

Southington Board of Education Meeting

Thursday, June 11, 2015 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to discuss Personnel Matters and Compensation for 2015-2016 Unaffiliated Employees ~ 6:30 p.m.
3. Celebration of Excellence ~ 7:00 p.m. Class of 2015 Valedictorian ~ Class of 2015 Salutatorian ~ Class of 2015 Essayist ~ 2014-2015 All State Athletes
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes of May 28, 2015
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Report of the Superintendent
 - a. Personnel Report
9. Committee Reports
 - a. Curriculum Committee Meeting ~ June 8, 2015
 - b. Policy and Personnel Committee Meeting ~ June 8, 2015
 - c. Finance Committee Meeting ~ June 9, 2015
 1. School Lunch Price Increase
 2. Healthy Food Certification
 3. Apple Equity Lease
 4. YMCA Rates 2015-2016
 5. Purchase Plan
10. Old Business
 - a. Town Government Communications
 - b. Construction Update
11. New Business
 - a. Presentation of New Curricula
 - b. Textbook Recommendations
 - c. 2016-2017 Program of Studies & Recommendations
 - d. Compensation for 2015-2016 Unaffiliated Employees
12. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

May 28, 2015

The regular meeting of the Southington Board of Education was held on Thursday, May 28, 2015 at 6:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:34 p.m.

Present from the Board: Mrs. Terri Carmody, Vice Chairperson, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi (arrived at 6:37 p.m.), Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the Administration: Mr. Timothy Connellan, Superintendent of Schools, Mr. Steven Madancy, Principal, Kennedy Middle School (Assistant Superintendent for Instruction and Learning, effective July 1, 2015).

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

"Move to add 'Student Matters' to the Executive Session."

Motion carried unanimously by voice vote, 9-0.

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of a discussing Personnel and Student Matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote, 9-0.

2. EXECUTIVE SESSION TO DISCUSS PERSONNEL MATTERS AND STUDENT MATTERS

Mr. Goralski declared the Executive Session ended at 7:09 p.m.

3. CELEBRATION OF EXCELLENCE ~ Public Introduction of New Principal of Southington High School, Brian Stranieri, and the 2014-2015 Profiles in Professionalism Honorees

At 7:13 p.m., in Celebration of Excellence, Mr. Goralski introduced Mr. Brian Stranieri as the principal at Southington High School. Mr. Stranieri stated that he is honored and humbled to be the new principal at Southington High School. He's very fortunate to work with incredibly talented staff and the most amazing student body in the nation. He thanked the Board of Education, Mr. Connellan, Mrs. Smith, Mr. Madancy, the Southington High School staff, his family, and friends for giving him the opportunity to lead Southington High School to greater heights. He's very excited to be appointed principal and begin his journey.

Mr. Connellan and members of his administrative team, Mr. Romano, Ms. Walsh, and Mrs. Hunt recognized the 2015 *Profiles in Professionalism* honorees for their outstanding service and contributions to the school system. Fourteen honorees were selected from a pool of people who were nominated by employees of the school system. The Selection Committee was made up of last year's recipients. The honorees, which represent the best in the Southington schools, were presented with a plaque, engraved glass apple paperweight, and a box of chocolates. The honorees were:

Robert Brown, Southington High School
Dennis Sikoski, Southington High School
Michael Lodovico, Joseph A. DePaolo Middle School
Kristine Barnes, John F. Kennedy Middle School
Judith Ellis, Derynoski Elementary School
Dana Singarella, Flanders Elementary School
Maureen Barmore, Hatton Elementary School
Marjorie Appleby, Kelley Elementary School
Sandra Chavez, Plantsville Elementary School
Gail Verderame, South End Elementary School
Diane Agnelillo, Strong Elementary School
Kathryn Wakefield, Thalberg Elementary School
Charles Beliveau, Central Office
Gilbert VanLinter, Maintenance

Mr. Goralski asked that the honorees and their families stay in the audience while they begin the regular meeting and move two agenda items that deserve celebration. Following those two agenda items, they will call for a recess.

The regular meeting was reconvened at 7:35 p.m.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:35 p.m. by Mr. Brian Goralski, Chairperson. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the administration were Mr. Timothy Connellan, Superintendent of Schools; Mr. Peter Romano, Director of Operations; and Ms. Margaret Walsh, Director of Pupil Services.

Student representatives present were Mr. James Brino, Mr. Christopher Iverson, and Ms. Elizabeth Veilleux.

5. PLEDGE OF ALLEGIANCE

The audience recited the Pledge of Allegiance led by the student representatives.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to move Agenda Item 10 a. ‘Appointment of Principal of Hatton Elementary School’ to Agenda Item 5 a. and also, 10 b. ‘Appointment of Principal of Strong Elementary School’ to Agenda Item 5 b.”

Motion carried unanimously by voice vote, 9-0.

- a. Appointment of Principal of Hatton Elementary School

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

“Move to appoint Mr. Robert W. Garry as Principal of Hatton Elementary School at an annual salary of \$136,212 effective July 1, 2015.”

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, and Mr. Goralski.

Motion carried unanimously, 9-0.

Mr. Garry expressed his sincere appreciation to Board of Education members, administration, colleagues, parents, and those who participated in the interview process. He’s very proud to become part of a fantastic district and carry on the tradition and commitment of excellence that goes back many years in his family. He’s looking forward to being a part of the Southington Public Schools’ future.

- b. Appointment of Principal of Strong Elementary School

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to appoint Mrs. Melissa Barbuto as Principal of Strong Elementary School at an annual salary of \$136,212 effective July 1, 2015.”

ROLL CALL VOTE: YES – Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mrs. Carmody, and Mr. Goralski.

Motion carried unanimously, 9-0.

Ms. Barbuto expressed that she is honored to be appointed as principal of Strong Elementary School. She thanked the members of the Board of Education and Superintendent Connellan for providing her the opportunity to join the Southington community. She also thanked the parents, students, staff, and administrators who were in attendance and she looks

forward to building relationships and working with each of them. She's excited and looking forward to her first day of being principal at Strong Elementary School.

Mr. Goralski called for a recess at 7:45 p.m.

The regular meeting was reconvened at 8:00 p.m.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to add to the agenda the Special Board of Education Meeting minutes of May 26, 2015.”

Motion carried unanimously by voice vote, 9-0.

6. APPROVAL OF MINUTES ~ May 14, 2015

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the regular Board of Education minutes of May 14, 2015, as submitted.”

Motion carried by voice vote, with eight in favor and one abstention (Mr. Oshana).

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the special Board of Education meeting minutes of May 21, 2015, as submitted.”

Motion carried unanimously by voice vote, 9-0.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the special Board of Education meeting minutes of May 26, 2015, as submitted.”

Motion carried unanimously by voice vote, 9-0.

7. COMMUNICATIONS

a. Communications from Audience

There wasn't any audience communication.

b. Communications from Board Members and Administration

Mrs. Queen thanked the band backers for donating \$600 from the proceeds of Music of the Knight to the facility account that the Facility Advisory Committee is responsible for

building to ultimately fund the replacement of the turf field, as well as potential upgrades to the surrounding facility. The committee is very appreciative and thankful for all they do.

Mr. Goralski requested a moment of silence in memory of two, former Southington Public School employees, Mr. Joel Davis and Ms. Florence Tracy. Ms. Tracy worked as a cafeteria manager and served over twenty years in Southington Public Schools. Mr. Davis was a former assistant principal and Director of Secondary Education.

Mrs. Johnson mentioned that this is the time of year when the schools are talking about writing proficiencies of the students. She visited a writer's celebration at Derynoski, and the children read examples of their writings to their audience of families and friends. The examples of writings included narrative, opinion, and informational. It was a fabulous event, with outstanding writers.

Mr. Goralski mentioned that Project Lead the Way was taking place at Southington High School the same evening as the Board of Education meeting. He, Mrs. Johnson, and Mrs. Clark had an opportunity, prior to the Board meeting, to attend the event. He shared with the students that the Board of Education is very proud of their work, and they would have liked to have been part of the evening. Mr. Goralski apologized for the scheduling conflict and assured the Board that that they would avoid future scheduling conflicts.

Communication from Administration:

Mr. Connellan reported on two items that were a follow-up from the previous Board of Education meeting.

1. Four-District Collaborative on Mastery Based Learning:

Mr. Connellan shared that this work began that afternoon and will continue on Friday. There were trainers from Great Schools Partnership and staff from Meriden, Wallingford, Cheshire, and Southington. All were involved with redesigning units of study.

2. Community Engagement Project:

The community engagement project will begin next week. There will be a total of three sessions: two for adults; one for youth conversations with students. Mr. Connellan will forward the dates to the Board. Mrs. Queen agreed to join the group and other Board members are welcome.

c. Communication from Student Representatives:

Mr. Iverson reported:

- Congratulations to Mr. Brown and Mr. Sikoski from Southington High School who were recipients of the Profiles in Professionalism celebration.
- Pertaining to spring sports at Southington High School, they are on-track to win two or three state championships this year. They range in both boys and girls sports.
- Being the end of the school year, there are many banquets scheduled.
 - May 27 ~ FFA Banquet at the Aqua Turf
 - June 2 ~ Youth Honor Day
 - June 10 ~ Military Luncheon for all SHS students joining the military

- June 10 ~ AP Expo for all students who partake in AP classes. This is an opportunity for students to present their final projects.
- CCC Spring Sports Banquet
- Unified Theater Sports banquet at Testa's Restaurant.

