paperwork (for the second time) so they can do their second review. The goal is to complete these before they break ground at DePaolo and Kennedy Middle Schools.

Mr. Cox reported that several contracts were awarded by the committee on Tuesday for the site work that will begin at the end of the school year for the middle school projects. He noted that one-third of the building will be abated of materials during the summer.

Mrs. Clark asked if the state reviewer to close-out South End School and Plantsville School was the same person as before or had that changed again. Mr. Cox replied that it was the third reviewer in the last 18 months.

**c. Administrator Evaluation Plan Update**

Mrs. Smith reported that they had two meetings, with the next one scheduled for May 30. Members of the administrative team have been working with her and Dr. Erardi in developing a program for the SEED adoption for administrators. The Administrator Evaluation Plan will be the same as the Teacher Evaluation Plan. Once again, there will be a tremendous amount of professional development required with time to learn, implement and process. Next year, teachers and administrators will be in this together. Mrs. Smith will continue to keep this as an agenda item to give the Board updates.

**d. Teacher Evaluation Plan Update**

Mrs. Smith reported that on Tuesday, May 21, every single level of instructor was given the roll out on common language consistency on what the Teacher Evaluation Plan and professional growth plan will look like next year. This was done at the high school level with the high school staff breaking up into five groups, which was mostly facilitated by teachers. The middle schools did the same thing and met together at Kennedy, which was facilitated by Mr. Pepe and Mr. Joel Patrick Leger. The elementary schools broke up at Derynoski School with the late schools led by Mrs. Jan Verderame and Mrs. O'Neil and the early schools led by Ms. Rita Stearns and Mrs. Karen Smith. The feedback meeting is scheduled for Tuesday, May 28 and they will be processing all questions, answering all questions as a team, and sending Q&A [questions and answers] out to everyone. This will be done within a week of the next meeting.

The administrators have been planning for their two-day retreat to be held in August at the VOAG Center. On one of those days, they will be bringing in a consultant who will be working with them on the calibration of administrative observations in classrooms. She noted that department chairs and assistant department chairs will be invited to join them so they will be all using this common language when they begin their observations next year. This will be an ongoing professional development plan with updates to the Board.

Mrs. Carmody complimented all the work that was done on the new Teacher Evaluation Plan and how very well organized Southington is compared to other school systems in the state.

Mr. Oshana asked if there will be informal evaluations of the administrators. Mrs. Smith stated that there will be many opportunities to do informal and formal observations. She stated that new administrators will be evaluated a minimum of four times officially by Dr. Erardi and/or herself and two formal and informal observations for veteran administrators. These will be determined by the event, time, and collaborative effort between Dr. Erardi and herself. They want it to be meaningful and she envisioned attending a workshop being presented by an administrator or attending a parent meeting that is appropriate and does not breach confidentiality.

Mrs. Notar-Francesco asked Mrs. Smith if the state has approved their submission. Mrs. Smith stated that today Dr. Erardi sent an e-mail to the state indicating that Southington has not heard anything from them. Dr. Erardi replied that he received three e-mails back from the State Department of Education: 1) they indicated that they received his first e-mail; 2) they were looking; 3) they have yet to figure out whether they have or have not received the submission. Dr. Erardi hopes to hear something tomorrow. He stated that most towns heard last Friday whether their submission was approved.

## **10. NEW BUSINESS**

### **a. Reallocation / Adoption of 2013-2014 Operating Plan**

Mr. Goralski explained that tonight the Board had the difficult task before them of tackling a \$1.1 million reduction from the operating plan that they had sent forward to the town.

Dr. Erardi spoke to a PowerPoint presentation (*Attachment #1*) of administration's recommendation to the Board for reductions that were built on three foundations that were untouchable:

1. Safety
2. Technology
3. All-Day Kindergarten with a half-day component

The first part of the presentation included add-ons and subtractions since January of 2013 which exist today that could not have been predicted or projected five or six months ago. The additions to the budget were: 1) the underfunding of the Adult Education program by \$8,925 that needed to be added back into the proposal; 2) the current real number enrollment hot spots for Grades 1-5 that require three FTEs totaling \$138,180. The reductions were: 1) CIRMA Workers' Compensation confirmed that there will not be an increase in premium for 2013-2014 resulting in \$18,000 reduced from the budget; 2) A drop in claims for Unemployment Compensation that resulted in a \$25,000 reduction in that line item.

Dr. Erardi noted that the most talked about item by all elected officials over the past four to five weeks has been health insurance that resulted in a \$295,000 reduction in that line item. Mrs. DiNello explained that the Self Insurance Committee traditionally sets the budget for the following year in December. This past December, the committee based that information on an estimate from Anthem along with input from the benefit consultants. December is so early in the budget process that there is a lot of risk involved in that number. The committee revisited the trend data over the past four months with claims. At their early May meeting, the Self Insurance

Committee was very comfortable revising their original estimate from December by reducing the anticipated increase from nine percent (9%) to six percent (6%). She explained that the Board of Education represents 76.5% of that overall fund which allowed the administration to take a reduction in next year's budget by \$295,000.

Dr. Erardi explained that administration held a placeholder of \$3.31 per gallon for fuel oil and in April they were able to lock-in at \$3.15 per gallon, netting a reduction of \$11,840.

Dr. Erardi explained that our present custodial contractor has agreed to a zero percent (0%) increase now for six straight years, netting a reduction of nearly \$5,000. Mr. Cox explained the summer custodial savings because of the double shifts that will be in place with the middle school construction projects. This will net a reduction of \$13,360.

Dr. Erardi explained that in the equipment line item there will be a savings of \$4,320 for desks at the high school due to donations from Waterford High School. Waterford's castaways became Southington's treasure. Waterford built a new high school with all new furniture and Southington was one of the first schools to go down to tag items at no cost to the district.

Dr. Erardi explained that the Pupil Services Department worked hard to enhance the programming for students who have exceptional needs and were able to bring back to the district five outplaced students. Between transportation and bringing their program back on-site the savings were \$25,600 in transportation and \$126,000 in special education outplaced tuition.

Dr. Erardi stated that the reductions since January of 2013 represent (\$524,746) with additions of the Adult Education program and enrollment totaling \$147,105. By statutory obligation, the reductions still needed to balance the budget were (\$722,359).

Dr. Erardi emphasized that he did not support what was being presented this evening. He shared that same sentiment with the Board of Finance one month ago. He does not support the elimination of the enrichment programs. He does not support that the High School Literacy Specialist will be starting mid-year or the delay of hiring a K-12 Coordinator of Science. However, he does support the work that needs to be done with the consensus endorsement moving forward to reach our bottom line. It is important to realize that, when the School Board sent forward an already reduced budget from the Superintendent, these items were all in the budget. This was a very sad moment for him as School Superintendent, because they are now eliminating an entire enrichment program. In 2009-2010, the gifted and talented reductions started at the high school and in 2010-2011 it continued with the reductions at the middle schools. This now represents the end of enrichment regarding dedicated staff in our district with the recommendation of eliminating the K-5 SOAR Enrichment Program for next year.

Dr. Erardi pointed out that, although the incoming enrollment had dropped by an average of 51 per year students in the past five years, it had not affected the high school population. Southington High School continues to be one of the largest schools in Connecticut with well over 2,000 students. He pointed out that the 2013-2014 operating budget already came in extraordinary lean with requests. In front of the Board this evening was the last opportunity for any additional support for a mandate by the State Department of Education. The High School Literacy Specialist and Coordinator of Science must hit the road running with a January beginning point.

Dr. Erardi explained the funding for the current 2012-2013 operating budget. He noted that the \$250,000 supply line items of 25%, that are held back every year, has transcended to too many people believing that this was a contingency fund. He emphasized that it was not a contingency fund because the supply line items were already underfunded. For example, supplies in math, reading, science, art, music, physical education, etc. are being held back by 25% with a per pupil allotment that is 144 out of 166 in the state of Connecticut. This is nothing to celebrate. Dr. Erardi noted that the Excess Cost Grant increased \$70,832. He addressed the anticipated fund balance of \$239,168, which represents less than .3 of 1% of the total Board of Education Operating Budget. For comparison, this translates into a family with an annual budget of \$100,000 having \$290 remaining in the bank after paying all of their bills for the year. He thought that to be able to come up with a .0029 percentage point was remarkable. The total 2012-2013 operating budget funds to be used to cover the budget shortfall would be \$560,000.

Dr. Erardi recommended that the Board front load the following line items out of the \$560,000 from the 2012-2013 budget: 1) New Program Textbooks at \$135,000; 2) All-Day Kindergarten furniture, fixtures and equipment at \$147,745; 3) Infrastructure upgrades at \$271,303; and 4) Furniture replacement at \$6,430 for a total of \$560,478. In summary, the bottom line with the reductions, changes since January 2013, eliminations, and items reallocated to the 2012-2013 budget results in a balanced budget. It is a budget that he was embarrassed and unhappy to present to the Board, but it was a reality of where they are today.

Dr. Erardi pointed out that over the past six years there has been a reduction of (-21.70) certified teachers. He noted that they have stretched as far as they could to retain an education for every child in Southington and that there was nowhere else to go.

Dr. Erardi stated that there is a tipping point in every organization and the Southington Board of Education has reached that point. At some point, the decision was made this budget season to reduce taxes in town rather than to fund the Board of Education proposal, which was troubling to him because we were already in trouble moving forward. He presented to the Board of Education a 4%-plus budget with the integrity of what was needed for the school system. He was proud of the work that the Board of Education did because it was thoughtful and there was a rationale behind everything that the Board did. He will continue to speak to the Board of Finance, but the community cannot continue to have the expectation of moving from good to world class with our public schools. At some point, the decision will have to be made on how we are going to get to world class. Already, there is alternative funding in place, administration has worked so hard with creative staffing, and the hours are long for the dedicated administrators and staff. The proposal in front of the Board allows them to grow an All-Day Kindergarten at the sacrifice of the enrichment program and other programs. Dr. Erardi saw this evening as a sad day for Southington Public Schools.

Mrs. Carmody thanked Dr. Erardi for his very thorough presentation. She believed that the budget that she voted to approve was reflective of the needs of Southington's students as well as the voice of many in the community. She supported All-Day Kindergarten because as an educator she knows that giving students at an early age the support and opportunity to develop both academically and socially will affect their future success in school. She also supported the appropriations for technology knowing that these skills are essential for our students in the 21<sup>st</sup>

Century. Reluctantly, she now has to decide the reallocation of funds and how to make all of this possible. She assured the community that this was not an easy task for the Board.

Mrs. Queen endorsed the idea that their mission was to move from good to great and to world class. She knew that tonight would be very difficult with the decisions that needed to be made. She was particularly concerned with the elimination of the SOAR program. As a district, they are committed to meeting the needs of every student. She asked how they would meet the needs of the exceptional learners without the SOAR program. Dr. Erardi replied that with the Common Core there is a consistency with depth of knowledge, which means that all children should be challenged at a much greater level in the immediate future. He noted that was the professional development that has been taking place throughout this school year with the K-12 staff. With the new cohort of administrative aspirants, their focus area will be extending the school day in personalized learning. It would be opportunities in all the elementary schools for afterschool programs such as STEM, world language or bio-science. He noted that the district has been working on differentiation for a long time, and it will be a focal point in Grades K-5 with the elementary school principals.

Mrs. Smith added that this proposal clearly does not mean that what we have been doing is not effective. We have only had two staff members for the entire elementary district responsible for the lifting of enrichment for everyone, not just those who are identified. The two staff members have done a wonderful job in attempting to reach mandates and to service many children. If we could hire six more of them, we would be able to run a truly effective program. When push comes to shove, it is time to look creatively again outside of our box to see how we can accomplish and improve so that more children can benefit from enriching experiences during and beyond the school day.

Mrs. Queen asked how they would evaluate and assess the effectiveness of attempting to do more with less. She asked for an update sometime next year whether the needs of the exceptional learners were being met. Dr. Erardi replied that the administrative cohort convenes tomorrow and will meet with him during the summer. The intent would be to bring a framework around opportunity, extended days, and personalized learning, which includes enrichment. He would be comfortable to bring the framework to the Board prior to the start of the new school year.

Mrs. Notar-Francesco found much of this very troubling. However, there were two numbers in the presentation that were bothersome to her. One of them is the supply line items, holding back the 25% and moving that into what is needed to fund this budget. She pointed out that those dollars were there for a reason. She asked how the schools could now manage and make due. Mrs. DiNello replied that sadly this has become the common practice of this district. They have always held back 25% because they need to have a balanced budget at the end of the year. There are so many uncertainties that happen during the year with variables within the special education department that they wanted to make sure that, if there were issues with specific accounts and they had to tap in somewhere, they did not want to have to ask the Town for a special appropriation to balance the budget. If they were to release this money, every building principal would quickly have a list of items within their buildings that they would like to order such as enhancing classroom libraries, buying computer software, consumables, etc. The administrative team is willing to forego the 25% of their budget in an effort to support the All-Day Kindergarten proposal and the much needed technology in the district. She has regular

conversations with the administrators and, if there is a need in their school to get them to the end of the year, they continue to make those purchases.

Mrs. Notar-Francesco stated that the other troubling number is the \$239,168 because within Dr. Erardi's comments he had suggested this number could change from now to the end of the year. If they move forward with this budget, how are they going to know that they would have this money available to them? Mrs. DiNello replied that on a quarterly basis she has been doing her best to spend the time analyzing every one of the accounts. There are still ongoing staffing changes that happen daily in the district that cannot be controlled, but she was fairly confident that they would end the year with a fund balance around \$239,168 to allow them to move forward with the reallocation proposal.

Mr. Oshana pointed out that, when the Board first met to discuss the budget, one of the comments that he made then was that he was afraid this was going to go to the Board of Finance and they would make a hard decision that would come back to the Board of Education. The Board would then be pitting one program against another, which they are now doing. He had a difficult time pulling out the SOAR program at this point. He agreed with Mrs. Smith that the two staff members who are working in that program were doing really good work. Mr. Oshana also had an issue with the supply line because it is already underfunded. He noted that he did not see any statistics about where they are in terms of new home developments in town and the number of new students coming into the district and whether or not that will have an impact going forward. In looking at the half-year positions, he pointed out that next year it is going to be a full year and the cost will be there and will continue to grow every year and compound each year that the Board goes through this process. He felt that there were a lot of issues to look at before going forward and making all these changes.