Ms. Veilleux reported:

- The Art Show was held on May 11 and it was a huge success. All art pieces were incredible and there is so much talent in the art department at the high school.
- AP testing is complete and the students are now working on their projects.
- Scholarship night included: 147 students receiving over 265 scholarships, which was equivalent to approximately \$250,000 in scholarships.
- Senior Prom was at the Aqua Turf and went very well with everyone having a fantastic time.
- Class Day was held at Longmeadow in North Granby and Class Night was held at the Oakdale. Both events were a great opportunity for the seniors to get together and enjoy some time away from school.
- All Night Grad Party is coming up very soon. They need to raise an additional \$1,200 for the party and plan to have a car wash in the near future.

Mr. Brino reported:

- Mr. Brino was excited to share with the Board of Education a citation from the Connecticut General Assembly in recognition of the continued support of Southington High School Cyber Knights Robotics Team. The Cyber Knights won the New England District Championship and the prestigious Chairman's Award in 2015.
- The student representatives wanted to congratulate Ms. Paige Kopcza who is the secretary to the principal at Southington High School. Ms. Kopcza did incredible work to prepare for the Scholarship Night and she also assisted them in selecting the next Board of Education Student Representative.
- On Tuesday evening, the Southington High School Drama Club had their HALO awards ceremony at the Palace Theater in Waterbury. They had three awards this year with eight nominations. The awards and their recipients were:
 - Best Comic Female Performance in a Play ~ Rachel Mouris
 - Best Choreographers ~ Marissa Mayo, Madison Yurgaitis, and Jessica Dos Santos
 - Best Performance by a Supporting Actress in a Musical ~ Emily Sargent
- Project Lead The Way Senior Night was being held that same evening and Mr. Brino presented the junior year activities and projects.
- The Class of 2016 is hosting a Fashion Show on June 4, 2015 at 7:00 p.m. in the auditorium at the high school.

Mr. Goralski shared that the new student representative will be an agenda item at the next meeting; however, he was notified that Miss Veilleux will not be available that evening because she will be attending a banquet where she will be receiving a scholarship. Therefore, Mr. Goralski asked her if she would be willing to attend the June 28, 2015 meeting, and she agreed. Mr. Goralski also requested that Mr. Iverson and Mr. Brino return in support of Miss Veilleux.

8. COMMITTEE REPORTS

a. Curriculum Committee Meeting ~ May 11, 2015

Mrs. Carmody began her report by expressing thanks from the Curriculum and Instruction Committee to the Southington Public Schools staff for their hard work and many hours, and collaboration put forth to embrace all the changes coming forward in education. Southington Schools are ahead of the curve in everything they are doing.

Presented at the May 11 meeting were four curricula for review: Social Studies, English Language Arts, Agriculture and Science Technology, and Information and Literacy Technology.

Social Studies

The State Department of Education was interested in finding a district to work with to re-establish the curriculum and they selected Southington as one of the districts. Ms. Heather Allenback is to be commended because she played a major role in making this happen. They formed a committee that includes staff from all levels (elementary, middle, and high school) and administrators who will be working to design the curriculum. The new curriculum will include social studies at the kindergarten level, coordinating topics to teach and when they will be taught, areas in U.S. History that are not currently being covered, and the idea of moving Civics to be taught at a different grade. There was some discussion about all levels working together on the five-year curriculum renewal cycle. It's very impressive to see the collaboration of this team. The State Department of Education will be in Southington on June 3, 2015 for a workshop for social studies teachers in grades K-12. There is a representative from all grade levels that will be attending.

In addition, there was a proposed course for social studies for the 2016-2017 school year. The name of the course is *Americans at War*. This is a half-year course that will utilize technology and will be a CP level course.

There was a presentation for a new textbook for World Religions. This was the first year that this course was taught, and it was a huge success with great student interest.

English Language Arts

Stephanie Lawlor introduced and thanked her committee for their work. Southington is working in collaboration with Cheshire, Meriden, and Wallingford to create a mastery level unit which is fantastic. They are building knowledge through content rich non-fiction, including literary non-fiction, reading, writing and speaking grounded in text evidence (both literacy and informational), and regular practice with complex texts in its academic language. Each of the grade levels described their curriculum and the changes.

Agricultural Science and Technology

Mrs. Stannard met with the Curriculum and Instruction Committee previously and shared the details of the program and the differences that are included. The new curriculum is aligned with UbD units and state content standards. They also added specialties and, having the additional teacher, they have been able to do so much more. There is more uniformity across all teacher content areas and standards are different. They include a fall semester that focuses on safety and there is also a unit on public speaking for all students in Grade 10.

Information and Literacy Technology

Mrs. Lackner introduced her K-12 committee. The four goal areas were: Inquiry-Based Learning, Technology Operation to Use Current System Effectively, Digital Citizenship, and Growth Interaction with Peers. Several of the library-media specialists were at the meeting to speak about the paradigm shift that we are experiencing in the media centers, which are going to be centers of technology. Students will be using technology to gather data. The staff will need professional development in that area. Mrs. Patterson was there from Southington High School and she shared the changes that she has been making at the school in the media center. She has some wonderful ideas of going into the classroom where teachers are giving research projects to the students. She is invited to work within the classroom to show the students how they can better use technology to develop information.

All textbooks and curricula will be presented to the full Board on June 11, 2015.

Mr. Goralski took a moment to recognize and thank Mrs. Linda Lackner who is the principal of Strong Elementary School and administrative leader for the Information and Literacy Technology Committee. She worked very hard with her committee to complete the curriculum, and the Board of Education is appreciative of her work. He also mentioned that she is retiring and they are very grateful for all her years of service and dedication to Southington Public Schools.

Mrs. Lombardi thanked the Curriculum and Instruction Committee and Mrs. Smith for taking on the four major pieces of work. She asked that the committee consider two suggestions.

1. In the minutes, it mentioned that the State Department of Education is coming to the district to do a workshop on June 3 and that it's optional for the K-12 social studies teachers to attend. The Board has promoted professional development to support and put resources toward this learning. She asked the administration to facilitate and enable all social studies teachers in Grades K-12 to attend the workshop.

Mr. Connellan explained that this workshop is centered around the work that the committee is doing and there is representation from the committee and all grade levels. Mr. Madancy explained that the workshop is open to all social studies teachers and will be held from 3:30 p.m. – 5:30 p.m. The time was selected so all social studies teachers can attend. At the elementary level, all teachers are social studies teachers; therefore, it would be difficult to offer this during the school day. This is voluntary, so contractually, if people have other obligations and they aren't able to attend, it won't be held against them for missing the opportunity. He further explained that this is not a professional development opportunity, but an overview of the new social studies frameworks.

2. Mrs. Lombardi continued that several years ago, as the Information and Technology curriculum was being developed, it did not appear that all five library media specialists applied the curriculum. She would like the group to address the consistency application and roll-out of the curriculum across all elementary schools and how it will take place. Also, she would like to see how the interdisciplinary approach is being integrated and how teachers become more proficient if they are not proficient today.

Mr. Madancy explained that, as the district goes through the transformation from libraries to media centers and media specialists versus librarians, there are changes in what's happening.

With the workshop model that is currently being done in the classrooms; teachers are doing read-alouds to students all the time. Media specialists also can use the core time at their elementary school and work beside the teachers to help students do research projects. Although there are lessons in their new curriculum to do during the library time, it's much easier to go into the classroom and find out specific topics to help the teachers and students establish credible sources of information to use in their research of the content area. The professional development does help to promote the consistent implementation of the updated curriculum. He explained that the Curriculum and Instruction Committee is looking at what the adopted curriculum is going to be, and it is the job of the administration to ensure that the implementation is consistent so that students have a comparable experience throughout the district.

Mr. Madancy explained that the committees are currently doing research in library media, but it does look differently. What they are trying to do is update how they teach research. They are reviewing what the units and lessons look like in order to support the teachers' work in the classroom.

Mrs. Queen mentioned that she was excited to see a presentation from the library media specialists at the next meeting. She also wanted to mention that the new course, *America At War*, will be taught by a teacher who is an active member of their Veterans Partnership Committee. During the Veterans Day celebrations at the schools, Mr. JoelPatrick Leger teaches the entire ninth grade. She's looking forward to hearing more about this course.

Mr. Goralski explained that there will not be a library media specialist presentation at the next meeting.

b. Policy and Personnel Committee Meeting ~ May 18, 2015

Mrs. Clark reported that the committee met on May 18, 2015 and they had a discussion about the turf field, the use of the athletic complex, and advertising at Southington High School. The discussion included that all committee members were going to look at the existing policy and share ideas that reflect the usage that they have today by the entire community, and how they can all work better together. They will invite Mr. Swallow to an upcoming meeting so they can have a coordinated effort with regard to the facility.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski stated that on May 20 they submitted an appropriations request to the Board of Finance for all rentals and tuitions collected between January 23 and May 20. It's a standard practice. Mr. Leary, Board of Finance Chairman, responded to Mr. Goralski that he did not believe that it was necessary to have a representative at that meeting as it will be a consent item.

Mrs. Lombardi stated that Mr. Leary is interested in having a tour of the middle schools' special education departments. Mr. Leary suggested visiting on June 1. However, it doesn't give them much time. Mr. Goralski thought that it would be best to wait until the fall. Mrs. Walsh agreed with this recommendation.

b. Construction Update

Mr. Romano stated that both schools are working on Phase 11. JFK is working on their finishes. They are working at a great pace. Mr. Romano took the opportunity to meet with the

DePaolo students about their school and the construction. The information gathered by DePaolo students was similar to that of Kennedy students. A student recommendation was that they use the television monitors that are in the cafeteria for something useful. The students thought that the school could display some upcoming events, sports scores, and maybe the morning announcements. They also “approved” of the new chairs. The students would have preferred, however, refrigerated water fountains as opposed to the bubblers. Additionally, students liked the floor accent colors that relate to their teams.

Mrs. Pat Johnson asked about the courtyard bids. Mr. Goralski stated that they voted on it at the last two committee meetings. At the last meeting, they voted on an amendment to DePaolo. The courtyards are being done over the summer and both will be completely renovated. They will include an artificial turf surface, and potting arrangements will be repurposed with zero maintenance. They are not teaching and learning spaces. The only complication they had was the Eagle Scout project that was built at DePaolo. It was not in good condition and was costly. That was a change that was approved and Mr. Goralski contacted that student and his father. They will share with them the end result.

Mr. Oshana asked if the names on the schools will include, “Middle School.” Neither of the schools has the name on the front of the building identifying that they are middle schools. Mr. Goralski stated that they will bring this back to the committee.

10. NEW BUSINESS

a. Appointment of Principal of Hatton Elementary School

This agenda item was moved to 5 a.

b. Appointment of Principal of Strong Elementary School

This agenda item was moved to 5 b.

c. Overnight/Out of State Field Trip Approvals

Mr. Swallow and Coach Dachelet were in the audience in support of the field trip for the cross country team. They shared that this trip would take place in the fall for the team to go to the Briarwood Invitational in Philadelphia, Pennsylvania. This meet has been on-going for more than twenty years. Cross country is different from other sports in that the day that they begin school in the fall, their season is almost over based on their training over the summer. By offering the opportunity to the students to attend this trip, they are motivating the students as they train over the summer. This gives them something to look forward to, as well as compete for a spot to go to this invitational.

Mr. Derynoski questioned the number of chaperones for the 28 students. He wondered if this was within our policy. The administration will follow-up with this information. There will be parents who will be joining the students, but the parents will not be transported on the bus.

Mrs. Lombardi complimented Coach Dachelet on his Knights Cup Track Series. This is an opportunity for the community and all children. Coach Dachelet distributed a brochure to all Board Members for this upcoming opportunity. This event brings elementary schools together for a day of competition. Students can sign up and represent their school. The meet is scored like a traditional track meet. The children compete, and prizes and a trophy are awarded. The

trophy remains at the school for the year. In addition, there is an All-Comers Track Meet that is open to all ages where they compete in a reduced-format meet. It was requested that the administration coordinate distribution of the brochure to the families throughout the district.

MOTION: By Mrs. Queen, seconded by Mr. Derynoski:

“Move to approve the Southington High School Cross Country field trip to Pennsylvania as presented by the administration.”

Motion carried unanimously by voice vote, 9-0.

10. ADJOURNMENT

MOTION: by Mr. Oshana, seconded by Mrs. Notar-Francesco:

“Move to adjourn.”

Motion carried unanimously by voice vote, 9-0.

The meeting adjourned at 8:50 p.m.

Respectfully submitted,
Michelle Passamano
Recording Secretary

Board of Education

Administrative Report

June 11, 2015



- 1. Mastery Based Learning – Community Engagement Project**
- 2. Upcoming negotiations**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 11, 2015

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 2014 – 2015.

Background: The attached report lists personnel activity from Previous May 1, 2015 through May 31, 2015.

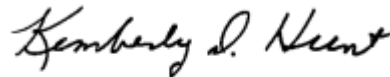
Alternative Strategies: _____

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

Agenda – June 11, 2015

PERSONNEL ACTIVITY REPORT

FOR: June 2015

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Stranieri, Brian	Principal	SHS		May 22, 2015	6 th Year	Central CT State University	\$146,418.00
Madancy, Steven	Assistant Superintendent	District		July 1, 2015	6 th Year	University of Bridgeport	\$155,000.00
Barbuto, Melissa	Principal	Strong		August 10, 2015	6 th Year	Southern CT State University	\$136,212.00
Garry, Robert	Principal	Hatton		August 10, 2015	6 th Year	University of Connecticut	\$136,212.00
LaMay, Alysia	Special Education Teacher	Flanders & South End		August 24, 2015	MA	University of CT	\$46,750.00
Mitchell, Jamie	Earth Science Teacher	SHS		August 24, 2015	MA	Pace University	\$60,645.00
Nobou, Patrick	World Language Teacher	SHS		August 24, 2015	MA	American International College	\$60,555.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Laferriere, Jaime	Grant Funded Math Tutor	Plantsville	25.00	May 11, 2015	\$13.30
DeManche, Sarah	Grant Funded Math Tutor	Thalberg	25.00	May 19, 2015	\$13.30
Mojica-Cogswell, Amy	School Nurse	JFK	15.00	June 1, 2015	\$21.13
Pylko, Mairead	Special Education Paraprofessional	JAD	31.25	June 1, 2015	\$14.49
Romanski, Kimberly	Special Education Paraprofessional	JAD	31.25	June 1, 2015	\$14.40

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Stranieri, Brian	Interim Principal	SHS	May 21, 2015	2 months	No
Seabrook, Amanda	Special Education Teacher	JFK	August 3, 2015	5 years	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Pylko, Mairead	Part-Time Special Ed Paraprofessional	JFK	May 30, 2015	1 year	No
Romanski, Kimberly	Part-Time Special Ed Paraprofessional	JAD	May 30, 2015	1 year	No
Zak, Andrea	Part-Time Library Paraprofessional	Flanders	June 17, 2015	7 years	No
Albrycht, John	Evening Custodian	Strong	June 30, 2015	19 years	Yes
Nowakowski, Judith	Full-Time Special Ed Paraprofessional	DES	June 30, 2015	29 years	Yes

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
Fenton, Kerri	Language Arts Teacher	JAD	English Teacher	SHS	August 24, 2015
Ellis, Judith	Literacy Specialist (1.0 FTE)	District	Literacy Specialist (.50 FTE)	District	August 24, 2015

Classified

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

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absence in the month of May					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Marquardt, Alexa	Freshman Coach / Girls Lacrosse	SHS	April 1, 2015	\$2,846.00

Resignations

Name	From Position	School	Effective Date
Lamson, Jordan	Freshman Coach, Boys Basketball	SHS	May 13, 2015
Gannon, Sean	Freshman Assistant Coach, Football	SHS	May 29, 2014



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut

Curriculum and Instruction Committee Meeting

June 8, 2015

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 9:30 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, and Mrs. Patricia Queen. Other Board Member Present: Mrs. Terry Lombardi (left at 10:45 a.m.).

Administration Present: Mr. Steven Madancy, Principal, Kennedy Middle School (Assistant Superintendent for Instruction and Learning effective July 1, 2015).

In attendance from the district:

Mrs. Tina Riccio, World Language Department (left at 10:10 a.m.); Mr. Jamie Olander, Director of Technology (arrived at 10:10 a.m., left at 10:45 a.m.); Ms. Heather Allenback, Social Studies Department, (arrived at 10:45 a.m., left at 11:07 a.m.).

World Language Curriculum, K-2

Tina Riccio presented the new FLES (Foreign Language for Elementary Students) curriculum and highlighted changes and shifts within the world language curriculum. Grade 1 will be different next year as next year's first graders will have had a year of Spanish in kindergarten, unlike the current year first grade students. Grade two is written as if they have had the exposure to the newly proposed Grade 1 curriculum. Although ambitious, Mrs. Riccio was optimistic based on what she sees as progress amongst Grade 1 students this year. The committee recognized that as the program continues to expand, consideration for what students have learned the previous year will need to be considered. Enrollment discussion ensued and it was stated that some of the challenges are in relation to parents needing to provide the transportation if they would like to have their child participate in the program at South End School. Committee members expressed their support for the continued efforts towards expanding the world language program K-12. Mrs. Riccio shared a summary of the World Language Celebration and her extreme satisfaction over the turnout of parents and community members.

Technology Update

Jamie Olander, Director of Technology, shared that SchoolNet has been one of the largest initiatives that he's been working on since he began in Southington. They have been meeting weekly with a representative from Pearson in preparation of implementing SchoolNet by the start of the 2015-2016 school year. The system is set-up and they are live with data from PowerSchool feeding into SchoolNet.

The training and implementation of all levels of usage of this program will be slow and deliberate. District staff will receive training so they can begin inputting and retrieving needed data. Pearson will provide some training according to the contract and we are in the process of scheduling the dates. Mr. Olander explained that based on what data is inputted into the system, we will be able to view the data at different levels: district, building, and classroom.

In addition to SchoolNet, Mr. Olander has been working with the school administrators to ensure that they are taking control of their own student data. PowerSchool users at each school are receiving a checklist of what reports and tasks that they are required to complete. The technology office has been sending out monthly updates to all schools.

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND
LEARNING

BOARD OF EDUCATION

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200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Mr. Madancy shared that Mr. Olander has been a very important part of the middle school projects. Mr. Olander has been working with both schools, each week, and attending the business owner meetings. He helped tremendously by opening the lines of communication between the contractors and all parties involved. He has done numerous walk-throughs in the buildings to ensure all items are covered.

Mr. Olander meets monthly with all principals to speak with them about what their needs are within their buildings. It's an opportunity for the technology department to be made aware of what is/is not working at the building level, as well as learn about what's happening at the district level.

Mr. Madancy and Mr. Olander stated that they are working together to incorporate professional development that includes technology for the 2015-2016 school year. There will be a focus to ensure that technology is being integrated into the classrooms, district-wide. Technology is constantly changing and there is always a need for money to keep the district up-to-date. Mr. Olander is working on the new lease program with Apple and they are creating a replacement plan as well. He'll be collecting all laptops throughout the district to update them over the summer months.