Mr. Derynoski stated that this is never an easy process. He does not want to be put in the position to pit one program against the other. However, he is a big proponent of the All-Day Kindergarten program. He noted that they also have to provide enrichment for the above average learners in the elementary area. There are a lot of programs at the high school which the students can take to enrich their experience at the high school. We don't have that ability in the elementary schools. He felt that the students benefit from the work that the two staff members perform and he would hate to see it terminated. He asked to do more research in other areas to save the program. Mr. Derynoski noted that in all the years that he has served on the Board, they have never spent the 25% hold back in advance of the school year. He felt that they would be in a very serious position if any unexpected expenses come forward. He felt that they have been lucky the last few years; however, to spend it in advance and to have something come up would put them in a very serious condition. He felt that it was a gamble that they would not be hit with an extraordinary special education cost, which has happened in the past. He had some serious concerns with the supply line account in conjunction with the SOAR program.

Mrs. Lombardi stated that once the Board loses a program it is hard to get it back and recoup it. As a Board, they want every educational experience possible to give to the children. However, as adults and decision-makers, people find themselves faced with difficult decisions in their own lives with safety and the well being of their own children. She pointed out that the Board worked hard to communicate what they stood for which was student achievement, top education, good to great, providing the children with the 21<sup>st</sup> Century Skills and positioning them for a successful life. She stated that the Board hates to pit one program against the other, but the

reality is that they have to make a decision. She pointed out that this budget keeps class sizes at the levels the Board has set as objectives for themselves, complies with the state of Connecticut mandates, responds to the overwhelming number of parents, teachers and administrators who want All-Day Kindergarten and includes the deployment of technology for testing, learning and communications. She endorses this reallocation proposal.

Mrs. Clark was angry because she sat through all the budget meetings cutting items presented to them by Dr. Erardi and the administration, which the Board did not want to cut. The Board talked publicly about things the district needed to move forward. She attended the Board of Finance meetings and listened to what they had to say about the Board of Education budget, which the Board members worked very hard on. She went to a Town Council meeting where she heard that frozen accounts were called a “surplus” and that the school system had lost 500 students this year. She felt that the Board of Education had done their due diligence and now they are in the position where they have to pit a program against another program for a savings to the taxpayers of \$4.00 a year.

**MOTION:** by Mrs. Carmody, seconded by Mrs. Clark:

**“Move that the Board of Education adopt the 2013-2014 Operating Budget.**

On behalf of Mrs. Johnson, Mr. Goralski read that she strongly supports All-Day Kindergarten at the expense of anything else that came before the Board. Aside from her sharing her opinion in favor of that, she also strongly supports the gifted and talented program. She would like the Board to wait on reallocating the budget and continue to work on it.

Mr. Derynoski stated that he supports All-Day Kindergarten, but he cannot support the motion. He did not think that the Board needed to approve the budget tonight. He felt that the Board could make commitments to certain parts of the reallocated budget this evening; however, he would like to spend more time formulating the final budget because he still had serious concerns about the supply account. He believed that with a little ingenuity they could come up with some money for the gifted and talented program. He did not want to lose a program in order to implement another. Due to timing issues, he was willing to commit to technology and All-Day Kindergarten; however, he could not support the budget in its present form.

Mr. Goralski stated that he equally supported technology and All-Day Kindergarten and that he always supported safety as a priority. From now until the end of the school year, he did not feel that they could do a better job than the administration in coming up with these recommendations. He noted that Mr. Derynoski had previously told him how the state of Connecticut gambles from year to year and that the Southington Board of Education is almost like them. Mr. Goralski agreed with Mr. Derynoski that they were gambling like the state does with this budget. He felt that they were gambling with this year’s dollars at the sacrifice of staff and students. If the Board passes the motion before them, the gamble is that those numbers that Mrs. DiNello works on all year long holds for 20 days to the end of the year. The gamble is that the purchase of infrastructure, textbooks, All-Day Kindergarten and some furniture will be allowed to go forward. He pointed out that the Town Council had to gamble because they don’t know what the state will be giving us next year. He felt that if the state can gamble, then the Board of Education is forced to gamble too. He was not in a position to better reallocate than the professionals. The only way he could see restoring the SOAR program would be if they get

more retirements this summer, which would be his recommendation if they find retirement savings over the summer.

Mr. Derynoski noted that they need one more retirement in order to be balanced and that they are gambling right now. He asked what type of plan they would have in place in the event an issue arises with a shortfall. They have a fiduciary duty associated with being members of the Board of Education. If they accept an underfunded budget, they are personally responsible for that. The \$250,000 issue is something he has a serious concern about and being in a position where they are pitting one program against another, this motion clearly eliminates it. Mr. Derynoski pointed out that the Board does not have anything to fall back on with the balanced budget.

Mrs. DiNello added that oftentimes throughout the reallocation process they have been in a position where they have moved things out of the next year's budget and worked together with the Board of Education through the Finance Committee on a Purchase Plan for things specifically like buying textbooks in advance. Within the next month, she would bring to the Finance Committee the prioritized list of the items that they are moving from the 2013-2014 budget into this year's. The Finance Committee would work on prioritizing that list. In the event, they have an unforeseen expense next month, they would have to scale back one of those items.

Mr. Goralski believed that the motion made by Mrs. Carmody needed to include the dollar amount for the budget.

**AMENDED MOTION:** by Mrs. Carmody, seconded by Mrs. Clark:

**“Move that the Board of Education adopt the 2013-2014 Operating Budget in the amount of \$84,233,204.”**

Mrs. Queen liked the concept that in the summertime, if there were unanticipated retirements that come in, the Board might be able to relook at funding the SOAR program; however, the current motion will not allow for that. Mr. Goralski explained that the Board could always modify the budget. However, this motion eliminates a program and puts forward another program. It also gambles with purchasing items with money that the Board believes will be there at the end of the year. Mr. Goralski believed that the Board could always change how they are spending the money during the course of a school year, such as in August, when they add teachers due to fluctuations in class sizes.

**ROLL CALL VOTE:** YES – Mrs. Lombardi, Mrs. Notar-Francesco, Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mr. Goralski. NO – Mr. Oshana, Mr. Derynoski. **Motion carried with six in favor and two against.**

Mr. Goralski thanked the administration for their work, the extended administration for their sacrifice, his colleagues for their work and respect for one another. He extended his apologies to the staff and students who are sacrificing now to make next year a reality.

**11. ADJOURNMENT**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Lombardi:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:07 p.m.

Respectfully submitted,

*Linda Blanchard*  
Recording Secretary

SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT

**EXECUTIVE SESSION**  
**MAY 23, 2013**

**Board Members Present:** Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

**Board Members Absent:** Mrs. Patricia Johnson.

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools.

**1. CALL TO ORDER**

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 6:32 p.m.

**2. EXECUTIVE SESSION FOR SCHOOL SAFETY, PERSONNEL AND CONTRACTS**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Clark:

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing School Safety, Personnel and Contracts, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

*The Board went into Executive Session at 6:32 p.m.*

**MOTION:** by Mr. Oshana, seconded by Mrs. Clark:

**“Move to reconvene into public session.”**

**Motion carried unanimously by voice vote.**

*The Board exited Executive Session and recessed at 7:05 p.m.*

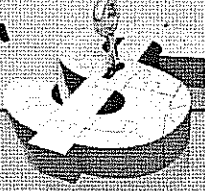
Respectfully submitted,

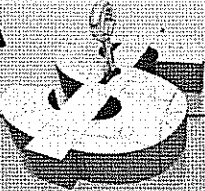


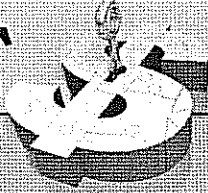
Jill Notar-Francesco, Secretary  
Southington Board of Education



	<b>BUDGET</b>
	Board of Education Budget Request      \$ 85,333,204
	Town Council Action      \$ 84,233,204
	Reductions Needed → \$ 1,100,000

<b>STARTING POINT</b>		
<b>Changes since January 2013</b>		
<b>Additions</b>		
Continuing Education	+	\$ 8,925
Enrollment Shifts, Grs. 1-5 ▪ FTEs Needed = 3	+	\$ 138,180
		<u>\$ 147,105</u>

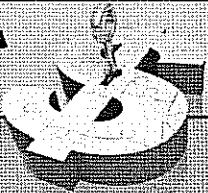
<b>STARTING POINT</b>		
<b>Changes since January 2013</b>		
<b>Reductions</b>		
Workers Compensation ▪ Regular Ed (\$15,000) ▪ Special Ed (\$ 3,000)	-	(\$18,000)
<i>(CIRMA confirmed that there will not be an increase in premium for 2013-2014)</i>		
Unemployment Compensation	-	(\$ 25,000)
<i>(Monthly claims dropped from \$ 9,660 to \$ 1,600 since last fall)</i>		

**STARTING POINT** 

**Changes since January 2013**

**Reductions**

<b>Health Insurance</b>	-	<b>(\$ 295,000)</b>
▪ Regular Ed (\$ 213,816)		
▪ Special Ed (\$ 81,184)		
<i>(Self-Insurance Committee reduced funding level based on positive claims trend)</i>		
<b>Fuel Oil</b>	-	<b>(\$ 11,840)</b>
<i>(Locked in price of \$3.15 per gallon in April 2013 ~ Budgeted \$3.31 per gallon)</i>		

**STARTING POINT** 

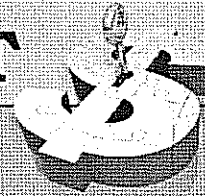
**Changes since January 2013**

**Reductions**

<b>Contracted Custodial Services</b>	-	<b>(\$18,200)</b>
▪ Negotiated 0% increase (\$ 4,840)		
▪ Summer Savings* (\$13,360)		
<i>(*The middle schools will be running 2 construction shifts)</i>		
<b>Equipment ~ Desks at SHS</b>	-	<b>(\$ 4,320)</b>
<i>(Donation from Waterford High School)</i>		

# STARTING POINT

Changes since January 2013



**Reductions**

**Transportation Savings**

- Regular Ed (\$ 56,000)
  - Special Ed \$ 29,500
- = (\$ 26,500)

*Regular Ed. accounts have been reduced to better reflect Technical and Private school needs. Special Ed. accounts have been increased. The larger increase is in town transportation primarily due to increases in the pre-school and its summer programming.*

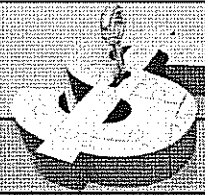
**Special Ed Outplaced Tuition**

(Net change in the number of outplacements ~ 5 students) = (\$ 125,886)


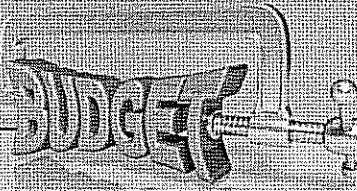
(\$ 524,746)


# RECAP

Changes since January 2013



ADDITIONS		\$\$\$\$	REDUCTIONS		\$\$\$\$
Continuing Ed	8,925		Workers Comp	( 18,000)	
Enrollment	138,180		Unemployment Comp	( 25,000)	
			Health Insurance	(295,000)	
			Fuel Oil	( 11,840)	
			Custodial Services	( 18,200)	
			Equipment	( 4,320)	
			Transportation	( 26,500)	
			Special Ed, Outplaced	(125,886)	
↓			↓		
<b>TOTALS:</b>		<b>\$147,105</b>			<b>(\$524,746)</b>

	<p style="text-align: center;"><b>REDUCTIONS STILL NEEDED</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>(\$ 722,359)</b></p> 
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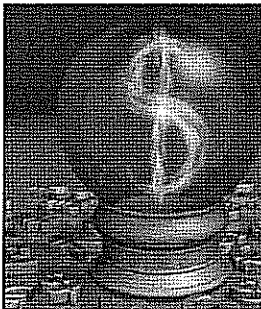
	<p><b>Eliminate</b></p> <ul style="list-style-type: none"> <li>• <b>SOAR Enrichment Program, (\$ 93,500)</b>  <b>K-5 (FTE: 2)</b>  <small>History of Gifted and Talented Reduction:                  2009-10 = High School FTE: 1                  2010-11 = Middle School FTE: 2</small></li> </ul> <p><b>Delay Start Date for Positions to 1/2/14</b></p> <ul style="list-style-type: none"> <li>• <b>HS Literacy Specialist (\$ 20,107)</b></li> <li>• <b>Coordinator of Math/Science (\$ 48,274)</b></li> </ul> <p style="text-align: right;"><b>SUB-TOTAL: (\$ 161,881)</b></p> 
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**REDUCTIONS STILL NEEDED**

↓

**(\$ 560,478)**



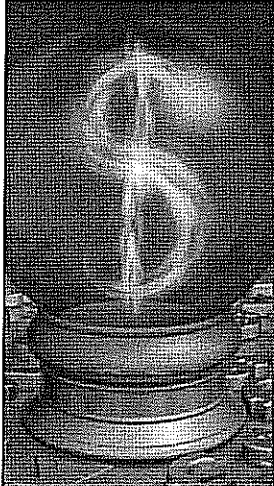
<b>Supply Lines (25% held back)</b>	→ \$ 250,000
<b>Excess Cost Grant Increased</b> (Original \$2,028,084 - New \$2,098,916)	→ \$ 70,832
<b>Anticipated Fund Balance</b>	→ \$ 239,168*
<b>Funds to be used to cover budget short fall</b>	→ \$ 560,000

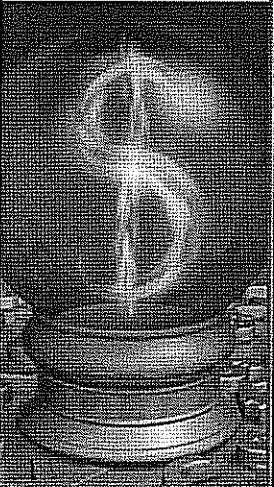
\*\$239,168 = .0029  
This represents less than .3 of 1% of the Board of Education Operating Budget.

**Current Operating Budget**  
2012-2013

**Translation**

A family with an annual budget of \$100,000 would have \$290 remaining in the bank after paying all of their bills for the year.