Textbook Recommendations

Mrs. Allenback presented the following textbooks for approval from the committee:

- *Magruder's American Government*
- *Building Citizenship: Civics & Economics*
- *Cultural Landscape*
- *Religions of the World*

There was some discussion pertaining to each textbook and the committee agreed with the recommendation from Ms. Allenback that each of the presented texts would be suitable for the classes. The textbooks will be recommended to the full Board at the June 11, 2015 meeting for approval.

Other Business

Mrs. Queen mentioned that the Southington High School Profile will be updated at the start of the 2015-2016 school year. She asked if the committee would like her to work with the guidance department to assist, as needed, in completing the project. The committee agreed that she played an active role in revising the profile for the 2014-2015 school year and would like her to continue to work together with the high school.

Meeting adjourned at 11:30 a.m.

By Mrs. Queen, seconded by Mrs. Johnson

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

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:35 a.m.

Respectfully Submitted,



Michelle Passamano
Executive Secretary to the
Assistant Superintendent for Instruction and Learning



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting June 8, 2015

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

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PATRICIA A. QUEEN

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:35 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, and Mrs. Patricia Queen. Absent: Mr. Zaya Oshana.

Turf Field Discussion

The committee's discussion centered on Policy #1325 – *Community Relations: Advertising and Promotion in the School System*. The committee members reviewed the policy line-by-line, to determine whether any changes were necessary due to the advent of the Facility Advisory Committee. During the review, many questions were generated regarding the regulations that would be needed to support this policy, particularly at the high school. These questions will be shared with the administration for follow-up at the next meeting.

The committee members agreed to try to schedule a meeting for June 22 or 23, depending on the availability of the administration.

The meeting was adjourned at 7:20 pm.

By Mrs. Queen, seconded by Mrs. Johnson
"Move that the Policy and Personnel Committee meeting be adjourned."

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:20 p.m.

Respectfully Submitted,

Colleen Clark

Colleen Clark
Board of Education

200 NORTH MAIN STREET
SOUTHINGTON, CT
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WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
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FINANCE COMMITTEE WORKSHOP (Non-meeting)

Tuesday, June 9, 2015, 7:00 p.m.
Municipal Center Conference Room #2
200 North Main Street, Southington, CT 06489

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski, and Patricia Johnson
From Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt, Accounting Manager; Jamie Olander, Director of Technology; Nya Welinsky, Director of Food Service

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

1. SELF INSURANCE REPORT:

The committee reviewed the report showing claims of \$330,000 less than budgeted through April 2015.

2. FOOD SERVICE PROGRAM:

• **FINANCIAL REVIEW / LUNCH PRICE PROPOSAL**

Mrs. Mellitt shared highlights from the memo and financial statement with the committee. She explained line items with a large variance from the previous year. She began with the decrease in á la carte sales due to the nutrition requirements. Sales of pizza and ice cream decreased significantly as well as the elimination of “Fancy Bagels”, a brand name very popular with our secondary students, impacted á la carte sales. She explained the new revenue from the Healthy Food Certification (HFC) participation as well as the rationale for salary savings.

The presentation then transitioned to the recommendation of increasing lunch prices twenty-five cents (25¢). Mrs. Mellitt explained the price for lunch has not changed in three (3) years since the last increase in 2012-2013. In addition, she shared the contractual increases in wages, benefits, and projected food cost increases for the 2015-2016 school year. Ms. Welinsky shared information on the Avian Flu outbreak that will impact egg and poultry cost.

Mrs. Mellitt presented a survey of current lunch and breakfast prices in surrounding districts and explained the difficulty in comparing districts due to demographics and union contracts. She also told the committee that many districts were waiting to decide on increasing lunch prices until they knew how the Healthy Food Certification would be impacted by the state budget.

The committee asked a number of questions. Mrs. Notar-Francesco asked some questions on behalf of Mrs. Terri Lombardi who was unable to attend the meeting. Ms. Welinsky shared how purchases are made through cooperative bidding and use of commodities. She is always looking for new menu items and ways to reduce costs.

The committee endorsed the recommended price increase of 25¢. They would like to continue to receive an annual financial update on the Food Service Program.

- **HEALTHY FOOD CERTIFICATION**

The Finance Committee recommends participating in the Healthy Food Certification for the 2015-2016 school year.

3. **APPLE LEASE UPDATE:**

Mrs. DiNello distributed a spreadsheet to review the technology lease history and proposed leases for 2015-2016. She explained that we currently have two open Lease Schedules (Lease Schedules 008 and 009). The final payment for Lease #7 was made in July 2014 and there is one final payment due on Lease #8 in September 2015. Lease #9 began in 2014 with three (3) annual payments of \$249,008 which will expire in July 2016. At this point, rather than beginning a new lease for \$85,000 with the funding from the expiration of Lease #7, we would like to take the funds available for the final Lease #8 payment and the funds budgeted from the expiration of Lease #7 to begin a new Lease #10. The annual payment of \$170,280 is within the budget and it will provide \$406,000 in additional equipment.

In closing, Mrs. DiNello shared that although the funding was cut in reallocation for \$85,000 to begin a new lease that the district will still be in a position to receive \$406,000 of new equipment. After the start of the school year, if administration determines that there are funds for a new lease, they would make a recommendation to the Finance Committee and a Transfer of Funds could occur.

Mr. Olander answered questions in regard to his memo listing the schools and type of equipment he will purchase. Per the request of the committee, he will revise the memo to reflect "Replace" instead of the term "Update" because all equipment will be new.

Mrs. DiNello shared that based on previous planning the goal is to increase the total technology lease payments from \$419,000 to \$589,000, which would occur over a two (2) year period of adding a new lease of \$85,000 per year.

Committee members inquired when lease payments would end. Mrs. DiNello explained that the funds would remain in the budget as a built-in replacement plan for updating technology. However, she acknowledged that technology is constantly changing and Mr. Jamie Olander, Technology Director, would determine through the work of the Technology Committee the direction of the district how to proceed long term.

The committee also requested a district inventory of technology equipment in the fall.

4. **YMCA RATES 2015-2016:**

The committee reviewed the proposed monthly YMCA reimbursement rates for 2015-2016 and recommended that the full Board of Education approve the proposal as submitted. Mrs. DiNello explained that the administration received a request from John Myers, YMCA Executive Director, to expand the program at Kelley Elementary School to include morning (AM) care and offer after (PM) care at Plantsville Elementary School. The principals of those schools are comfortable with the request. The committee was comfortable with allowing the Director of Business and Finance to begin developing new lease agreements if the YMCA wants to proceed with the expansion.

5. FLEXIBLE REIMBURSEMENT ACCOUNT – CROSBY BENEFITS:

Southington Finance Director, Emilia Portelinha, requested that current three (3) town employees be allowed to participate in the Crosby plan along with the Board of Education employees. Mrs. DiNello explained our current plan can add a division for the town and additional cost may be prorated with the town but may be insignificant. There may be additional town employees in the future; but, the number will be very small. The Finance Committee was comfortable with this request to allow current and future town employees to participate in the Crosby Benefits Plan; however, requested Mrs. DiNello report back to the committee the total participant number in December 2015.

6. FINANCIAL UPDATE / PURCHASE PLAN:

Mrs. DiNello provided a verbal financial update on the status of 2014-2015 budget since the committee's last update provided through March 2015. She shared the May Excess Cost Special Education Grant was capped at 20%; however, the amount was \$247,000 higher than anticipated due to increased cost. Mrs. DiNello reminded the committee that safeguards had been put into place in April 2015 to minimize supply spending. Those measures have provided the opportunity to end the year with a positive balance. Once all the June payrolls are finalized, a more accurate year end projection can be made.

Annually, the Board of Education approves a year end Purchase Plan that enables us to review items requested and eliminated during the budget process or pre-purchase items funded in the 2015-2016 budget. The committee reviewed the administration's Purchase Plan recommendation. Many questions were asked and answered. The committee members asked that the following items be removed from the list:

- Equipment
 - Floor Scrubbers
 - Freezer Alarms
- Classroom Furniture
- AED Units

The committee asked that the priority of items should begin with 2015-2016 budget line items because that may provide funds needed for staff or technology next year. Mr. Derynoski suggested paper and custodial supplies should also be purchased.

7. MISCELLANEOUS:

There were no miscellaneous items.

Item 2

**FOOD SERVICE
PROGRAM:
FINANCIAL UPDATE
AND
LUNCH PRICE
INCREASE**



SOUTHINGTON PUBLIC SCHOOLS

Jennifer Mellitt
Accounting Manager

A handwritten signature in black ink, appearing to read "J. Mellitt", is written over the typed name and title.

MEMO

TO: Finance Committee Members
DATE: June 5, 2015
RE: Food Services Financial Update and Lunch Price Increase

The last price increase approved by the Board of Education has been in place for three school years, beginning with the 2012-2013 school year. At that time, the previous prices had been held in place for four years and were effective for the 2008-2009 school year. **We are currently proposing to hold breakfast prices steady, but are proposing an increase to the price of school lunches by 25 cents for all schools.**

The request for the price increase is supported by the following:

1. Historically, the Food Services program has operated close to breakeven. The current operating profit through April 30, 2015, is \$19,235 compared to an operating profit through April 30, 2014 of \$27,731. The reduced profit of \$8,496 was mainly caused by a decrease in A La Carte sales due to changes required by the Healthy Food Certification Standards instituted in the 2014-2015 school year (see more information below). The loss on A La Carte items was partially offset by the income received from our participation in the Healthy Food Certification and the Healthier US School Challenge of almost \$30,000.
2. For 2015-2016, Food Service Salaries will be increasing by 2% plus an additional 8.5% for benefits. However for the 10 months ending April 30, 2015, the salary expense is lower than prior year due to the middle school construction project. The middle schools had no operating kitchen for the first few months of this school year. As a result, staff filled vacancies at other schools and some vacancies were filled by substitutes which reduced overhead.
3. Food costs are expected to continue to rise. One particular issue to note is the Avian Flu outbreak that is currently impacting chicken farms across the mid-Western US. Nya Welinsky has received notice from our egg supplier that any price contracts will

no longer be honored as of June 15, 2015. This outbreak is also expected to impact the pricing on chicken and turkey products in the coming months. In general, food costs are predicted to increase in a variety of areas.