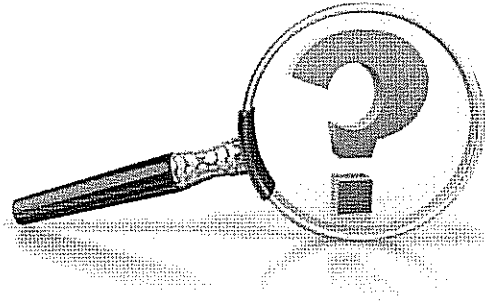
	<b>RECOMMENDED</b>
	<b>Line items to be considered within the 2012-2013 funding plan:</b>
	New Program Textbooks      \$ 135,000
	All-Day K (FF-E)                \$ 147,745
	Infrastructure Upgrade         \$ 271,303
	Furniture Replacement         \$    6,430
	<b>TOTAL      →      \$ 560,478</b>

	<b>REALLOCATION SUMMARY</b>
	Reductions Needed                \$1,100,000
	Changes since Jan 2013
	• Additions                         \$ 147,745
	• Reductions                        (\$ 524,746)
	Reductions/Eliminations        (\$ 161,881)
	Items reallocated to 2012-13 (\$ 560,478)
	<b>Budget in Balance      →      \$    0</b>

<b>Historical Data – Certified Teachers</b>							
	2006	2007	2008	2009	2010	2011	2012
	2007	2008	2009	2010	2011	2012	2013
<b>Certified Teachers (SEA)</b>	572.70	571.30	566.80	562.20	563.50	565.00	551.00
<b>Change from previous year</b>		-1.40	-4.50	-4.60	1.30	1.50	-14.00
<b>Net reduction over 6 years FTE</b>							-21.70

<b>2013-2014</b>	
<b>CERTIFIED TEACHERS [Reductions] / Additions</b>	<b>FTE</b>
<b>REDUCTIONS</b>	
Grade 1-5 Reduction Due to Class Size	(4.0)
Middle School Reduction	(2.0)
SHS Reduction	(4.0)
SOAR Reduction	(2.0)
<b>TOTAL REDUCTIONS</b>	<b>(12.0)</b>
<b>ADDITIONS</b>	
All Day Kindergarten Addition	14.0
SHS Literacy Specialist Addition	0.5
<b>TOTAL ADDITIONS</b>	<b>14.5</b>
<b>NET CERTIFIED STAFF (REDUCTIONS) / ADDITIONS</b>	<b>2.5</b>

# Questions? Comments?



**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT  
SPECIAL MEETING OF THE BOARD OF EDUCATION  
JUNE 12, 2013**

A Special Meeting of the Southington Board of Education was held on Wednesday, June 12, 2013 at 6:00 p.m. in the Derynoski Elementary School Library / Media Center, 240 Main Street, Southington, Connecticut.

**Board Members Present:** Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mr. Zaya Oshana, and Mr. Brian Goralski.

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Karen Smith, Assistant Superintendent, and Jan Verderame, Principal of Derynoski Elementary School.

1. **CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:05 p.m.

2. **CANDIDATE INTERVIEWS ~ EXECUTIVE SESSION ANTICIPATED**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Carmody:

**“Move that the Board goes into Executive Session, excluding the public and the press for the purpose of candidate interviews for the Assistant Principal of Derynoski Elementary School and, upon conclusion, reconvene to public session.”**

**Motion carried unanimously by voice vote.**

*The Board went into Executive Session at 6:05 p.m.*

**MOTION:** by Mr. Derynoski, seconded by Mrs. Clark:

**“Move that the Board reconvenes into public session.”**

**Motion carried unanimously by voice vote.**

*The Board reconvened public session at 9:26 p.m.*

**3. PROPOSED ASSISTANT PRINCIPAL APPOINTMENT ~ DERYNOSKI  
ELEMENTARY SCHOOL**

The members of the Board of Education discussed that they would vote on the appointment of the Derynoski Elementary School Assistant Principal at the regular Board of Education meeting on Thursday, June 13, 2013.

**4. ADJOURNMENT**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Carmody:

**“Move that the Special Meeting of the Board of Education be adjourned.”**

**Motion carried unanimously by voice vote.**

The Special Meeting of the Board of Education adjourned at 9:30 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Jill Notar-Francesco".

Jill Notar-Francesco, Secretary  
Southington Board of Education





## Program

Saturday, June 15, 2013  
Plantsville Town Green

- 10:00-10:02- *National Anthem*- Ann Marie Pulvermacher
- 10:02-10:05 - Because of 26 Pledge –Kindness Ambassadors
- 10:05-10:07 – Opening/introductions-Lisa Wrubleski/Erin Furniss-2-3 minutes
- 10:07-10:08- Thank you to sponsors/committee- Erin Furniss-1 minute
- 10:08- 10:09 - Intro Dr. Erardi- Lisa Wrubleski- 1 minute
- 10:09-10:14- Dr. Erardi speaks- 3-5 minutes
- 10:14-10:15 – Intro Senator Blumenthal- Erin Furniss-1 minute
- 10:15-10:20- Senatory Blumenthal speaks 3-5 minutes
- 10:20- Intro Governor Malloy- Lisa Wrubleski
- 10:20-10:25- Governor Malloy speaks/presentation of proclamation
- 10:25- Intro students to come to stage –Lisa Wrubleski
- 10:25-10:28- *It's a Wonderful World*- students from Hatton, Kelly, Plantsville & South End Schools, Music Directors- Ann Marie Pulvermacher & Kate Diaz, accompanied by Jean Coughlin on piano
- 10:28-10:30- Butterfly Release –Erin Furniss, Lisa Wrubleski, Dr. Erardi, Magic Wings
- 10:31- Thank you & invitation to activities along the trails-Lisa Wrubleski



# SOUTHINGTON PUBLIC SCHOOLS

JOSEPH V. ERARDI, JR., Ed.D.  
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH  
ASSISTANT SUPERINTENDENT FOR  
INSTRUCTION AND LEARNING

#### BOARD OF EDUCATION

BRIAN S. GORALSKI  
BOARD CHAIRPERSON

TERRI C. CARMODY  
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO  
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN



## INVITATION TO THE JOSEPH A. DEPAOLO MIDDLE SCHOOL AND JOHN F. KENNEDY MIDDLE SCHOOL GROUNDBREAKING

You are cordially invited to the groundbreaking ceremony for our Joseph A. DePaolo and John F. Kennedy Middle School Projects.

The ceremony will be held 5:30 p.m. Tuesday, June 18, 2013 at Joseph A. DePaolo Middle School, 385 Pleasant Street, Southington, CT.

*(Rain Date: Wednesday, June 19, 2013 same time and location)*

Please R.S.V.P. by Friday June 14<sup>th</sup> to the Southington Public Schools, Operations Department 860-628-3200 ext. 206 or by email to [dwendrow@southingtonschools.org](mailto:dwendrow@southingtonschools.org).

Sincerely,

Joseph V. Erardi, Jr., Ed.D.  
Superintendent of Schools

200 NORTH MAIN ST.  
SOUTHINGTON, CT  
06489

[WWW.SOUTHINGTONSCHOOLS.ORG](http://WWW.SOUTHINGTONSCHOOLS.ORG)

OFFICE TELEPHONE  
(860) 628-3202

FAX  
(860) 628-3205



# SAVE THE DATE!

## Southington Mental Health Forum

For Local Health Providers and  
Southington Public Schools Mental Health Support Staff

**Tuesday, November 5, 2013**

**8:30~11:00 a.m.**

**Southington Municipal Center  
200 North Main Street**

- Come meet School Counselors, School Psychologists, School Social Workers & other local mental health providers.
- Help create a community list of mental health providers that will be used for referrals for Southington students & families.
- Get to know one another and discuss how to better help Southington students and families.

**More information to follow in the Fall of 2013!**

**Hope you will attend!**

If you would like further information, please feel free to contact Emily Dickson at J.F.K. Middle School, 860-628-3275 x366 or [edickson@southingtonschools.org](mailto:edickson@southingtonschools.org).



## **Training for Tomorrow**

**June 11, 2013**

### **Breakfast Meeting**

8:00 - Welcome - Marty Semmel, Principal

Art Secondo, Chamber of Commerce, President

8:00 - 8:30 Breakfast Buffet

8:30 - 9:00 - Remarks

Dr. Joseph Erardi, Superintendent of Schools

Attorney Anthony Sheffy

Nancy Chiero, Teacher

Mary Allard, Chamber of Commerce, Board of Directors

*PowerPoint Presentation*

Chamber Member Remarks

Student Remarks

9:00 - Closing Remarks - Marty Semmel



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date June 13, 2013

Decision Requested X Agenda Code 8.a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2012 – 2013.

**Background:** The attached report lists personnel activity from May 1, 2013 through May 31, 2013.

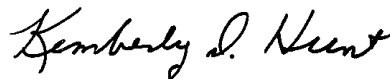
**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A **Funding Source:** Board of Education

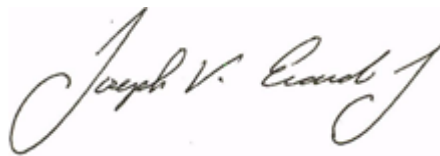
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Recommend that the Personnel Report be approved as submitted.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

**Titles of Attachments:**

1. Personnel Report

# PERSONNEL ACTIVITY REPORT

FOR: June 2013

## APPOINTMENTS

### Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Kahl, Marilyn	Principal	Kelley		July 1, 2013	6 <sup>th</sup> year	Southern CT State University	\$121,105.00
Halloran, Michael	Assistant Principal	SHS		July 1, 2013	6 <sup>th</sup> year	Central CT State University	\$120,607.00
Lawlor, Stephanie	Lang Arts Coordinator	District		July 1, 2013	6 <sup>th</sup> year	Central CT State University	\$110,412.00
Prior, Stephanie	Speech / Language Path.	Hatton	0.60	August 26, 2013	6 <sup>th</sup> year	Southern CT State University	\$36,126.00
Andres, Karen	Pre-K Facilitator	Hatton	0.40	August 26, 2013	MA	Adelphi University	\$32,712.00

### Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Lagana, Kirstin	Special Education Paraprofessional	JFK	31.25	May 6, 2013	\$13.60
Jones, Lisa	Accounting / Purchasing Manager	District		May 20, 2013	\$72,000.00 pro-rated

## RESIGNATIONS

### Certified

Name	Position	School	Effective Date	Years of Service	Retire
Jones, Leonidas	Music Teacher	PL & TH	July 1, 2013	26 years	Yes
West, Janice	Music Teacher	DES	July 1, 2013	37 years	Yes
Lawlor, Stephanie	Special Education Teacher & Literacy Specialist	Kelley	July 1, 2013	5 years	No
Gernhard, Stefanie	Literacy Specialist	DES & TH	August 15, 2013	3 years	No

## Classified

Name	Position	School	Effective Date	Years of Service	Retire
Lagana, Kristin	Part-Time Special Ed Paraprofessional	JFK	May 4, 2013	2 ½ years	No
Zurolo, John	Math Tutor	JFK	May 8, 2013	1 month	No
Aldieri, Jennifer	Part-Time Library Paraprofessional	Thalberg	May 31, 2013	4 years	No

## TRANSFERS

### Certified

Name	From Position	From School	To Position	To School	Effective Date
No certified transfers in the month of May					

### Classified

Name	From Position	From School	To Position	To School	Effective Date
Lubrico, Cindy	PT Sp Ed Para	Hatton	PT Sp Ed Para	JAD	May 20, 2013

## UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
Perzan, Lindsay	Guidance	SES, PES, S.End	August 26, 2013	November 27, 2013	Child Rearing
Hamilton, Marissa	Sp Ed Teacher	FES & S.End	October 11, 2013	November 29, 2013	Child Rearing
Ginand, Michelle	Art Teacher	Derynoski	January 28, 2014	February 28, 2014	Family & Medical

## COACHING / STIPENDS

### Appointments

Name	To Position	School	Effective Date	Stipend
No coaching / stipend appointments in the month of May				

### Resignations

Name	From Position	School	Effective Date
Gasser, Danielle	Assistant Coach, Girls Volleyball	SHS	May 1, 2013
Clark, Amy	Head Coach, Girls Lacrosse	SHS	May 6, 2013
Cristelli, Jason	Head Coach, Girls Soccer	JAD	May 14, 2013
Jarosz, Barbara	Team Leader, grade 7 & 8 split	JFK	July 1, 2013
Pettit, Patricia	Newspaper Advisor	JFK	July 1, 2013
Dabrowski, Connie	DECA Advisor	SHS	July 1, 2013



# SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut  
Curriculum and Instruction Committee Meeting  
June 10, 2013

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 9:05 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen.

Present from the administration: Mrs. Karen Smith, Assistant Superintendent of Schools; Dr. Martin Semmel, Principal, Southington High School; Ms. Betsy Chester, Language Arts Coordinator; Ms. Dale Riedinger, Science and Math Coordinator; Mrs. Karen Veilleux, Director of Technology; Ms. Stephanie Lawlor, Literacy Specialist.

## Leveling Update

Dr. Semmel provided the committee with an update about the effects of the leveling changes that were implemented during the 2012-2013 school year. This was a summary presentation that will be followed with a detailed update to the full Board of Education during the fall of 2013. That report will represent data from the previous year. Dr. Semmel shared that students and parents reported that this was a positive year of transition. He also stated that there was a decline in the number of disciplinary issues and assumed that much of the decline could be attributed to the leveling changes. The group discussed ways to measure the discipline data and Dr. Semmel said he would explore an analysis of submitted "white slips" that are sent to the office for disciplinary reasons to see if there has been a decline. The idea of surveying teachers was also discussed as a possible way to measure what factors have led to fewer discipline referrals this year. Included in the report in the fall, there will be data from the 2012-2013 school year that compares pass/fail rates of students in various classes with data from the prior year. Dr. Semmel will investigate the possibility of presenting data that compares achievement scores on measures such as AP exams, the SATs, as well as comparisons of grade distributions from one year to the next.

## Smarter Balanced Assessments

The Curriculum and Instruction Committee previewed sample assessment questions in English-Language Arts and Mathematics for students in elementary and middle grades using the Smarter Balanced Assessment Program. This is a student evaluation system that will replace the CMT and CAPT testing program officially in the spring of 2015. Smarter Balanced is assessed via the computer. This year, students took the Scientific Pilot Test by Smarter Balanced and/or took the State of Connecticut's Practice (Smarter Balanced) test. The district will receive the results from the State's Practice Test which will assist them with the preparation required for students to assess this test in 2015. The committee discussed the changes in instruction that will form the basis of professional development for the next several years. The assessments are based on Common Core Standards which are currently being integrated into all English-Language Arts, Math, and Social Studies topics throughout the district. The committee learned about performance assessments that will require students to synthesize learning and problem-solve solutions. The Curriculum and Instruction Committee will remain focused on this new learning for adults and students as they move into the new school year. Professional development continues to be a major need as the district moves toward new assessments and new curricular topics.