4. The A La Carte items have been drastically reduced by the new Healthy Food Standards mandated by the Federal Government. This resulted in the elimination of our most popular A La Carte items such as Pizza (a decrease of \$21,455), Fancy Bagels (a decrease of \$21,500), and ice cream sandwiches (a decrease of \$10,800). Pizza and bagels were replaced with a healthier option which is not selling as well, but the ice cream sandwiches could not be replaced with a healthy option.
5. Breakfast purchased by Full Pay students only represents 33% of sales, therefore an increase in price will not have a major impact on revenue and may decrease sales.
6. Lunch purchased by Full Pay students represents 67% of sales. A survey of prices by surrounding towns is included for comparison purposes. Our proposed increase of 25 cents would mirror the Cheshire lunch prices at the elementary and middle school levels and the high school price would be 10 cents less. For the current school year through March 2015, a 25 cent increase in the lunch prices would have added an additional \$43,778 to the income of the Food Services program based solely on the Full Pay student sales.

We look forward to discussing this proposal and answering your questions on Tuesday.

SOUTHINGTON FOOD SERVICES AGENDA ITEM ATTACHMENTS

1. Food Services Price Increase History & Proposed Increase 2015-2016
2. Food Services Financial Statement Analysis 10 Months Ending April 2014 and 2015
3. Food Services Breakdown of Income for Lunch and Breakfast Sales
4. Comparison of Current Food Service Prices in Local Area
5. School Breakfast Profit/Loss through April 2015

Southington Schools Food Services Price Increase History

ELEMENTARY MIDDLE SCHOOLS HIGH SCHOOL

Proposed 2015-2016	\$2.75	\$3.00	\$3.25
2012-2013	\$2.50	\$2.75	\$3.00
2008-2009	\$2.25	\$2.50	\$2.75
2004-2005*	\$2.00	\$2.25	\$2.50
1998-1999	\$1.60	\$1.75	\$2.00

*Price increase was effective Jan. 1st

Southington School Breakfast Price History

ELEMENTARY MIDDLE SCHOOLS HIGH SCHOOL

Original Price Levels from 10/2009	\$1.75	\$1.75	\$2.00
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NOTE: Breakfast program began at FES in 10/2009, DES & TES 02/2010; All elementary schools Fall 2010, April 2011 JAD & JFK, Fall 2011 SHS

SOUTHINGTON SCHOOL FOOD SERVICES PROGRAM
YEAR TO DATE INCOME STATEMENT
JULY - APRIL 30, 2014 and 2015

	SYTD 04/30/14	SYTD 04/30/15	\$ Inc (Dec)
<u>Income:</u>			
Reimburseable Paid Student Lunches	523,324.25	522,331.75	(992.50)
Reimburseable Reduced Student Lunches	8,016.80	7,715.20	(301.60)
Reimburseable Paid Student Breakfasts	43,346.75	37,206.50	(6,140.25)
Reimburseable Reduced Student Breakfasts	2,251.50	1,964.30	(287.20)
Reimburseable Kindergarten Milk		18.00	18.00
Misc./A la Carte Cash Sales	448,850.10	380,574.16	(68,275.94)
Government Reimbursement-Lunch	203,396.81	208,904.64	5,507.83
Government Reimbursement-Breakfast	44,670.40	40,994.28	(3,676.12)
Government Reimbursement-Kindergarten Milk	86.33	6.21	(80.12)
Gov't. Reimbursement .06 All Lunches	11,251.32	11,009.88	(241.44)
Gov't. Reimbursement Severe Need-Breakfast	30,000.00	35,121.56	5,121.56
Healthier U.S. School Challenge	-	4,000.00	4,000.00
Heathy Food Certification	-	25,696.00	25,696.00
State Reimbursement	13,094.00	12,554.00	(540.00)
Day Care Center	21,691.00	21,069.50	(621.50)
Misc./After Hours	19,220.67	16,499.68	(2,720.99)
Total Income	1,369,199.93	1,325,665.66	(43,534.27)
<u>Expenses:</u>			
Salaries	584,106.77	559,305.79	(24,800.98)
F.I.C.A.	24,028.91	23,070.00	(958.91)
F.I.C.A. Medicare	8,083.62	7,522.12	(561.50)
Municipal Retirement	45,385.68	46,019.75	634.07
Medical Insurance	138,400.00	143,960.00	5,560.00
Food	541,050.73	551,074.97	10,024.24
Paper, Misc.	65,590.60	59,542.32	(6,048.28)
Total Expenses	1,406,646.31	1,390,494.95	(16,151.36)
Cash Flow	(37,446.38)	(64,829.29)	(27,382.91)
A/Receivable Gov't Reimb. Lunch (Feb.-April)	116,362.93	123,919.26	7,556.33
A/Receivable Gov't Reimb. Breakfast (Feb.-April)	28,669.78	25,453.92	(3,215.86)
A/Receivable Gov't Reimb. SN Breakfast (Feb.-April)		7.82	7.82
A/Receivable Gov't Reimb. Kind. Milk (Feb.-April)	39.92	6,584.82	6,544.90
A/Receivable Gov't Reimb. .06 All Lunches (Feb.-April)	6,206.46	3,622.27	(2,584.19)
A/Receivable Day Care Center (April)	2,625.25	2,690.25	65.00
A/Receivable Misc. (April)	2,498.97	379.95	(2,119.02)
A/Payable (Jan.-April)	(91,226.28)	(78,593.86)	12,632.42
Year To Date Net Profit/Loss	27,730.65	19,235.14	(8,495.51)

**SOUTHINGTON FOOD SERVICES PROPOSED PRICE INCREASE PRESENTATION
BREAKDOWN OF INCOME FOR LUNCH AND BREAKFAST SALES CURRENT & PROPOSED**

Proposed 2015-2016 Increase						
	Lunch			Breakfast		
	Full Pay	Reduced	Free	Full Pay	Reduced	Free
<u>High School</u>						
Student Cost	3.25	0.40	0.00	2.00	0.30	0.00
Gov't Reim.	0.28	2.58	2.98	0.28	1.32	1.62
Total	3.53	2.98	2.98	2.28	1.62	1.62
<u>Middle School</u>						
Student cost	3.00	0.40	0.00	1.75	0.30	0.00
Gov't. Reim.	0.28	2.58	2.98	0.28	1.32	1.62
Total	3.28	2.98	2.98	2.03	1.62	1.62
<u>Elementary Schools</u>						
Student Cost	2.75	0.40	0.00	1.75	0.30	0.00
Gov't. Reim	0.28	2.58	2.98	0.28	1.32	1.62
Total	3.03	2.98	2.98	2.03	1.62	1.62

Current 2014-2015 Prices						
	Lunch			Breakfast		
	Full Pay	Reduced	Free	Full Pay	Reduced	Free
<u>High School</u>						
Student Cost	3.00	0.40	0.00	2.00	0.30	0.00
Gov't Reim.	0.28	2.58	2.98	0.28	1.32	1.62
Total	3.28	2.98	2.98	2.28	1.62	1.62
<u>Middle School</u>						
Student cost	2.75	0.40	0.00	1.75	0.30	0.00
Gov't. Reim.	0.28	2.58	2.98	0.28	1.32	1.62
Total	3.03	2.98	2.98	2.03	1.62	1.62
<u>Elementary Schools</u>						
Student Cost	2.50	0.40	0.00	1.75	0.30	0.00
Gov't. Reim	0.28	2.58	2.98	0.28	1.32	1.62
Total	2.78	2.98	2.98	2.03	1.62	1.62

COMPARISON OF CURRENT FOOD SERVICE PRICES IN LOCAL AREA

2014-2015

School Lunch Prices

DISTRICT	ELEMENTARY	MIDDLE SCHOOLS	HIGH SCHOOL
Southington	\$2.50	\$2.75	\$3.00
Meriden	\$2.50	\$2.65	\$2.75
Cheshire	\$2.75	\$3.00	\$3.35*
Wallingford	\$2.20	\$2.35	\$2.45
Plainville	\$2.50	\$2.75	\$2.75**
Wolcott	\$2.15	\$2.65	\$2.90
New Britain	\$2.00	\$2.00	\$2.25
Bristol	\$3.00	\$3.00	\$3.25
Berlin	\$2.45	\$2.75	\$2.95

* Cheshire H.S.

Tier 1
Tier 2
Tier 3

\$3.35 with 8 oz. Milk
\$3.50 with 10 oz. Milk
\$4.50 with 10 oz. premium cuts of
Chicken, made to order Deli and
Wraps and Salad Bar

**Plainville H.S.

Complete Meals
Pizza Meals
Deli & Salad Meals

\$2.75
\$3.25
\$3.50

2014-2015

School Breakfast Prices

DISTRICT	ELEMENTARY	MIDDLE SCHOOLS	HIGH SCHOOL
Southington	\$1.75	\$1.75	\$2.00
Meriden	\$0.80	\$1.10	\$1.25
Cheshire	\$1.90	\$2.00	\$2.00
Wallingford	N/A	N/A	\$2.10
Plainville	\$1.25	\$1.25	\$1.25
Wolcott	\$1.50	\$1.50	\$1.50
New Britain	Free	Free	\$0.60
Bristol	\$1.25	\$1.25	\$1.55
Berlin	\$1.50	\$1.95	\$1.95

N/A - Wallingford does not appear to provide breakfast to Elementary
or Middle Schools.

SOUTHINGTON SCHOOL BREAKFAST PROGRAM

AUGUST - APRIL 2015
Year to Date Financial

Breakfast P&L
August-April 2015

	SHS	DEPAOLO	KENNEDY	DERYNOSKI	FLANDERS	HATTON	KELLEY	PLANTS	SOUTH END	STRONG	THALBERG	Totals
INCOME												Income
Gov't Funding Received	7,749.06	3,091.92	2,321.16	8,064.62	5,806.98	6,755.12	1,216.40	2,496.42	3,412.94	2,246.82	2,431.40	45,592.84
Anticipated Govt. Funding	4,835.34	2,105.14	1,461.44	4,787.70	3,622.27	4,660.40	784.94	1,345.20	2,269.46	1,651.16	1,553.14	29,076.19
State Match/Severe Need	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	30,000.00
Sales	5,795.40	2,996.35	1,948.25	5,822.15	2,802.85	4,302.55	1,871.35	1,925.10	1,909.90	4,869.70	4,927.20	39,170.80
Total Income	21,379.80	11,193.41	8,730.85	21,674.47	15,232.10	18,718.07	3,872.69	8,766.72	10,592.30	11,767.68	11,911.74	143,839.83
Expenses												
Food Service Labor	15,054.19	5,457.63	4,082.39	6,456.73	3,922.10	4,808.27	4,020.51	3,465.33	3,503.77	4,785.47	5,538.53	61,094.92
Para Labor	0.00	0.00	0.00	0.00	4,078.13	0.00	0.00	0.00	0.00	0.00	0.00	4,078.13
Total Labor Costs	15,054.19	5,457.63	4,082.39	6,456.73	8,000.23	4,808.27	4,020.51	3,465.33	3,503.77	4,785.47	5,538.53	\$65,173.05
Food Expenses	9,260.15	5,849.25	5,812.72	9,725.99	5,810.59	8,386.07	2,084.20	3,159.23	4,009.06	4,493.35	4,256.47	62,847.08
Misc.	748.06	283.63	398.21	612.06	211.79	259.67	140.47	187.89	199.35	294.21	560.21	3,895.55
Total Food/Misc.Expenses	10,008.21	6,132.88	6,210.93	10,338.05	6,022.38	8,645.74	2,224.67	3,347.12	4,208.41	4,787.56	4,816.68	66,742.63
Total Expenses	25,062.40	11,590.51	10,293.32	16,794.78	14,022.61	13,454.01	6,245.18	6,812.45	7,712.18	9,573.03	10,355.21	131,915.68
Profit/Loss by School	SHS	JAD	JFK	DES	FES	HES	KES	PES	SEES	STR	TES	
	-3,682.60	-397.10	-1,562.47	4,879.69	1,209.49	5,264.06	-2,372.49	1,954.27	2,880.12	2,194.65	1,556.53	11,924.15
Breakfast Counts												
Year to Date	10,248	4,655	3,266	10,732	6,368	9,107	2,120	3,297	4,432	4,702	4,798	63,725

Item 2

FOOD SERVICE PROGRAM:

Healthy Food Certification

**Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement**

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the Connecticut Nutrition Standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the Southington Board of Education and
(Name of the Board of Education or Governing Authority)

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

will *(must complete Sections 3 and 4 on page 2)*

will not *(sign below and return form)*

meet said standards during the period of **July 1, 2015 through June 30, 2016**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____

(Signature of the Authorized Representative)

Brian S. Goralski

(Printed Name of the Authorized Representative)

Chairperson of the Southington Board of Education

Title (Superintendent of Schools, President or Chairperson of the Board)

June 11, 2015

Date of Authorization

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, (*select appropriate box*)

will

will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Southington Board of Education

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2015 through June 30, 2016.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ **Brian S. Goralski**
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Chairperson of the Southington Board of Education **June 11, 2015**
Title (Superintendent of Schools, President or Chairperson of the Board) Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ **Kathy Demsey**
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer
Title Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

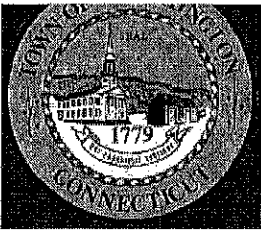
Account 32510 - Equipment Lease

			PREVIOUS LEASE 2013-14				CURRENT 2014-15 FISCAL YEAR								NEW 2015-16 FISCAL YEAR							
							COMBINE ALL into Lease 9															
			Lease 5 Upgrade DES/SHS		Lease 6 Upgrade DES/SHS		Lease 7 Upgrade DES/SHS		Lease 8 Upgrade FES/KES		NEW 2014-15 Budget		Rollover Lease 5 & 6		Lease 7		Lease 8		ROLLOVER Lease 7 & 8 Lease 10		Lease 9	
Fiscal Year	Yearly Lease Payment	Equipment Purchased	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment	Payment	Equipment
2006-07	\$27,530	\$98,522																				
2007-08	\$51,961	\$68,472																				
2008-09	\$51,961	\$0																				
2009-10	\$51,962	\$0																				
2010-11	\$77,000	\$228,156																				
2011-12	\$162,438	\$465,945																				
2012-13	\$249,288	\$712,625	\$81,617	\$231,897	\$82,391	\$235,897	\$85,280	\$245,333														
2013-14	\$334,288	\$245,000	\$81,617		\$82,391		\$85,280		\$85,000	\$245,000												
2014-15	\$419,288	\$556,924	\$81,617		\$82,391		\$85,280		\$85,000		\$85,000	\$245,341	\$164,008	\$311,583	\$85,280		\$85,000					
2015-16	\$419,288	\$406,455							\$85,000		\$85,000		\$164,008			\$85,000		\$170,280	\$406,455	\$249,008		
2016-17	*	*							\$85,000		\$164,008							\$170,280		\$248,008		
2017-18	*	*																\$170,280				

*We still hope to fund an additional lease of \$85,0000 in the 2015-16 school year however, currently it is not funded so it is not included in this spreadsheet.

Item 3

Apple Lease Update



SOUTHINGTON PUBLIC SCHOOLS

JAMIE OLANDER
DIRECTOR OF TECHNOLOGY

REVISED

June 10, 2015

To the Finance Committee:

I am currently finalizing all purchases on our existing Apple Lease #9 which will provide \$174,674 in equipment. We currently have two open Apple Lease Schedules (Lease Schedules #8 and #9). The final payment for Apple Lease #7 was made in July 2014 and there is one final payment due on Apple Lease #8 in September of 2015. Apple Lease #9 began in 2014 with three (3) annual payments of \$249,008 which will expire in July 2016.

At this point rather than beginning a new lease for \$85,000 with the funding from the expiration of Apple Lease #7, I would like to take the funds available for the final Apple Lease #8 payment and the funds budgeted to begin new lease from expiration of Apple Lease #7 to begin a new Apple Lease #10 which will have an annual payment of \$170,280 and provide \$409,938 in additional equipment. I have attached a schedule which outlines the above.

The equipment leased will be spent in the following areas:

Current lease:

- Replace teacher laptops at Flanders, Kelley, and Strong
- Replace cart laptops at Strong
- Replace old XP desktops at Southington High School (phase 1)
- Replace Special Education and Business laptops at Southington High School

New lease:

- Purchase Special Education equipment (iMacs) at Derynoski
- Purchase Chromebook cart for Kelly
- Replace South End desktops
- Replace teacher laptops at Hatton and Thalberg
- Replace cart laptops at Hatton and Thalberg
- Purchase cart for existing iPads at Thalberg
- Replace Document Cameras at Plantsville
- Purchase Science equipment (iMacs) at Southington High School
- Replace old XP desktops at Southington High School (phase 2)
- Purchase new cart and Chromebooks for Southington High School
- Purchase Chromebooks to fill an existing cart at Southington High School

Please contact me with any questions.

Thank you,

Jamie Olander
Director of Technology

Item 4

YMCA RATES

2015-2016

YMCA Proposed Rate Calculations for 2015-2016

	Hourly rate	FLANDERS 1 hour	DERYNSKI 1.5 hours	STRONG 1.25 hours	THALBERG 1.25 hours	HATTON 1.25 hours	KELLEY DERYNSKI AM 1 hour	.5 hours
HD CUSTODIAN	25.59 DES/ 24.99	37.49	38.39	37.49	37.49	37.49	37.49	38.39
		0.50	0.75	0.25	0.50	0.75	1.00	0.25
		18.74	28.79	9.37	18.74	28.11	37.49	9.60
NIGHT CUSTODIAN	24.16	36.24	36.24	36.24	36.24	36.24	36.24	36.24
		0.50	0.75	1.00	0.75	0.50	0.00	0.25
		18.12	27.18	36.24	27.18	18.12	0.00	9.06
TOTAL BILLABLE TIME AT TIME AND A HALF		36.86	55.97	45.61	45.92	46.23	37.49	18.66
SCHOOL DAYS		181.00	181.00	181.00	181.00	181.00	181.00	181.00
		6,672.11	10,130.34	8,255.64	8,311.97	8,368.31	6,784.79	3,376.78
SOCIAL SEC/MEDICARE MERF	(rate 11.38%)	510.42	774.97	631.56	635.87	640.18	519.04	258.32
		759.29	1,152.83	939.49	945.90	952.31	772.11	384.28
TOTAL MONTHLY (10)		7,941.82	12,058.15	9,826.68	9,893.74	9,960.80	8,075.93	4,019.38
Monthly Custodial reimbursement		794	1,206	983	989	996	808	402
Wear & Tear	no change	69	69	69	69	69	69	63
Electricity	(incr by 5%)	96	100	261	261	261	95	100
Supplies	(incr by 4%)	27	30	29	29	29	28	30
PER YMCA AGREEMENT		120	120	120	120	120	120	120
		1,106	1,525	1,462	1,469	1,476	1,119	595
Proposed Rates 15-16	TOTAL MONTHLY (10)	1,105	1,525	1,460	1,470	1,475	1,120	595
	2014-2015	1,100	1,515	1,445	1,450	1,455	1,110	580