JOSEPH V. ERARDI, JR., Ed.D.  
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION AND LEARNING

## BOARD OF EDUCATION

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(860) 628-3205

**Other**

The committee will work to determine the next meeting date. A meeting will be scheduled in August or early September.

**Motion:**

By Mrs. Johnson, seconded by Mrs. Notar-Francesco

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

*Motion carried unanimously by voice vote.*

The meeting was adjourned at 12:00 p.m.

Respectfully Submitted,



Karen L. Smith  
Assistant Superintendent for Instruction and Learning

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date June 13, 2013

Decision Requested \_\_\_\_\_ Agenda Code 10 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Town Government Communications

**Summary of Issue:** Communications (when applicable) will be discussed.

**Background:** N/A

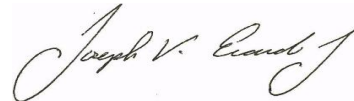
**Alternative Strategies:** N/A

**Cost (if applicable):** N/A                      **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A



\_\_\_\_\_  
Signature of Superintendent of Schools

BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date June 13, 2013

Decision Requested \_\_\_\_\_

Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Construction Update

**Summary of Issue:** Phase II Construction and Renovation/Expansion of buildings are listed below with their current status.

**Phase II Construction Projects:**

**South End Elementary School - New Construction:**

**Plantsville Elementary School – Renovation/Expansion:**

The State Construction Support Services Unit held a meeting on Friday May 17<sup>th</sup> with Newfield Construction to review final change orders.

**Kennedy & DePaolo Middle School - Renovation/Expansion:**

Contracts were awarded to Abatement, Site, Moving, Concrete and General Trades Contractors for both projects. Remaining Trade contracts are under review by Newfield Construction.

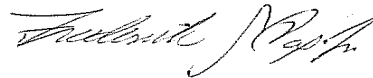
**Background:** At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

**Cost (if applicable):** \$15,825,000 – Plantsville      \$16,860,000 – South End      \$89,725,000 – Middle Schools

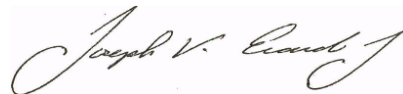
**Funding Source:** State & Local

**Beginning Date of Program/Project:** Varied      **Ending Date of Program or Project:** Varied

**Recommendation or Comment:** \_\_\_\_\_



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ **X** \_\_\_\_\_

Board Meeting Date June 13, 2013

Decision Requested \_\_\_\_\_

Agenda Code 10 d

**AGENDA REPORTING FORM**

**Agenda Topic:** Teacher Evaluation Update

**Summary of Issue:** The State Department of Education developed a model for the evaluation and development of teachers in Connecticut. SEED is Connecticut's System for Educator Evaluation and Development and it's based on the Connecticut Guidelines for Educator Evaluation that was developed by a diverse group of educators in June 2012 and on best practice research from around the country. All districts are responsible for implementing a new educator evaluation system in the 2013-14 school year. The administration will provide the Board of Education with an update surrounding the evaluation plan.

**Background:** As of July 2013, all Connecticut School Districts are required to have an evaluation plan in place that meets the State of Connecticut guidelines. The Board of Education approved the Teacher Evaluation Plan that was presented at the April 11, 2013 meeting.

**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A

**Funding Source:** N/A


**Beginning Date of Program or Project:** \_\_\_\_\_


**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

**Titles of Attachments:**

1. Parent Survey
2. \_\_\_\_\_

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools



# Southington Public Schools

## PARENT/GUARDIAN SURVEY ELEMENTARY

### 1. Please select the school that your child attends.

- |                                      |                                    |                                 |                                   |
|--------------------------------------|------------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Derynoski   | <input type="checkbox"/> Flanders  | <input type="checkbox"/> Hatton | <input type="checkbox"/> Kelley   |
| <input type="checkbox"/> Plantsville | <input type="checkbox"/> South End | <input type="checkbox"/> Strong | <input type="checkbox"/> Thalberg |

### 2. Identify the current grade of your child.

- |                                  |                                       |                                  |                                  |
|----------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Pre-K   | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 2 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 4      | <input type="checkbox"/> Grade 5 |                                  |

### 3. The classroom teacher and I communicate about my child's homework assignments.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 4. The classroom teacher and I communicate about what I can do to help my child learn.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 5. I know how my child is doing in school before I receive his/her report card.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 6. I have attended at least one meeting or event at school this year.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 7. I feel welcome at this school.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 8. The classroom teacher has high expectations for my child.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 9. The classroom teacher communicates to me about how my child is doing in class.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |

### 10. The classroom teacher cares about my child.

- |   |  |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree          |
| <input type="checkbox"/> Agree          | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral        | <input type="checkbox"/> I Don't Know      |



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date June 13, 2013

Decision Requested X

Agenda Code 11 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Textbook Recommendations

**Summary of Issue:** Textbook selection is part of our curriculum design process. Money is budgeted for the 2012-2013 and 2013-2014 school years to purchase new/replacement textbooks. Included are supporting documents for eight texts that are proposed for adoption. The Board of Education's Curriculum and Instruction sub-committee reviewed these requests at their May 16, 2013 meeting. The Board will be asked to approve the proposed textbooks at the June 14, 2013 meeting.

**Background:** New textbooks have traditionally been ordered in the spring for the coming year and approval from the Board of Education is required.

**Alternative Strategies:** The Board may reject the textbook recommendations.

**Cost (if applicable):** See Attached Forms for Costs **Funding Source:** Budget (12-13 & 13-14)

**Beginning Date of Program or Project:** March 2013

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board of Education approves the purchase of the textbooks that are endorsed by the Curriculum and Instruction Committee.

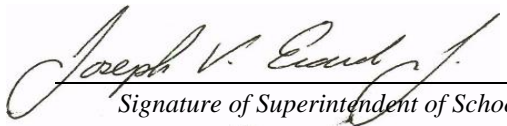
**Titles of Attachments:**

1. Recommended Textbooks and Supporting Forms

mp\Board\6.13.13,Textbook Recommendations..doc



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

# **Agenda Code: 11a**

# **Textbook Recommendations**

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*Business Department*

Economics, Grades 11-12 ~ *Contemporary Economics*

**Southington Public Schools  
Southington, CT**

**TEXTBOOK ADOPTION FORM – PART A**

Date: April 4, 2013

1. Curriculum Committee or department submitting change: Business Department - SHS

2. Grade levels and high school course(s) in which text will be used: 11 and 12

3. Proposed Text

- a. *Title* Contemporary Economics
- b. *Author(s) full name(s)* William A. McEachern
- c. *Publisher (name and location)* Thomson \* South-Western
- d. *Copyright Date* 2013

4. Cost of recommended text: \$95.75 ~ Electronic copies are available for \$95.75.  
\$100.75 ~ Electronic copies AND Textbooks

5. Amount Budgeted: \_\_\_\_\_

6. Number of student copies to be purchased: 25

7. This text is (check one):  *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Current text being used is outdated - issued 2001

Department or Committee Members: Business Department/ Marisa Calvi-Rogers

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Economics, Principles and Practice, Glencoe, 2012  
Economics and Personal Finance, Southwestern, 2013

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

Contemporary Economics provides much better practical examples and comprehensive content. Utilizes a great deal of print, video, electronic and online resources in order to differentiate instruction and make the topic relevant to the students.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?    Yes     No

If no, please explain why the textbook is being recommended.

Two sections were tested using the readability program in Microsoft Word. Results are attached. The Flesch-Kincaid Grade level is 10.1.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
- 2 = To Some Extent
- 3 = Great Extent
- N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Objectives are clearly stated at the start of each section. The material within the text meets the stated objectives using definitions and relevant examples and exercises.

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The author, William McEachern, earned his PhD in Economics from the University of Virginia. He won the University of Connecticut's Excellence in Teaching Award. He is the founding editor of the Teaching Economist. He has advised federal, state and local governments on policy matters.

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Regarding question 3 above - tools include e-documents and other on-line sources, and CD's.

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

**1      2      3      N/A**

- |    |   |                          |                          |                                     |                          |
|----|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. | To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. | To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. | To what extent are all sides of a controversial issue treated fairly and objectively?   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments: Photographs depict a variety of ethnic backgrounds and sex. Material is presented with facts and relevant examples.

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Contemporary Economics  
 Author(s): William A. McEachern  
 Copyright: 2013 Publisher: Thomson Southwestern  
 Class: \_\_\_\_\_ Grade(s): 11 & 12

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: The text provides a comprehensive explanation of economic terms and concepts while also providing present day examples. In addition, there are references to historical events thus allowing the student to reflect on relevant economic principles in a historical context.

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

## PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: Each subtitle relates back to the chapter headings.

## ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: Main ideas are clearly identified. Economics can be a complex topic, however, the author provides concepts using age appropriate explanation and language.

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: Questions challenge students to apply their knowledge.

# Economics

Like the demand curve, the supply curve reflects a particular period of time. It shows quantity supplied per period. For any supply curve, it is assumed that the prices of other goods the business could produce using these same resources remain unchanged. Thus, along the supply curve for pizza, the price of pizza changes relative to other prices, which do not change. The supply curve shows the effect of a change in the relative price of pizza that is, relative to the prices of other goods the resources could supply. Producers have a profit incentive to supply more pizza at a higher price than at a lower price, so the supply curve slopes upward, from left to right.

## Readability Statistics

### Counts

- Words 83
- Characters 392
- Paragraphs 1
- Sentences 4

### Averages

- Sentences per Paragraph 4.0
- Words per Sentence 20.7
- Characters per Word 4.5

### Readability

- Passive Sentences 0%
- Flesch Reading Ease 59.3
- Flesch-Kincaid Grade Level 10.1

# Textbook Recommendations

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*Business Department*

Cooperative Work Experience, Grade 12 ~ *Working*

**Southington Public Schools  
Southington, CT**

**TEXTBOOK ADOPTION FORM – PART A**

Date: 2/6/13

1. Curriculum Committee or department submitting change: Business Education

2. Grade levels and high school course(s) in which text will be used: 12<sup>th</sup> Coop. Work Experience Classes

3. Proposed Text

a. Title	<u>Working</u>
b. Author(s) full name(s)	<u>Larry J. Bailey</u>
c. Publisher (name and location)	<u>South-Western</u>
d. Copyright Date	<u>2013</u>

4. Cost of recommended text: \$75.25 ~ Electronic copies are available for \$75.25.  
\$80.25 ~ Electronic copies AND Textbooks.

5. Amount Budgeted: \_\_\_\_\_

6. Number of student copies to be purchased: 60

7. This text is (check one):  *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Replace a 2005 edition ~ Succeeding in the World of Work  
Update the School to Career curriculum to meet the State Career and Technology Education testing core criteria.

Department or Committee Members: Marisa Calvi-Rogers and the Business Department

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

School to Career by Goodheart-Wilcox Company, Inc. 2012  
Succeeding in the World of Work by McGraw Hill Education, 2012

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

The information from the textbook directly covers the Standards promoted by the CT State Department of Education, as they relate to the CTE (CT Technical Education) curriculum. The chapters cover material that includes Career Readiness, Career Acquisition, Career Retention, Integrated Learning and Life Skills, Technology and Information, and Economics. Students are tested every year on these six areas of criteria. Our Perkins Grant funding is directly related to our students' achievement/scores. In addition, you will find an attachment that covers the State CTE Standards and Competencies.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

CWE-DO classes usually consist of a wide range of students with varying academic abilities. This past year class of 2012-2013 had DRPs that ranged from 42-90. Many CWE students often attend Community College after graduation because they lack the preparation for a 4-year school.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes  No

If no, please explain why the textbook is being recommended.

Readability statistics from Micro Soft Office 10; based on the Flesch-Kincaid scale of analysis. The study shows that the selected passage is rated at a 12.1 level.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Objectives are clearly stated at the start of each section. The material within the text meets the stated objectives using definitions and relevant examples and exercises.

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The author of 7 books and more than 100 other book chapters, articles, papers, and reports, Dr. Bailey also served as a member of the National Advisory Council on Career Education and the Advisory Council on Adult, Vocational, and Technical Education, State of Illinois. Text covers a large variety of occupations, techniques for finding and utilizing job leads, critical SCANS skills, listening skills, and time management. In addition, it covers occupations in the digital age, showing students many new and exciting career options.

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: A variety of ancillaries are included to provide online resources, web-based solutions, and application files. Instructor's Resource CD includes color chapter PowerPoint presentations, chapter tests and solutions, and PDF files of teaching masters and Teaching Tools supplements.

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Photographs depict a variety of both male and female students from numerous ethnicities. They also include examples of both genders in careers that would have been typically gender restrictive (i.e. nurses, auto mechanics)

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Working  
 Author(s): Larry J. Bailey  
 Copyright: 2013 Publisher: South-Western Cengage Learning  
 Class: Coop Work Experience - Div. Occupations Grade(s): 12

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: The information relates directly to current work place trends.

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

**PRE-READING (Continued)**

<b>Skills &amp; Strategies</b>	<b>Criteria: Questions to ask about text</b>	<b>Yes / Sometimes / No</b>
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: \_\_\_\_\_

**ACTIVE READING**

<b>Skills &amp; Strategies</b>	<b>Criteria: Questions to ask about text</b>	<b>Yes / Sometimes / No</b>
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: \_\_\_\_\_

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: \_\_\_\_\_

# Cooperative Work Experience Classes

## Military Occupations

The largest employer in the country is the military services, which provides training and work experience for more than 2.4 million people. More than 1.4 million people serve in the active Army, Navy, Marine Corps, and Air Force. More than 1 million serve in their Reserve components, and the Air and Army National Guard. The Coast Guard is now part of the U.S. Department of Homeland Security.

The major occupational groups in the military are similar to those in the civilian sector. More than 75 percent of military occupational specialties have civilian counterparts. Nearly 25 percent of enlisted persons are involved with electrical, electronic, mechanical, and related equipment. This reflects the highly technical and mechanical nature of the military. Officers (about 1.8 percent of all military personnel) are concentrated in administration, medical specialties, and directing combat activities.

### Readability Statistics

#### Counts

- Words 139
- Characters 786
- Paragraphs 3
- Sentences 8

#### Averages

- Sentences per Paragraph 8.0
- Words per Sentence 14.8
- Characters per Word 5.2

#### Readability

- Passive Sentences 0%
- Flesch Reading Ease 34.6
- Flesch-Kincaid Grade Level 12.1

# Textbook Recommendations

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*Foreign Language Department*  
*French AP ~ Allons au-delà*

**Southington Public Schools  
Southington, CT**

**TEXT BOOK ADOPTION FORM – PART A**

Date: 4/24/13

1. Curriculum Committee or department submitting change: Foreign Language

2. Grade levels and high school course(s) in which text will be used: French AP

3. Proposed Text

- |                                  |                       |
|----------------------------------|-----------------------|
| a. Title                         | <u>Allons au-dela</u> |
| b. Author(s) full name(s)        | <u>Richard Ladd</u>   |
| c. Publisher (name and location) | <u>Pearson</u>        |
| d. Copyright Date                | <u>2012</u>           |

4. Cost of recommended text: \$63.97; Includes hard cover book and 7-year access to the eBook version (see attached)

5. Amount Budgeted: \$639.70

6. Number of student copies to be purchased: 10

7. This text is (check one):     *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The current material that could be used for a French AP course is solely based on a series of softcover workbooks. They are very good but the course needs to be supplemented with and anchored in an actual textbook. We propose “Allons au-dela” published by Pearson. This textbook is targeting directly AP French level students. It is organized around the 6 themes of the College Board that are across all languages. The book is a perfect balance between readings from authentic classic literature to contemporary informational and technical texts. Grammar is not emphasized in this textbook as it is assumed that students would have acquired and mastered this information in previous years. The major focus on the textbook is on active oral and written communication. The book is accompanied by a plethora of excellent online resources. Included in the price we will receive the hardcover text and the 7-year license to the eBook.

Department or Committee Members: Adina Alexandru

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Face aFace  
Vista  
2013

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This new textbook will be used by students in their AP French course. Even though Face a Face is a new, good textbook it strictly addresses the speaking component of the AP course curriculum.

"Allons au-dela" is aligned with the new AP language and culture curriculum. It includes authentic sources that help students strengthen their skills in reading, writing, listening and speaking in contemporary, real-life settings. The book is organized in the six course themes presented by the College Board. The book has also an online version.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

The textbook is a strong instructional support for AP French students.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?    Yes     No

If no, please explain why the textbook is being recommended.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: A Toda Vela  
 Author(s): Carmen Herrera & Paul Lamontagne  
 Copyright: 2013 Publisher: EMC  
 Class: 2014 Grade(s): 12<sup>th</sup>

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: \_\_\_\_\_

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

## PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: \_\_\_\_\_

## ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: \_\_\_\_\_

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: \_\_\_\_\_

# Textbook Recommendations

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*Foreign Language Department*  
*Spanish V ~ A toda vela*

**Southington Public Schools  
Southington, CT**

**TEXTBOOK ADOPTION FORM – PART A**

Date: 4/24/13

1. Curriculum Committee or department submitting change: Foreign Language

2. Grade levels and high school course(s) in which text will be used: Spanish V

3. Proposed Text

- |                                  |   |
|----------------------------------|---|
| a. Title                         | <u>“A toda vela”</u>                        |
| b. Author(s) full name(s)        | <u>Carmen Herrera &amp; Paul Lamontagne</u> |
| c. Publisher (name and location) | <u>EMC</u>                                  |
| d. Copyright Date                | <u>2013</u>                                 |

4. Cost of recommended text: \$77.95; Includes the hard-cover book and online textbook (see attached)

5. Amount Budgeted: \$3,118

6. Number of student copies to be purchased: 40

7. This text is (check one):     *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

We propose a new textbook “A toda vela”. This book is published by EMC and it is aligned with the new AP language and culture curriculum. It includes authentic sources that help students strengthen their skills in reading, writing, listening and speaking in contemporary, real-life settings. The book is organized in the six course themes presented by the College Board. Both the online version and the hard copy comes at a price of \$77.95.

Department or Committee Members: Adina Alexandru, Alexa Velazquez, Tina Riccio

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Pasajes  
2010  
by McGraw Hill higher Education

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This new textbook will be used by students in their terminal year of studying Spanish

The current book in use is the 6th edition of Pasajes”, a textbook published in 2006 by McGraw Hill higher Education. A newer version of the save book will not be vastly different as it will still target 2nd year college level students. The cultural information presented in “Pasajes” is outdated and the format of the book revolves around grammar that is recycled from a beginning year. The book is not aligned with the Standards for foreign language education nor with the CCSS. In addition, the book is organized by themes that are not aligned with the new pre/AP - AP curriculum.

"A toda vela" is aligned with the new AP language and culture curriculum. It includes authentic sources that help students strengthen their skills in reading, writing, listening and speaking in contemporary, real-life settings. The book is organized in the six course themes presented by the College Board. The book has also an online version.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

the textbook is a strong instructional support both for AP as well as for the regular Spanish V students.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?      Yes       No

If no, please explain why the textbook is being recommended.

NOTE: As far as readability scores/reports of these texts, it does not apply in Foreign Language. What is currently done in other subjects cannot be done in a foreign language text as they are entirely in the target language.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: A Toda Vela  
 Author(s): Carmen Herrera & Paul Lamontagne  
 Copyright: 2013 Publisher: EMC  
 Class: 2014 Grade(s): 12<sup>th</sup>

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: \_\_\_\_\_

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

## PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: \_\_\_\_\_

## ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: \_\_\_\_\_

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: \_\_\_\_\_

# Textbook Recommendations

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*Science Department*

Physics, Grades 11-12 ~ *Physics*

**Southington Public Schools  
Southington, CT**

**TEXT BOOK ADOPTION FORM – PART A**

Date: 4/2/13

1. Curriculum Committee or department submitting change: Science

2. Grade levels and high school course(s) in which text will be used: 11/12<sup>th</sup> Grade

3. Proposed Text

a. Title	<u>Physics</u>
b. Author(s) full name(s)	<u>James S Walker</u>
c. Publisher (name and location)	<u>Pearson Education Inc. One Lake Street, Upper Saddle River NJ 07458</u>
d. Copyright Date	<u>2014</u>

4. Cost of recommended text: \$90.97 with Mastering Physics and Pearson eText for 6 years

5. Amount Budgeted: \$13,200

6. Number of student copies to be purchased: 80

7. This text is (check one):  *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The existing textbooks are in a state of disrepair, lack sufficient online resources and have limited analytical content. The selected text orders concepts aligned with national standards. Example problems present problem solving and mathematical methodology necessary to solve the problem. Unlike the existing text, there are a wider variety of end of chapter problems both analytical and conceptual. Student support materials will include online resources similar to those for our existing physics texts, however these are currently not available as it is a newly developed text.

Department or Committee Members: Keith Gregorian-Michaelsen & Nicole Raccio

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

The Physics of Everyday Phenomena, McGraw-Hill, 2012 Conceptual Physics, Prentice Hall, 2013 Conceptual Physics Eleventh Edition, Addison-Wesley, 2010 Physics Principles and Problems, Glenco, 2013 How Things Work, John Wiley & Sons, 2010
---

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This text spends considerable effort to show the application of both the physics concepts and mathematical processes necessary to solve real world problems. Most of the other texts evaluated have a very limited analytical component and focus mainly on the conceptual and real world application of physics concepts. We have found that many of our students are struggling with the application of the mathematical concepts, the analytical component of problem solving. We have also reviewed a variety of individual chapters and found this text to be both thorough and concise.
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- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

This textbook has very few, if any, issues that would prevent it from supporting student learning in a conceptual physics course. Similar to the other books we evaluated, lower level readers might be overwhelmed by the amount of information presented within any given section. It will be important to teach students successful reading strategies for these text.
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- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?      Yes       No

If no, please explain why the textbook is being recommended.

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## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Although this text does not contain objectives at the beginning of each chapter, it does contain the "Big Idea" around which the content is developed and guiding questions presented throughout the chapter. This textbook nicely demonstrates the problem-solving methodology utilized in the course and provides examples on how to solve mathematically challenging problems.

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: The textbook website indicates that there will be resources available on the book's companion site similar to those used in the AP and CCP Physics courses.

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: \_\_\_\_\_

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Physics  
 Author(s): James S Walker  
 Copyright: 2014 Publisher: Pearson Education Inc.  
 Class: CP Physics Grade(s): 11<sup>th</sup> and 12<sup>th</sup>

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: \_\_\_\_\_

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

## PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: Rather than objectives, the chapters begin with a Big Idea.

## ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: \_\_\_\_\_

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: \_\_\_\_\_

## Physics by Walker, Pg 405

When certain processes occur, it sometimes appears as if the entropy of the universe has decreased. On closer examination, however, it always turns out that a larger increase in entropy has occurred elsewhere, resulting in a net increase.

For example, suppose you put an ice-cube tray filled with water in the freezer, and sometime later the water has turned to ice, as shown in Figure 11.16. It might seem that the entropy of the universe has decreased. After all, thermal energy is removed from the water to freeze it, and as we know, removing thermal energy from an object lowers its entropy. On the other hand, we also know that the freezer does work to draw thermal energy from the water. In fact, the refrigerator exhausts more thermal energy into the air in the kitchen than it absorbs from the water. Detailed calculations always show that the entropy of the air that is heated in the kitchen increases by more than the entropy of the water that is frozen into ice cubes decreases. Therefore, the total entropy of the universe increases as it must, for any real process.

Flesch Reading Ease = 50.5

Flesch-Kincaid Grade Level = 11.6

# Textbook Recommendations

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*Science Department*

CCP Biology ~ *Miller and Levine Biology*

**Southington Public Schools  
Southington, CT**

**TEXT BOOK ADOPTION FORM – PART A**

Date: March 19, 2013

1. Curriculum Committee or department submitting change: Biology teachers

2. Grade levels and high school course(s) in which text will be used: CCP Biology

3. Proposed Text

a. Title	<u>Miller &amp; Levine Biology</u>
b. Author(s) full name(s)	<u>Kenneth Miller and Joseph Levine</u>
c. Publisher (name and location)	<u>Pearson</u>
d. Copyright Date	<u>2014</u>

4. Cost of recommended text: \$86.97 including 6 year student license for biology.com (including eBook)  
\$78.47 eBook only: 6 year license

5. Amount Budgeted: \$30,000

6. Number of student copies to be purchased: 275

7. This text is (check one):  *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The current books being used in CCP Biology have a copyright date of 2002. Many are in poor shape, with pages missing, torn, and bindings in disrepair. The most recent information in biology is lacking or missing in the old book. The new book has the most recent content in genetics, classification and biotechnology. In addition, the new book provides connections to the Next Generation Science Standards, including science and engineering practices, and crosscutting concepts. The Common Core is reflected in the material with connections to increasing literacy in science. There is also a Foundations edition which is written on the 6<sup>th</sup> grade level if needed for differentiating for students.

Department or Committee Members: M. Terray, M. Mroczka, D. DeStefano, D. O'Brien, S. Mossy, B. Gawitt, R. Royko, S. Hodges

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Biology, McGraw-Hill/Glencoe, 2012  
Biology, Holt McDougal, 2010

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

We currently use the 2002 edition of the Miller and Levine Biology book. The authors along with the publisher have created an easy to read, well organized and engaging text. The book provides support for building scientific literacy, reflects Next Generation Science Standards, STEM and Common Core. Topics are well-delineated into sections with numerous diagrams of life processes created with emphasis on key points within the diagram. Each chapter starts with a chapter mystery to elicit curiosity in students so they will want to know more about the topic. Each chapter ends with an assessment that encompasses the different levels of the Depth of Knowledge. There is also a section in each chapter on analyzing data, and practice preparing for standardized tests.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?      Yes       No

If no, please explain why the textbook is being recommended.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: This book has many different sections in it to help students understand the content and integrate the content into other areas. There are links to STEM, next generation science standards, and Common Core to help build literacy in science. There are analyzing data sections, note-taking tips for sections, and provides visual summaries.

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The book is well organized, logically sequences topics, and contains colorful pictures and/or graphs on every page to interest students.

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Support materials are provided in printed and DVD form including an editable test bank and fully editable PowerPoint presentations of guided notes for each chapter's topics.

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Both genders and various races are well represented in a positive context in the text.

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Miller and Levine Biology  
 Author(s): Kenneth Miller and Joseph Levine  
 Copyright: 2014 Publisher: Pearson  
 Class: CCP Biology Grade(s): 10

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: \_\_\_\_\_

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

**PRE-READING (Continued)**

<b>Skills &amp; Strategies</b>	<b>Criteria: Questions to ask about text</b>	<b>Yes / Sometimes / No</b>
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: Objectives are listed at the beginning of each chapter in the form of questions for students to keep in mind while reading. The important or new vocabulary is listed at the beginning of the chapter along with tips on how to take notes.

**ACTIVE READING**

<b>Skills &amp; Strategies</b>	<b>Criteria: Questions to ask about text</b>	<b>Yes / Sometimes / No</b>
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
<b>Organizing the Information</b>	Are there special appendices to provide students with additional reference materials?	YES
	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: Vocabulary is highlighted throughout each chapter, along with tips on building vocabulary. The sections are well organized and titled to emphasize the content.

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: Each section within the chapter has questions to help students understand their reading. The end of each chapter contains questions that correspond with the different levels of the Depth of Knowledge chart. There is a glossary of key terms at the end of the book, along with appendices that helps students with different skills such as data tables, graphs, and organizing information.

## Miller and Levine Biology, Pg 191

The type of microscope you are probably most familiar with is the compound light microscope. A typical light microscope allows light to pass through a specimen and uses two lenses to form an image. The first lens, called the objective lens, is located just above the specimen. This lens enlarges the image of the specimen. Most light microscopes have several objective lenses so that the power of magnification can be varied. The second lens, called the ocular lens, magnifies this image still further. Unfortunately, light itself limits the detail, or resolution, of images in a microscope. Like all forms of radiation, lightwaves are diffracted, or scattered, as they pass through matter. Because of this, light microscopes can produce clear images of objects only to magnification of about 1000 times.

Another problem with light microscopy is that most living cells are nearly transparent. Using chemical stains or dyes, as in figure 7-2, can usually solve this problem. Some of these stains are so specific that they reveal only certain compounds or structures within the cell. Many of the slides you'll examine in your biology class or laboratory will be stained this way.