Item 6

FINANCIAL UPDATE / PURCHASE PLAN

Southington Public Schools
Purchase Plan 2014-15
Recommended by Finance Committee 6-9-15

Textbooks (2015-16 budget)

Classroom Furniture (2015-16 budget)

Info snap service fee (2015-16 budget)

Replacement of walkways and ramps

SHS-sidewalks

DES-auditorium entrance

Derynoski carpet replacement classrooms

Stage curtain- SHS auditorium

Radios- communication \$600 each

Elementary schools - 2 per school, total 16

Secondary schools - 4 per school, total 12

Energy Mangement System Upgrade

Hatton

Strong

Thalberg

Technology

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date June 11, 2015

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

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date _____ June 11, 2015 _____

Decision Requested _____

Agenda Code _____ 10 b. _____

AGENDA REPORTING FORM

Agenda Topic: _____ Construction Update _____

Summary of Issue: _____ The District's 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: _____

The administration is monitoring a recurring moisture issue when extreme temperature changes occur. This may be caused by winter into spring temperature swings. The project will be closed out when this issue is resolved. _____

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

JAD – Newfield Construction has completed Phase 11 of 12 at DePaolo Middle School. The TCO has been received for this phase. They are completing punchlist items on Phase 11 along with the previous phase punchlist items. _____

They have started the Fitness Room. Subcontractor and storage trailers are being demobilized. _____

JFK – Newfield Construction is nearly complete with Phase 11 at JFK Middle School. These areas will not be occupied until the return to school although teachers will move their items into the rooms at the end of this school year. _____

Subcontractor and storage trailers are being demobilized. _____

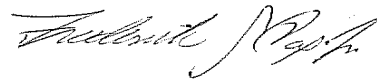
Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects. _____

Cost (if applicable): \$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 _____ Board Meeting Date June 11, 2015

Decision Requested X Agenda Code 11 a

AGENDA REPORTING FORM

Agenda Topic: Presentation of New Curricula

Summary of Issue: All curricula are renewed on a 5-year cycle. The Board of Education Curriculum and Instruction Committee reviewed the revised curricula for Social Studies (9-12), English Language Arts (9-12), Agricultural Science and Technology (9-12), and Information and Technology Literacy (K-12). The Curriculum Committee strongly endorses the approval of the mentioned curricula. A copy of the curricula will be available at the Board of Education meeting and was also made available for review at central office prior to the meeting.

Background: Curriculum was presented to the Board Curriculum Subcommittee at their May meetings. Many staff were involved in the writing process and the work was facilitated by an administrator. 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: August 2015

Ending Date of Program or Project: Until next revision cycle (5 years)

Recommendation or Comment: Move that the Board of Education supports the request from the Curriculum and Instruction Committee to approve the revised curricula for *Social Studies, Grades 9-12; English Language Arts, Grades 9-12; Agricultural Science and Technology, Grades 9-12; and, Information and Technology Literacy, Grades K-12.*

Titles of Attachments:

1. _____

Signature of Staff Member Submitting Report

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 11, 2015

Decision Requested X

Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: Textbook Recommendations

Summary of Issue: Textbook selection is part of our curriculum design process. Money is budgeted for the 2014-2015 and 2015-2016 school years to purchase new/replacement textbooks. Included are supporting documents for the textbooks listed below that are proposed for adoption. The Board of Education's Curriculum and Instruction sub-committee reviewed the requests at their May meetings. The Board will be asked to approve the proposed textbooks at the June 11, 2015 meeting.

Spanish Is Fun, Ornamental Horticulture, Magruder's American Government, Building Citizenship: Civics & Economics, Cultural Landscape, Religions of the World, and Human Anatomy & Physiology

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 (1516)

Beginning Date of Program or Project: June 2015

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of the following textbooks that are endorsed by the Curriculum and Instruction Committee: *Spanish Is Fun, Human Anatomy & Physiology, Ornamental Horticulture, Cultural Landscape, Magruder's American Government, Religions of the World, and Building Citizenship: Civics & Economics.*

Titles of Attachments:

1. Recommended Textbook Forms (7)

Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

World Language
Spanish Is Fun
Grade 8

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: April 13, 2015

1. Curriculum Committee or department submitting change: World Language Department, Middle Schools

2. Grade levels and high school course(s) in which text will be used: Grade 8

3. Proposed Text

- | | |
|----------------------------------|--|
| a. Title | <u>Spanish Is Fun, Fourth Edition</u> |
| b. Author(s) full name(s) | <u>Heywood Wald</u> |
| c. Publisher (name and location) | <u>AMSCO School Publications, Inc.</u> |
| d. Copyright Date | <u>2011</u> |

4. Cost of recommended text: \$29.00 textbook, \$9.00 workbook, \$99.95 teacher support package

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):

This course began as an intervention for students in Grade 8 who have not completed Grade 7 Spanish due to: not enrolled, new to district, or did not meet course requirements; as a result, those students cannot move into the current Grade 8 Spanish class. We have identified a need for a full-fledged course to give this small group of students the opportunity to begin language study and prepare for their WL studies at SHS. Therefore, it is necessary to purchase appropriate instructional materials for these students.

Department or Committee Members: Becca Sheffler and Steve Madancy

Approvals:

Becca Sheffler (signature on original)
Department Chair Signature

Steven Madancy (signature on original)
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.

Reviewed a variety of books through the same publisher and compared them with our current textbook, Avancemos.

- 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 was the most developmentally appropriate for this particular group of students in terms of both content and accessibility.

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

N/A

- 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

	1	2	3	N/A
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: _____

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
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

	1	2	3	N/A
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: _____

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 type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Spanish Is Fun
 Author(s): Heywood Wald
 Copyright: 2011 Publisher: AMSCO School Publications, Inc.
 Class: Spanish Grade(s): 8

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: _____

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: _____

Agriculture
Ornamental Horticulture Science
Grades 11-12

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: April 17, 2015

1. Curriculum Committee or department submitting change: Agriculture

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

3. Proposed Text

- a. *Title* Ornamental Horticulture Science, Operations and Management, 4th edition
b. *Author(s) full name(s)* Jack E. Ingels
c. *Publisher (name & location)* Delmar Centage Learning Clifton Park, NY
d. *Copyright Date* 2010

4. Cost of recommended text: \$186

5. Amount Budgeted: \$3,720

6. Number of student copies to be purchased: 20

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 enrollment in this class is greater than the number of texts. This proposed text is the 4th edition, replacing the 2nd edition, Copyright Date 1994. This text has been updated to more accurately represent the changes in the horticultural industry as well as changes in science and technology that impact horticulture.

Department or Committee Members: Marion Stannard, Diane DiGioia, Patrick O'Keefe, Victoria Christian,
Jennifer Shields

Approvals:

Marion Stannard (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
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.

Introductory Horticulture, Delmar Centage Learning, 2007
Introduction to Plant Science, Delmar Centage Learning, 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.

The text chosen by the committee more closely aligns with the Southington and the UConn syllabi. The Introductory Horticultue text does not support the appropriate level of rigor and higher order thinking expected in the Early College Experience course. The introduction to Plant Science text does not put adequate emphasis on Ornamental Horticulture, with more focus on agronomy.

- 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

	1	2	3	N/A
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

	1	2	3	N/A
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

	1	2	3	N/A
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

	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: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Ornamental Horticulture Science, Operations and Management, 4th edition
 Author(s): Jack E. Ingels
 Copyright: 2010 Publisher: Delmar Centage Learning
 Class: UConn Horticulture Grade(s): 11 and 12

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: _____

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: _____

Ornamental Horticulture

Chapter 15, Page 411

Growers should have a knowledge of assorted crop plants, although their knowledge can easily become limited when they grow only a few crops on a repeating basis. Knowledge of proper production hygiene is essential, coupled with the ability to prevent and control the insects and diseases to which the crops are susceptible. The essence of production know-how is the ability to manipulate the environment around the plants in a way that will benefit the crops, not hamper their development.

The grower may be the owner of the operation or an employee. In production operations, the grower is a key figure who is given great responsibility and permitted little error. Large operations may employ several chief growers, each supervising several assistant growers. Except for the grower who also owns the business, growers are regarded as skilled laborers. They may acquire their skills through university programs, on-the-job training, or both. In any case, they must constantly update their knowledge through attendance at workshops, seminars, and industry tours. Competition from other firms, both inside the country and abroad, requires that growers stay abreast of the latest information.

Number of Words	184
Flesch Ease	40.1
Grade Level	12

Social Studies
Magruder's American
Government
Grades 11-12

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: May 11, 2015

1. Curriculum Committee or department submitting change: Social Studies

2. Grade levels and high school course(s) in which text will be used: Politics & Government, Grades 11-12

3. Proposed Text

a. Title	<u>Magruder's American Government</u>
b. Author(s) full name(s)	<u>William A. McClenaghan</u>
c. Publisher (name and location)	<u>Pearson Education Inc, New Jersey</u>
d. Copyright Date	<u>2013</u>

4. Cost of recommended text: \$85.97

5. Amount Budgeted: \$3868.65

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):

This elective course has not had a new book since 2002. Much has changed in politics since then. This book is a new edition of the previous Magruder's.

Department or Committee Members: Social Studies

Approvals:

Heather Allenback (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
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.