Flesch Reading Ease = 51.2

Flesch-Kincaid Grade Level = 9.7

# Textbook Recommendations

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*Science Department*

Middle School Science ~ *Earth Surfaces*

**Southington Public Schools  
Southington, CT**

**TEXT BOOK ADOPTION FORM – PART A**

Date: May 8, 2013

1. Curriculum Committee or department submitting change: MS Science

2. Grade levels and high school course(s) in which text will be used: Grade 6

3. Proposed Text

- |                                  |   |
|----------------------------------|---|
| a. Title                         | <u>Earth Surfaces - Write-In Student Edition, 7 year adoption</u>           |
| b. Author(s) full name(s)        | <u>D. Buckley,Z. Miller,M. Padilla,K. Thornton,M. Wysession, G. Wiggins</u> |
| c. Publisher (name and location) | <u>Pearson Education</u>  |
| d. Copyright Date                | <u>2011</u>   |

4. Cost of recommended text: \$26.47 w/7 year eBook & replacement

5. Amount Budgeted: \$32,663.00

6. Number of student copies to be purchased: 575

7. This text is (check one):     *A replacement for existing text*     *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The current texts have a 1998 and some have a 2004 copyright and new programs are available based on more current research and instructional pedagogy. The current text is also very limited in additional resources available for students and teachers and is not based on the new direction of the common core science standards. This program offers personalized technology for students and teachers with many online resources. The students are engaged when they can see it, read it, do it, describe and apply all within their own personal book. This text is based on Understanding by Design - the big ideas of science for conceptual understanding, including performance based assessments and inquiry experiences as our curriculum is designed. It also incorporates STEM investigations and students designing their own investigations as required in the new common core science standards. The proposed new text is more inviting, richly illustrated and is organized for understanding with short paragraphs, vocabulary development, key words highlighted and frequent checking for understanding and assessment questions. The labs provided are open-ended with a focus on particular inquiry skills and can be edited by the teacher. There is also an online resource that allows the teacher to track student progress. Four similar books of this series were approved by the Board of Education and purchased with 2012 funds. These additional books are needed to replace older textbooks in different content areas.

Department or Committee Members: Science/Math Coordinator, Grade 6 Science Teachers, and P. Pepin, D. Shea  
Curriculum Specialists

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Project Based Inquiry Science; It's About Time, 2009.  
M.S. Science Integrated Science Courses, Glencoe, McGraw Hill, (draft only for 2012)  
Holt Science and Technology, Holt Rinehart & Winston, 2011.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

In addition to the books' excellent student and teacher resources, it focuses on the "big ideas" of science, incorporates minds-on/hands-on labs that promote inquiry and problem solving, and includes: Performance assessments; STEM scenario-based investigations that are aligned with the new common core science standards; Integrated math problem-solving activities and reading strategies; Many technology enhanced resources that include interactive lessons, visual glossary, and success tracker for progress monitoring of assessments.

These books are built on current best practices and research. While the student text is consumable, students can keep a personal record of their learning, which allows them to read/write/draw/graph/self assess as they connect to the content. The publishing company is also offering replacement of these student texts for 7 years with the initial cost of \$26.47 each. All of the eBook resources are included in this cost for both teachers and students.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

None; the text is good to excellent in all criteria.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?      Yes       No

If no, please explain why the textbook is being recommended.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: This text is far superior in all areas to other texts that were evaluated and are in line with the expectations of the new Science Common Core Standards.

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Comments on the excellent organization of this text were elaborated previously in this document.

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Internet links are provided and regularly maintained for current supplemental information.

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Text illustrations and case studies featuring scientists are balanced for gender and ethnic diversity, Real world connections with current scientists in the field are also included.

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Earth Surfaces - Write-In Student Edition, 7 year adoption  
 Author(s): D. Buckley,Z. Miller,M. Padilla,K. Thornton,M. Wyssession, G. Wiggins  
 Copyright: 2011 Publisher: Pearson Education  
 Class: Science Grade(s): 6

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: Understanding the Big Ideas of science is the content focus with key concepts

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

## PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES
Teacher comments on <i>Pre-reading</i> aids: <u>Very clear and understandable</u>		

## ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: The active reading cues of this text are excellent.

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: Great applying knowledge & assessing for understanding.

## Grade 6 Science, Earth Surfaces Textbook Readability

Grade 6: Interactive Science (Pearson)  
Earth Surfaces  
Agents of Mechanical Weathering

The natural agents of mechanical weathering include freezing and thawing, release of pressure, plant growth, actions of animals, and abrasion. Abrasion (uh bray zhun) refers to the wearing away of rock to rock particles carried by water, ice, wind, or gravity. Human activities, such as mining and farming can also cause weathering.

In cool climates, the most important agent of mechanical weathering is the freezing and thawing of water. Water seeps into cracks in rocks and freezes. The ice then forces the rock apart. Wedges of ice in rocks widen and deepen cracks. This process is called frost wedging. When the ice melts, water seeps deeper into the cracks. With repeated freezing the thawing, the cracks slowly expand until pieces of rock break off.

Flesch Reading Ease: 61.9 Flesch-Kincaid Grade Level: 7.8
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# Textbook Recommendations

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*Science Department*

Middle School Science ~ *Human Body Systems*

**Southington Public Schools  
Southington, CT**

**TEXT BOOK ADOPTION FORM – PART A**

Date: May 8, 2013

1. Curriculum Committee or department submitting change: MS Science
2. Grade levels and high school course(s) in which text will be used: Grade 7
3. Proposed Text
  - a. *Title* Human Body Systems - Write-In Student Edition, 7-year adoption
  - b. *Author(s) full name(s)* D. Buckley,Z. Miller,M. Padilla, K. Thornton,M. Wysession,G. Wiggins
  - c. *Publisher (name and location)* Pearson Education
  - d. *Copyright Date* 2011
4. Cost of recommended text: \$26.47 w/7 yr eBook & replacement
5. Amount Budgeted: \$32,663.00
6. Number of student copies to be purchased: 520
7. This text is (check one):     *A replacement for existing text*     *A new text for new or revised course*
8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The current texts have a 1998 and some have a 2004 copyright and new programs are available based on more current research and instructional pedagogy. The current text is also very limited in additional resources available for students and teachers and is not based on the new direction of the common core science standards. This program offers personalized technology for students and teachers with many online resources. The students are engaged when they can see it, read it, do it, describe and apply all within their own personal book. This text is based on Understanding by Design - the big ideas of science for conceptual understanding, including performance based assessments and inquiry experiences as our curriculum is designed. It also incorporates STEM investigations and students designing their own investigations as required in the new common core science standards. The proposed new text is more inviting, richly illustrated and is organized for understanding with short paragraphs, vocabulary development, key words highlighted and frequent checking for understanding and assessment questions. The labs provided are open-ended with a focus on particular inquiry skills and can be edited by the teacher. There is also an online resource that allows the teacher to track student progress. Four similar books of this series were approved by the Board of Education and purchased with 2012 funds. These additional books are needed to replace older textbooks in different content areas.

Department or Committee Members: Science/Math Coordinator, Grade 7 Science Teachers, D. Shea, P. Pepin  
(curriculum specialists)

**Approvals:**

Signature submitted on hard copy  
*Department Chair Signature*

Signature submitted on hard copy  
*Principal Signature*

## THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Project Based Inquiry Science; It's About Time, 2009.  
M.S. Science Integrated Science Courses, Glencoe, McGraw Hill, (draft only for 2012)  
Holt Science and Technology, Holt Rinehart & Winston, 2011.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

In addition to the books' excellent student and teacher resources, it focuses on the "big ideas" of science, incorporates minds-on/hands-on labs that promote inquiry and problem solving, and includes: Performance assessments; STEM scenario-based investigations that are aligned with the new common core science standards; Integrated math problem-solving activities and reading strategies; Many technology enhanced resources that include interactive lessons, visual glossary, and success tracker for progress monitoring of assessments.

These books are built on current best practices and research. While the student text is consumable, students can keep a personal record of their learning, which allows them to read/write/draw/graph/self assess as they connect to the content. The publishing company is also offering replacement of these student texts for 7 years with the initial cost of \$26.47 each. All of the eBook resources are included in this cost for both teachers and students.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

None; the text is good to excellent in all criteria.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)?      Yes       No

If no, please explain why the textbook is being recommended.

## EVALUATION OF PROPOSED TEXT – PART B

**Directions:** For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent  
 2 = To Some Extent  
 3 = Great Extent  
 N/A = Not Applicable

### OBJECTIVES AND CONTENT

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: This text is far superior in all areas to other texts that were evaluated and are in line with the expectations of the new Science Common Core Standards.

*NOTE: Additional comments can be included on back of each page.*

**PUBLICATION DATA AND PHYSICAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Comments on the excellent organization of this text were elaborated previously in this document.

**TEACHING AIDS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Internet links are provided and regularly maintained for current supplemental information.

*NOTE: Additional comments can be included on back of each page.*

**TREATMENT OF SENSITIVE AREAS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Text illustrations and case studies featuring scientists are balanced for gender and ethnic diversity. Real world connections with current scientists in the field are also included.

## CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Human Body Systems - Write-In Student Edition, 7-year adoption  
 Author(s): D. Buckley, Z. Miller, M. Padilla, K. Thornton, M. Wyssession, G. Wiggins  
 Copyright: 2011 Publisher: Pearson Education  
 Class: Science Grade(s): 7

### EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Meeting Curriculum Demands</b>	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	YES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: Understanding the Big Ideas of science is the content focus with key concepts

### PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Activating Background Knowledge</b>	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

## PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Setting Purpose for Reading</b>	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: Very clear and understandable

## ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Identifying the Main Idea</b>	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Supporting &amp; Reinforcing the Main Idea</b>	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
<b>Organizing the Information</b>	Are there special appendices to provide students with additional reference materials?	YES
	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

## ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Organizing the Information</b>	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
<b>Vocabulary Development</b>	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: The active reading cues of this text are excellent.

## POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
<b>Metacognition</b>	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: Great applying knowledge & assessing for understanding.

## Science, Human Body Textbook Readability

Grade 7: Interactive Science (Pearson)

Human Body Systems

Keeping Muscles Healthy

Regular exercise is important for maintaining the strength and flexibility of muscles. Exercise makes individual muscle cells grow bigger, so the whole muscle becomes thicker and stronger. Warming up before exercising increases the blood flow to your muscles. Stretching as you warm up helps your muscles become more flexible and prepares them for exercise. Exercise is important even in space.

Sometimes, muscles can become injured. A muscle strain can occur when muscles are overworked or over stretched. After a long period of exercise, a skeletal muscle can cramp, or contract and stay contracted. If you injure a muscle, be sure to follow medical instructions and rest the injured area so it can heal properly.

Flesch Reading Ease: 50.3
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Flesch-Kincaid Grade Level: 9.3
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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date June 13, 2013

Decision Requested X Agenda Code 11 b

**AGENDA REPORTING FORM**

**Agenda Topic:** Grade 6-8 English/Language Arts Curriculum Approval

**Summary of Issue:** The Board of Education Curriculum and Instruction Committee reviewed the revised Grades 6-8 English/Language Arts Curriculum. The Curriculum Committee strongly endorses the approval of this curriculum. The complete set will be available for review at the meeting. It is also available for review at central office prior to the meeting.

**Background:** The administration and literacy specialists worked to revise the Grades 6-8 English/Language Arts Curriculum. This curriculum incorporates the latest Common Core State Standards that were approved for the State of Connecticut.


**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** 2012

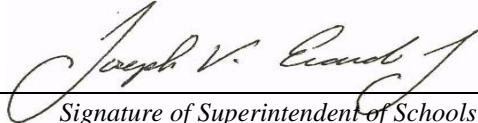
**Ending Date of Program or Project:** Until next revision cycle

**Recommendation or Comment:** The Curriculum and Instruction Committee recommends that the Board of Education approve the revised, Grades 6-8 English/Language Arts Curriculum as presented.

  
Signature of staff member submitting report

**Titles of Attachments:**

1. \_\_\_\_\_
2. \_\_\_\_\_

  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date June 13, 2013

Decision Requested X

Agenda Code 11 c

**AGENDA REPORTING FORM**

**Agenda Topic:** Grade 6-8 Math Curriculum Approval

**Summary of Issue:** The Board of Education Curriculum and Instruction Committee reviewed the revised Grades 6-8 Math Curriculum. The Curriculum Committee strongly endorses the approval of this curriculum. The complete set will be available for review at the meeting. It is also available for review at central office prior to the meeting.

**Background:** The administration and math specialists worked to revise the Grades 6-8 Math Curriculum. This curriculum incorporates the latest Common Core State Standards that were approved for the State of Connecticut.

**Alternative Strategies:** N/A


**Cost (if applicable):** N/A

**Funding Source:** N/A

**Beginning Date of Program or Project:** 2012

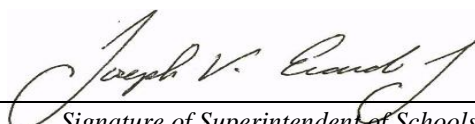
**Ending Date of Program or Project:** Until next revision cycle

**Recommendation or Comment:** The Curriculum and Instruction Committee recommend that the Board of Education approve the revised Grades 6-8 Math Curriculum as presented.

  
Signature of staff member submitting report

**Titles of Attachments:**

1. \_\_\_\_\_
2. \_\_\_\_\_

  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date June 13, 2013

Decision Requested x Agenda Code 11 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** Appointment of Assistant Principal of Derynoski Elementary School

**Summary of Issue:** Derynoski Elementary School Assistant Principal position became vacant due to Marilyn Kahl's appointment as Principal of Kelley Elementary School effective July 1, 2013.

**Background:** The Board of Education interviewed candidates for the Assistant Principal position at Derynoski Elementary School on Wednesday, June 12, 2013 at a Special Board meeting held at Derynoski Elementary School.

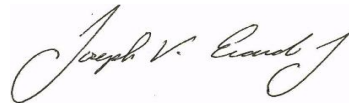
**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** Operational Plan

**Beginning Date of Program or Project:** July 1, 2013

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** To appoint the Assistant Principal of Derynoski Elementary School with a start date of July 1, 2013. Salary to be determined.



\_\_\_\_\_  
Signature of Superintendent of Schools

BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT

Informational Only \_\_\_\_\_ Board Meeting Date June 13, 2013  
Decision Requested X Agenda Code 11.e

**AGENDA REPORTING FORM**

**Agenda Topic:** Board of Education Finance Committee Non-Meeting ~ June 10, 2013

**Summary of Issue:** The Board of Education Finance Committee did not have a quorum for their June 10, 2013 meeting; therefore a discussion took place with items to go before the full Board for action. A summary of the discussion is attached for your review along with the attachments included with the original meeting agenda.

**Background:** Non-meeting due to not having a quorum. Discussion ensued by members and administration present resulting in items being brought to the full Board for action.

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** Operating Budget

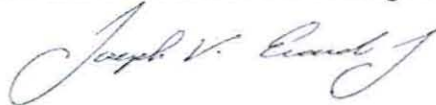
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** To approve the action items.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Titles of Attachments:**

1. Finance Committee – Discussion (Non-Meeting)
2. Finance Committee Agenda – June 10, 2013
3. Transfer of Funds
4. YMCA Contract Extension Request
5. Apple Lease 2013-2014
6. All-Star Driver Proposal/Contract
7. Purchase Plan

***FINANCE COMMITTEE ~ DISCUSSION (Non-Meeting)***

**Monday, June 10, 2013, 7:00 p.m.**

***Municipal Center Conference Room #2, 200 North Main Street, Southington, CT***

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski,  
Patricia Johnson  
From Administration: Sherri DiNello, Director of Business & Finance; Lisa Jones,  
Accounting/Purchasing Manager; Karen Veilleux, Director  
of Technology

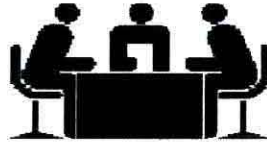
The Board of Education Finance Committee did not have a quorum so there was no meeting.  
The administration shared the following items during an informal discussion.

1. **SELF INSURANCE REPORT:**  
The committee reviewed the expenditures through April 2013.
2. **TRANSFER OF FUNDS:**  
Mrs. DiNello provided a brief explanation of the transfer requests. In response to a question, she will look into the cost of the new electric range for Southington High School.
3. **YMCA CONTRACT EXTENSION REQUEST:**  
Mrs. DiNello shared the request from John Myers, Executive Director of the Southington YMCA, about extending the lease agreements for the YMCA's Before School and After School Childcare Program. Those present for the discussion agree with the administration's recommendation to add addendums for two additional years to the current contracts expiring in June 2016; in essence, it will be a five-year contract.
4. **APPLE LEASE 2013-2014:**  
Mrs. Veilleux provided an overview on the new lease funded in the 2013-2014 budget to replace equipment at Kelley and Flanders Elementary Schools. Those in attendance agree with the plan.
5. **ALL-STAR DRIVER PROPOSAL / CONTRACT:**  
The Board members in attendance were comfortable with All-Star Driver's three-year proposal with a \$1,500 rental fee per session. Administration will draft a new contract utilizing the Top Driver contract as a template and will ask Attorney Mark Sciota to review. Members did not feel that the new lease had to come back before the full Board.
6. **PURCHASE PLAN:**  
The Board members in attendance endorsed the Purchase Plan, as presented.
7. **MISCELLANEOUS:**  
Mrs. DiNello informed the Board members present that Oak Hill Institute for the Blind agreed to a three percent (3%) increase for the upcoming lease.

The discussion ended at 8:00 p.m.



# SOUTHTON PUBLIC SCHOOLS



JOSEPH V. ERARDI, JR., Ed.D.  
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH  
ASSISTANT SUPERINTENDENT FOR  
INSTRUCTION AND LEARNING

PERRI MURDICA, Ed.D.  
SR. COORDINATOR  
SPECIAL SERVICES

SHERRILIN P. DINELLO  
DIRECTOR OF BUSINESS & FINANCE

FREDERICK G. COX, JR.  
DIRECTOR OF OPERATIONS

KAREN G. VEILLEUX  
DIRECTOR OF TECHNOLOGY

KIMBERLY D. HUNT  
PERSONNEL MANAGER

## REVISED

### BOARD OF EDUCATION FINANCE COMMITTEE MEETING

Monday, June 10, 2013, 7:00 p.m.  
Municipal Center Conference Room #2  
200 North Main Street, Southington, CT

## AGENDA

1. Self Insurance Report
2. Transfer of Funds
3. YMCA Contract Extension Request
4. Apple Lease 2013-2014
5. All-Star Driver Proposal / Contract
6. Purchase Plan
7. Miscellaneous

200 NORTH MAIN STREET  
SOUTHTON, CT  
06489

[WWW.SOUTHTONSCHOOLS.ORG](http://WWW.SOUTHTONSCHOOLS.ORG)

OFFICE TELEPHONE  
(860) 628-3202

BUSINESS &  
OPERATIONS FAX  
(860) 628-3205

PERSONNEL FAX  
(860) 628-3211

GENERAL FAX  
(860) 621-8056

SPD/lb  
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Southington Public Schools  
 Southington, Connecticut

2012-2013

**TRANSFERS OF FUNDS**

RECOMMENDED TO FINANCE COMMITTEE

June 10, 2013

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
SHS	10	41800	2230	Misc. Expenses	(709.98)	
	10	41800	2230	Misc. Expenses	(2,207.86)	
	10	54200	2510	Equipment		709.98
	10	54200	2510	Equipment		2,207.86
THALBERG	10	40300	1917	Teaching Supplies	(3,500.00)	
	10	54200	2517	Equipment		3,500.00
	10	42100	2257	Textbook Replacement	(3,500.00)	
	10	40305	4014	Content Area Literarcy Support		3,500.00
<b>TOTAL</b>					<b>(9,917.84)</b>	<b>9,917.84</b>

**Southington Public Schools**

200 North Main Street  
Southington, CT 06489

To: **DIRECTOR OF BUSINESS & FINANCE**

From: Richard Terino

Location: Southington High School

Subject: **REQUEST FOR TRANSFER OF FUNDS**

Please authorize the following transfers within the accounts assigned to my program location:

	FUND	ACCOUNT NUMBER	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM:	10	41800 Misc. Expenses	690	2210	462	2230	\$709.98
<b>TO:</b>	10	54200 Equipment	730	1000	462	2510	\$709.98
FROM:							
<b>TO:</b>							
FROM:							
<b>TO:</b>							
FROM:							
<b>TO:</b>							

BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

To buy electric range  
for Family Consumer  
Science.

*Richard Terino*  
**Signature: Principal - Administrator**

4-30-13  
**Date**

**BUSINESS OFFICE USE ONLY**

**Approved**

**Denied**

**COMMENTS**

- \_\_\_\_\_ Insufficient balance
- \_\_\_\_\_ Outstanding encumbrance
- \_\_\_\_\_ Other (See COMMENTS)

\_\_\_\_\_  
Director of Business & Finance

\_\_\_\_\_  
Date

**Southington Public Schools**

200 North Main Street  
Southington, CT 06489

To: **DIRECTOR OF BUSINESS & FINANCE**

From: Richard Terino

Location: Southington High School

Subject: **REQUEST FOR TRANSFER OF FUNDS**

Please authorize the following transfers within the accounts assigned to my program location:

	FUND	ACCOUNT NUMBER	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM:	10	41800 Misc. Expenses	690	2210	462	2230	\$2,207.86
TO:	10	54200 Equipment	730	1000	462	2510	\$2,207.86
FROM:							
TO:							
FROM:							
TO:							
FROM:							
TO:							

BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

#6 Hovercam T3 document cameras; #4 TI-Nspire CX calculators for math department

#1 Epson PowerLite X12 LCD projector for guidance department

**Signature: Principal - Administrator**

*Richard Terino*  
4-29-13

Date

**BUSINESS OFFICE USE ONLY**

**Approved**

**Denied**

**COMMENTS**

- \_\_\_\_\_ Insufficient balance
- \_\_\_\_\_ Outstanding encumbrance
- \_\_\_\_\_ Other (See COMMENTS)

*[Signature]*

Director of Business & Finance

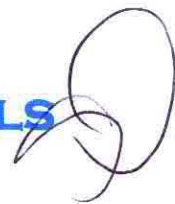
4/30/13

Date





## SOUTHTINGTON PUBLIC SCHOOLS



*Sherri DiNello*  
*Director of Business & Finance*

### MEMO

**TO:** BOE Finance Committee Members  
**DATE:** June 7, 2013  
**RE:** YMCA – FIVE YEAR CONTRACT

The Executive Director of the Southington-Cheshire Community YMCA, John Myers, contacted Dr. Erardi requesting a new five-year contract for leasing space for their School-Age Child Care Program.

The current leases expire in June of 2016 for Derynoski, Flanders, Kelley, Hatton, Thalberg and Strong Elementary Schools.

Due to unknown costs of health care reform, minimum wage changes, etc., Mr. Myers is making this request for long-term planning purposes at the YMCA. The administration is recommending an addendum to the existing contract that will add two-years and expire in June 2018, which gives Mr. Myers a five-year commitment.

Attached is one contract for you to review for information purposes only.

**AGREEMENT FOR  
YMCAs SCHOOL-AGE CHILD CARE PROGRAM  
AUGUST 2011 – JUNE 2016**

**FLANDERS ELEMENTARY SCHOOL – P.M.**

THIS AGREEMENT made by and between the SOUTHWINGTON PUBLIC SCHOOL SYSTEM, hereinafter referred to as the "LESSOR", and THE SOUTHWINGTON-CHESHIRE COMMUNITY YMCAs, INC., a corporation with a principal place of business in the Town of Southington, County of Hartford and State of Connecticut, hereinafter referred to as the "LESSEE":

WITNESSETH

WHEREAS, the purpose of the YMCAs School-age Child Care Program (SACC) is to provide child care services to the residents of the Town of Southington, Connecticut; and

WHEREAS, the LESSOR wishes to cooperate with and encourage such programs developed by the YMCAs School-age Child Care Program.

NOW, therefore, for mutual consideration, it is hereby agreed as follows:

1. The Lessor hereby permits and grants to the YMCAs SACC Program the use of the cafeteria, exclusive of the kitchen area, except for the area where the refrigerator is to be stored and one teachers restroom to be used by our adult staff, only; gymnasium (secondary location) at the **Flanders Elementary School** and makes available normal ingress and egress to that part of the building.

The children shall have adult supervision at all times in all areas of the building.

The Lessee shall have use of the following:

- one set of locker rooms for use as restrooms, including one for boys and one for girls;
- storage area for program supplies (any bin to store supplies shall be furnished by the Lessee);
- storage area for refrigerator for children's snacks. Refrigerator for same to be supplied by Lessee;
- access to tables and chairs for cafeteria use only, and not for use in the gymnasium;
- use of the school's outdoor play area.

2. This agreement shall be for a period of five (5) years from the start of the school year in August 2011 through the completion of the school year in June 2016. This agreement shall allow for a date to be determined prior to August 31, each school year for parent orientation. It is the Lessee's obligation at all times to maintain the minimum requirements required by the State of Connecticut to maintain this program. The Lessor reserves the right to terminate this Agreement if the Lessee, for a substantial period of time, falls under the minimum requirements and puts the Lessor at risk by falling under the minimum requirements.

This agreement shall remain in full force and effect for the five (5) year period unless the Board of Education concludes that, due to unforeseen

circumstances, the agreement is not in the best interest of the education of the students of the Town of Southington.

The parties agree that at least one (1) year prior to the termination of the five (5) year period, they shall either negotiate an additional five (5) year extension or shall notify the other that the agreement shall terminate at the end of the initial five (5) year period.

For the period of August 2010 through June 2011, the YMCA will reimburse the Board of Education for custodial costs in the amount of \$715.00 for the P.M. services monthly. Said costs will be adjusted based upon contract negotiations with the AFSCME union. The YMCA will also reimburse the Board of Education \$295.00 for P.M. services for electricity, supplies, and wear and tear on the building. Reimbursed payments will be made in ten (10) monthly installments of \$1,010.00 for the P.M. program to:

Southington Board of Education  
Sherri-Lin DiNello, Director of Business & Finance  
49 Beecher Street  
Southington, CT 06489

This agreement provides for the reimbursement rates to be adjusted annually.

3. The program will follow the Southington Public School system calendar. The hours of operation are from the close of school until 6:00 p.m. In the event that a child is still on-site at 6:30 p.m., the YMCA will be responsible for transportation of the child to its facility for pick up arrangements. Whenever there is early dismissal for inclement weather, or a planned shortened day, that is the hour that the day care begins.

It is understood between the parties that the use of the cafeteria or gymnasium is only during the time period specified in this Agreement.

If **Flanders Elementary School** is not open due to weather or an event beyond control of the Lessor, the child care program shall not be in operation.

4. The Lessee shall be responsible to furnish to the Lessor proof of insurance, including employee malfeasance, workers compensation and liability insurance on or before August 1 and each year of the agreement. Said liability insurance to have limits at least to the following:

\$1,000,000	per occurrence
\$2,000,000	aggregate
\$5,000,000	umbrella

All insurance certificates shall name the Town of Southington as well as the Board of Education as additional insured with the following language:

"But only as responsible to loss or damage arising out of negligence, acts or omissions of the Southington YMCA in connection with use of said premises."

Said proof of insurance is to be approved by the Director of Business and Finance for the Board of Education.

5. The Lessee shall be responsible to furnish the Lessor a copy of the approval by the State of Connecticut and any local department approvals

on or before August 1 each year of the agreement. Said approvals shall be submitted to the Director of Business and Finance for the Board of Education.

The Lessee is solely responsible for any and all costs associated with the licensing procedures, both state and local, for obtaining any and all permits to operate a Before and After School Child Care Program.

All renovations are to be authorized by the Board of Education.

6. The Lessee will be responsible for any snow removal costs associated with snow plowing that may be necessary on early dismissal school days.

7. If the Lessee leaves the premises in a condition whereby additional clean up is necessary, the Lessee shall be responsible for any additional custodial costs pursuant to clean up and will be billed directly.

8. The Lessee shall be responsible for ordering the telephone line with direct billing to the YMCA and all associated costs being paid by the Lessee.

9. If any one of these clauses does not apply, it will not negate the other clauses.

10. No change or modification of this Agreement shall be valid unless the same is in writing and signed by Lessee and Lessor.

11. In the event that any dispute shall arise between the parties to this Agreement, it is hereby agreed that such dispute shall be referred to the local Arbitration Association and that it's decision shall be final and binding upon the parties.

Witness:

*Deborah Albaitis*  
*Angela Blanchard*

**SOUTHINGTON BOARD OF EDUCATION**

By *Joseph V. Erardi, Jr.*  
Dr. Joseph V. Erardi, Jr., Superintendent  
Southington Public Schools

Date: 12-9-10

Witness:

*[Signature]*  
*[Signature]*

**THE SOUTHINGTON-CHESHIRE  
COMMUNITY YMCAs, INC.**

By *John Myers*  
John Myers, Executive Director  
Duly authorized

Date: 12-15-10

STATE OF CONNECTICUT )  
COUNTY OF HARTFORD )

ss: Southington December 9, 2010

Personally appeared, **Dr. Joseph V. Erardi, Jr.**, Superintendent of the Southington Public Schools, signer and sealer of the foregoing instrument and acknowledged the same to be his free act and deed, and the free act and deed of said Southington Board of Education, before me.

*Lisa Bennett*

Commissioner of the Superior Court  
Notary Public  
My Commission Expires:

Subscribed and sworn to before me  
this 9<sup>th</sup> day of dec, 2010  
*Lisa Bennett*  
NOTARY PUBLIC  
My Commission Expires Oct. 31, ~~2007~~ 2012

STATE OF CONNECTICUT )  
COUNTY OF HARTFORD )

ss: Southington \_\_\_\_\_, 2010

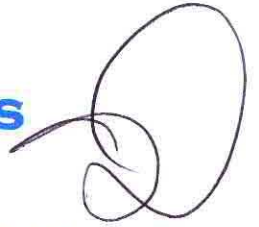
Personally appeared, **John Myers, Executive Director of The Southington-Cheshire Community YMCAs, Inc.**, signer and sealer of the foregoing instrument and acknowledged the same to be his free act and deed, and the free act and deed of said The Southington-Cheshire Community YMCAs, Inc., before me.

\_\_\_\_\_  
Commissioner of the Superior Court  
Notary Public  
My Commission Expires:



## SOUTHINGTON PUBLIC SCHOOLS

*Sherri DiNello*  
*Director of Business & Finance*



### MEMO

**TO:** BOE Finance Committee Members  
**DATE:** June 7, 2013  
**RE:** APPLE LEASE APPROVAL

Apple needs proof that the Board of Education has approved a new lease for 2013-2014. They have requested the minutes of the meeting where funds were approved for this purpose. Administration is requesting the Finance Committee to recommend that the \$85,000 (currently budgeted in Major Projects and Equipment) will be used to start a new three-year lease with Apple to replace equipment at Flanders and Kelley Elementary Schools.



Confidential Proposal For  
Southington Board of Education  
Karen Veilleux

## AppleEquity

The AppleEquity option allows your school to create fixed costs, build equity that can be leveraged for more equipment year after year, and retain the benefits of a \$1.00 purchase option lease structure. This is the best option for schools that want to own their equipment at term's end, want to build a fleet of systems quickly, and/or seek to create a long-term budgetary plan for their systems.

With the AppleEquity option, a school that owns their equipment at term's end may seek to trade in that equipment for credit toward new systems or for cash. Apple's Trade-In Program for Education is available to guide your school through responsible equipment disposal. Many schools have used this program to recover past years' budget dollars in order to pay for a portion of their next systems deployment.

Financed Amount	\$246,484.24
Annual Advance Payment	\$85,000.00
Payment Terms	3 Years

Thank you for the opportunity to present this financing proposal for your review. I look forward to discussing your unique situation further. Please do not hesitate to call me at the contact information below with questions or concerns.

Regards,

Jayne Adams-Griffin

Apple Inc.  
Apple Financial Services  
1010 Thomas Edison Blvd  
Cedar Rapids, IA 52404  
T: 319-841-7978  
F: 800-277-5358  
E: jadams-griffin@applefin.com



### AppleEquity - End of Term Options

Options available upon completion of the base financed term include:

1. Exercise the option to purchase the equipment at end of term for one dollar
2. Return all products to Apple at schedule-holder's expense
3. Exercise purchase option and trade in equipment at then-agreed upon values for credit toward new purchase or payment

### Pricing Notes and Conditions

Payments, rates, terms, and conditions contained in this non-binding proposal are offered for informational purposes only and are subject to change without notice and shall not be construed as an offer to extend credit or enter into any lease financing transaction.

Applications for credit or lease financing shall be subject to our independent credit review, and shall be reviewed and/or approved subject to such terms and conditions as we may require in our sole discretion.

All quotes are exclusive of any applicable taxes.

This proposal is subject to the execution of mutually acceptable documentation between lessor and lessee, the terms and conditions of which shall be controlling.

Lease Discount Disclosure Statement: Apple Inc., as lessor, through the Apple Education Finance Program, provides an equipment discount ("Discount") to certain third party investors. The proposed lease shall be financed by a particular third party investor and, therefore, the Discount may be applied to facilitate this Lease Discount Promotion. The actual interest rate you will pay in respect of any resulting lease shall be reflected in an amortization table provided with such lease. The lease discount listed above refers to the lease discount for the lessor's assignee.

The lease charge portion of the Payments (described above) can be determined by applying to the Total Adjusted Cost (described above) the rate which will amortize such Total Adjusted Cost down to the Purchase Option amount (as described above) by payment of such Payments. The lease charge rate may be higher than the actual annual interest rate because of the amortization of certain costs, expenses and fees incurred by us. It is understood that even if our mutual intention is confirmed by you, neither party shall be legally bound to the other by reason of this proposal, nor shall any rights, liabilities or obligations arise as a result of this proposal. Rates are subject to verification that the Lessee is a state or political subdivision as defined in Section 103 of the Internal Revenue Code of 1986.



## SOUTHTON PUBLIC SCHOOLS

*Sherri DiNello*

*Director of Business & Finance*

### MEMO

**TO:** BOE Finance Committee Members  
**DATE:** June 7, 2013  
**RE:** **TOP DRIVER / ALL-STAR DRIVER LEASE**

A contract for leasing space to Top Driver (now owned by All-Star Driver) is attached. Administration received a proposal for a one-year or three-year contract from All-Star Driver and is recommending a three-year agreement with a \$1,500 per session rental fee. If the committee agrees, we will prepare a new three-year contract for 2013-2016 using the original contract as a guide.



## DRIVER EDUCATION AGREEMENT FOR SOUTHTON HIGH SCHOOL

This agreement effective with the signatures of the parties below, between **Top Driver Acquisition, LLC ("TDA")**, and the **Southington Board of Education ("SBOE")**. In the following document the **Southington High School** will be referred to as "**SHS**".

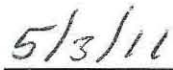
Witnesseth:

1. That in consideration of the fees and covenants and conditions hereafter set forth, **SBOE** hereby provides **TDA** classroom space and the use of a television for the purpose of conducting a driver education course.
2. The term of this agreement shall be from September 1, 2011 through August 31, 2012. Notwithstanding the foregoing, **SBOE** or **TDA** reserves the right to terminate this agreement for failure of the other party to perform their obligations hereunder.
3. The course will consist of thirty (30) hours of classroom instruction and eight (8) hours of behind-the-wheel instruction for each student at a cost of \$499.00. Additional services are available to each student, independent of this agreement, in accordance with the fee schedule in effect at the time of service.
4. Classes will be offered on days, dates, and times agreed upon by **TDA** and **SBOE**.
5. This course is designed for students of **SHS** only. **SBOE** hereby authorizes **TDA** to promote the program to students in **SHS** and to parents with various, agreed-upon electronic and hard-copy materials.
6. **TDA** agrees to pay **SBOE** a rental fee of \$1,250.00 for each 30 classroom hour program that is conducted.
7. **TDA** will schedule at least four programs during the **SBOE** school year, but **TDA** reserves the right to cancel any class in which less than ten (10) students are enrolled.
8. **TDA** warrants that the course meets the minimum requirements set forth by the Connecticut Department of Motor Vehicles.
9. **TDA** will adhere to the rules and regulations of the Connecticut Department of Motor Vehicles in the administering of said programs and will pay any related fees therein.
10. All **TDA** instructors who teach at **SHS** will be licensed and bonded and will be fingerprinted and background checked at **TDA's** expense.



11. **TDA** will provide all materials used in classroom training.
12. All **TDA** vehicles used in training will be licensed, insured, and in safe working order.
13. **TDA** shall be the sole provider of driver education for the **SBOE** during the term of this agreement.
14. **SBOE** shall have no responsibility for the safety and or security of any property belonging to **TDA** or of any person participating in the use of the property by **TDA** except as may arise from the negligence of **SBOE**.
15. **TDA** shall have no responsibility for the safety and or security of any property belonging to **SBOE** or of any person participating in the use of the property by **SBOE** except as may arise from the negligence of **TDA**.
16. Insurance: At all times during the use of the property, **TDA** is required to insure the **SBOE** as well as itself. The Town of Southington, its officers, agents, employees, and servants shall be designated as additional named insured. **TDA** agrees to provide a copy of this certificate of insurance to **SBOE** as requested in advance of the use of this facility. Said insurance shall be in the amount of \$1,000,000 per occurrence.

  
\_\_\_\_\_  
*Phil Goodwin*  
*Southington Public Schools*

  
\_\_\_\_\_  
*Date*

  
\_\_\_\_\_  
*Richard J. Radi, CEO*

4/6/2011  
\_\_\_\_\_  
*Date*

**Top Driver Acquisition, LLC**  
**613 Landwehr Road Northbrook, IL 60062**  
**Phone: 224-406-9314 Fax: 847-556-0799**



CONNECTICUT'S LEADER IN DRIVER'S EDUCATION

ALL-STAR DRIVER FOR SERVICES OFFERED AT SOUTHLINGTON HIGH SCHOOL

PROPOSAL FOR DRIVER'S EDUCATION PROGRAM

PREPARED: JUNE 6, 2013

## GENERAL INFORMATION

All-Star Driver, Connecticut's Leader in Driver's Education, is a family owned, family operated driving school with a headquarters in Watertown CT. All-Star Driver opened its doors in February of 2009 and has quickly grown into 66 locations across Western Connecticut. Our business model focuses on serving the customer with the best driver's education curriculum in a manner that is 1.) Simple 2.) Flexible and 3.) Affordable.

Our roots are in the Student Transportation business (All-Star Transportation), where our partners have over 40 years experience in traffic safety. We have always trained our own school bus drivers, so the opportunity to enter the Driver's Education business made perfect sense. By focusing on both customer service and customer experience, we have created an environment of learning that our students appreciate. Our growth is a testament to the hard work of our staff and a company culture of fun, creative education.

All-Star Driver maintains a staff of 90 licensed driving instructors, coming from a wide range of experience and background. Each instructor has completed the required 45-Hour DMV Licensing Program as well as an additional 45 Hours of Advanced Training. We also require our staff to complete continuing education credits annually in the subject of sexual harassment, appropriate work conduct, safe driving exercises, vehicle technology, customer service and more. Each staff member must pass a pre-employment drug screen, DCF check and State and Federal Background checks. Results for these tests and checks are available upon request.

We pride ourselves on the professionalism of our staff. We hold each instructor to a high standard of quality and service, which can be immediately noticed in the way that they conduct themselves in the classroom. We search for driving educators that can bring a sense of fun and creativity to an admittedly boring subject matter. The students we are teaching have already had a day of math, science, history and English so a 2-Hour lecture on Safe Driving Practices will not hold their attention. However, our instruction staff brings an energy and out of the box thinking to Driver's Education. You will notice students in our class out of their seats, applying the fundamentals of safe driving in the classroom environment. We attract a professional staff with competitive wages, health, dental, vision and life insurance, and a 401K plan.

We assign one instructor to our classrooms, so that students will have a familiar face and teaching style for their whole program. We do our best to keep the students with the same instructor for their behind the wheel lessons as well, but can be restricted by the students' schedule and availability.

All-Star Driver has a staff of 10 administrative professionals that assist in the day-to-day operations of our school. Our phone lines are open from 8:00 am to 6:30pm Monday through Thursday, 8:00am to 5:00pm on Friday and 8:00am to 12:00pm on Saturday. Our staff is knowledgeable in all aspects of the driver's education and licensing process. They are eager to help our customers sort through registrations, scheduling, make up classes or navigating the Department of Motor Vehicles. As part of this group, we have a staff member that coordinates

student License Tests with the Department so that parents and students do not have to go through this oftentimes confusing process alone.

Finally, we have emergency maintenance crews on call while our cars on the road. We are prepared to handle all emergency situations that may arise.

**SOUTHINGTON HIGH SCHOOL WILL HAVE CONTACT INFORMATION FOR THE MANAGER ASSIGNED TO THE HIGH SCHOOL. THIS PERSON WILL BE READILY AVAILABLE TO HELP WITH EVERYTHING, EVEN AFTER HOURS.**

## **LICENSING**

All-Star Driver is a fully licensed Driving School by the Connecticut Department of Motor Vehicles.

## **SPACE AND TIME ALLOCATION**

We limit the enrollment size to 30 students. Class will be held two times per week immediately following school and will be held for 2 hours. Fifteen classes take 7 and ½ weeks to complete. Class is only offered when the school is open for a full day; class is cancelled on days that school is closed or has early dismissal. Additional courses can be added if demand for the class exceeds 30 students and when mutually agreed upon by All-Star Driver and Southington High School. The schedule can be arranged based on the school's availability, but we propose the following:

All-Star Driver will offer 4 afternoon sessions during the school year and 4 evening sessions. We will also offer 2 summer courses. We can quickly add more classes as demand for programs allows it.

Courses are 8 weeks long and will meet two days per week. Afternoon classes run from 2:30pm to 4:30pm, evening classes run from 6:30pm to 8:30pm

## **EQUIPMENT AND SUPPLIES**

All-Star Driver requests use of one classroom, equipped with one television and one DVD player for the classroom instruction. All-Star Driver will supply its own instructional videos, handouts and textbooks. All-Star Driver will use its own fleet of fully insured, dual-control driving instruction vehicles for the behind the wheel instruction. Our vehicles are maintained every 3,000 miles and held to standards higher than the State DMV Requirements for Driving Schools.

**TECHNOLOGY:** Students are able to register for our Driver's Ed Programs online in a very simple and easy to use manner. Once enrolled, students will have a username and password for access to our student portal where they can take practice tests, view study guides, pay their bill, schedule their road lessons, reschedule make up classes, and more. This fall, we will launch an iPad application that will give all of our instructors real time access to each student's instruction history, resulting in a better beginning to end educational experience for both students and parents.

**FEEs:** Our proposed fee structure is as follows:

*3 year contract:*

Rental Fee to Southington Public Schools: \$1,500 per 15-class session, or \$100/day.

Estimated Total: \$15,000/year dependent upon student demand

OR

*1 year contract*

Rental Fee to Southington Public Schools: \$1,250 per 15-class session, or \$83.33/day.

Estimated Total: \$12,500/year dependent upon student demand.

## **Proposed Purchase Plan 2012-13**

**The following items were approved to be reallocated from the  
2013-14 budget at the May 26th BOE meeting:**

New Program Textbooks	\$	135,000
Full Day K-Furniture & Curriculum needs	\$	147,745
Infrastructure upgrade-Technology	\$	271,303
Furniture Replacement	\$	6,430

Propose using any additional funds to continue the infrastructure  
upgrade and smartboard purchases