None

- 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 is a highly recommended text for this type of course. It has been in publication since 1917. In addition, the concepts of UbD have been incorporated into the text in consultation with Grant Wiggins. The long-standing reputation and parallel format to SPS curriculum makes this text an appropriate choice.

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

NA

- 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

	1	2	3	N/A
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

	1	2	3	N/A
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

	1	2	3	N/A
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

	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: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Magruder's American Government
 Author(s): William A. McClenaghan
 Copyright: 2013 Publisher: Pearson Education, Inc., New Jersey
 Class: Politics & Government Grade(s): 11-12

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: Excellent

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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: Excellent

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main 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
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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: Excellent

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: Excellent

Magruder's American Government

Text: Before the coming of popular election, the State legislatures often picked well-liked and qualified men to be senators. On other occasions, however, their choice was the result of maneuvering and infighting among the leaders of various factions in the State. These personalities all spent a great deal of energy trying to gain (and sometimes buy) enough legislators' votes to win a seat in the United States Senate. In fact, by the late 1800s, the Senate was often called the "Millionaires' Club," because so many wealthy party and business leaders sat in that chamber.

Reading Ease

A higher score indicates easier readability; scores usually range between 0 and 100.

Readability Formula	Score
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Flesch-Kincaid Reading Ease	47.1
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Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. Scores over 22 should generally be taken to mean graduate level text.

Readability Formula	Grade
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Flesch-Kincaid Grade Level	12.5
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Gunning-Fog Score	15.8
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Coleman-Liau Index	12.8
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SMOG Index	11.9
----------------------------	------

Automated Readability Index	13.2
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Average Grade Level	13.2
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Text Statistics

Character Count	456
-----------------	-----

Syllable Count	151
----------------	-----

Word Count	94
------------	----

Sentence Count	4
----------------	---

Characters per Word	4.9
---------------------	-----

Syllables per Word	1.6
--------------------	-----

Words per Sentence	23.5
--------------------	------

Social Studies
*Building Citizenship: Civics and
Economics*
Grade 9

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: May 11, 2015

1. Curriculum Committee or department submitting change: Social Studies

2. Grade levels and high school course(s) in which text will be used: 9th grade Civics - CP level

3. Proposed Text

a. Title	<u>Building Citizenship: Civics & Economics</u>
b. Author(s) full name(s)	<u>Richard Remy, John Patrick, David Saffell, Gary Clayton</u>
c. Publisher (name and location)	<u>McGraw-Hill Education</u>
d. Copyright Date	<u>2014</u>

4. Cost of recommended text: \$69.09

5. Amount Budgeted: \$12,091.80

6. Number of student copies to be purchased: \$160.00

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 course textbook for this level was last published in 2002, woefully long ago for a civics course. McGraw-Hill no longer publishes our current textbook (Civics: Responsibilities & Citizenship); this is their most current textbook.

Department or Committee Members: Social Studies

Approvals:

Heather Allenback (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
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.

None

- 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 decided to keep with the current publisher, just needed a more up-to-date & relevant textbook for the lower level Civics student. "Building Citizenship: Civics & Economics" is McGraw-Hill's most current Civics textbook for high school.

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

NA

- 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

	1	2	3	N/A
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

	1	2	3	N/A
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

	1	2	3	N/A
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

	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: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Building Citizenship: Civics & Economics
 Author(s): Remy, Patrick, Saffell, & Clayton
 Copyright: 2014 Publisher: McGraw-Hill Education
 Class: Civics CP Grade(s): 9

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: Excellent

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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: Excellent

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main 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
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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: Excellent

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: Excellent

Building Citizenship: Civics & Economics

Text: Each of the 12 United States courts of appeals has jurisdiction over a circuit, or a geographic area. In 1982 Congress created a thirteenth appeals court, the Court of Appeals for the Federal Circuit. This court hears special cases involving patent law or international trade, or other civil cases brought against the United States. This course is headquartered in Washington, D.C., but it can hear cases in all parts of the country.

Reading Ease

A higher score indicates easier readability; scores usually range between 0 and 100.

Readability Formula	Score
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Flesch-Kincaid Reading Ease	67
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Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. Scores over 22 should generally be taken to mean graduate level text.

Readability Formula	Grade
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Flesch-Kincaid Grade Level	6.9
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Gunning-Fog Score	7.6
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Coleman-Liau Index	12
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SMOG Index	7.2
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Automated Readability Index	6.9
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Average Grade Level	8.1
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Text Statistics

Character Count	345
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Syllable Count	110
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Word Count	73
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Sentence Count	6
----------------	---

Characters per Word	4.7
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Syllables per Word	1.5
--------------------	-----

Words per Sentence	12.2
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Social Studies
Cultural Landscape: An
Introduction to Human
Geography
AP Course

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: May 11, 2015

1. Curriculum Committee or department submitting change: Social Studies

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

3. Proposed Text

a. Title	<u>Cultural Landscape: An Introduction to Human Geography 11th Ed</u>
b. Author(s) full name(s)	<u>James M. Rubenstein</u>
c. Publisher (name and location)	<u>Pearson Education Inc</u>
d. Copyright Date	<u>2014</u>

4. Cost of recommended text: \$68.99 (e-text)

5. Amount Budgeted: \$2069.70

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):

This is the best text for the course. It is written by one of the creators of the APHG course, James Rubenstein and it is designed to not only present the content in an engaging manner, but to prepare students for the APHG exam.

Department or Committee Members: Nicholas R. Vargas, Social Studies

Approvals:

Nicholas Vargas (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
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.

Human Geography: People, Place & Culture, 10th Ed, Wiley Publishers, 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.

This is one of the recommended texts by the College Board for this AP course meaning that it is an acceptable college-level text that covers the required content for the AP exam. This text was previously used by the intended instructor.

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

NA

- 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

	1	2	3	N/A
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: Recommended AP text by College Board

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

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
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: Recommended AP text by College Board

TEACHING AIDS

	1	2	3	N/A
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: Recommended AP text by College Board

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: Recommended AP text by College Board

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: The Cultural Landscape: An Introduction to Human Geography, 11th Ed
 Author(s): James M. Rubenstein
 Copyright: 2014 Publisher: Pearson Education, Inc.
 Class: AP Human Geography Grade(s): 11-12

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: Recommended AP text by College Board

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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: Recommended AP text by College Board

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main 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
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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: Recommended AP text by College Board

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: Recommended AP text by College Board

The Cultural Landscape: An Introduction to Human Geography

Text: As world NIS slows and the threat of overpopulation recedes, at least at a worldwide scale, geographers increasingly turn their attention to the health of the record number of people who are alive. Medical researchers have identified an epidemiologic transition that focuses on distinctive health threats in each stage of the demographic transition. Epidemiologists rely heavily on geographic concepts such as scale and connection because measures to control and prevent an epidemic derive from understanding its distinctive distribution and method of diffusion.

Reading Ease

A higher score indicates easier readability; scores usually range between 0 and 100.

Readability Formula	Score
----------------------------	--------------

Flesch-Kincaid Reading Ease	19.2
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Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. Scores over 22 should generally be taken to mean graduate level text.

Readability Formula	Grade
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Flesch-Kincaid Grade Level	17.4
--	------

Gunning-Fog Score	21.2
-----------------------------------	------

Coleman-Liau Index	18.4
------------------------------------	------

SMOG Index	15.2
----------------------------	------

Automated Readability Index	19.6
---	------

Average Grade Level	18.4
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Text Statistics

Character Count	476
-----------------	-----

Syllable Count	155
----------------	-----

Word Count	82
------------	----

Sentence Count	3
----------------	---

Characters per Word	5.8
---------------------	-----

Syllables per Word	1.9
--------------------	-----

Words per Sentence	27.3
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Social Studies
Religions of the World
Grades 11-12

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: May 29, 2015

1. Curriculum Committee or department submitting change: Social Studies

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

3. Proposed Text

a. Title	<u>Religions of the World, 12th Edition</u>
b. Author(s) full name(s)	<u>Lewis M. Hopfe & Mark R. Woodward</u>
c. Publisher (name and location)	<u>Pearson Education Inc, New Jersey</u>
d. Copyright Date	<u>2012/2015</u>

4. Cost of recommended text: \$97.47 each (\$2941.10)

5. Amount Budgeted: \$3000.00

6. Number of student copies to be purchased: 30

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):

This textbook provides pertinent information about the development of the 5 major world religions. It covers the beliefs, historical background and worldview of each religion. It is an excellent introductory text for our new course.

Department or Committee Members: Deb Kennedy, Social Studies

Approvals:

Heather Allenback (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
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.

World Religions, 7th Edition - Warren Matthews - Pearson Education 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.

Finding a high school level text on this topic is difficult - they are written for an introductory course at the college level. This book provides teacher and student resources that the instructor deemed valuable and important to the instruction for this course.

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

NA

- 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

	1	2	3	N/A
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

	1	2	3	N/A
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

	1	2	3	N/A
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

	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: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Religions of the World, 12th/13th Edition
 Author(s): Lewis M. Hopfe, Mark R. Woodward, Brett Hendrickson (12th Ed)
 Copyright: 2012/2015 Publisher: Pearson Education, Inc
 Class: World Religions Grade(s): 11 - 12

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: Excellent

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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>Excellent</u>		

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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: Excellent

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: Excellent

Readability

Religions of the World, 12th Edition

Text: Perhaps the oldest and most complex of all the religions of the world is Hinduism. Whereas most of today's active religions seem to have begun sometime around the sixth century B.C.E. or later, Hinduism traces the beginnings of some of its religious themes and forms to the third millennium B.C.E. It is probably the most diverse and varied of all religions. One can find within the Hindu tradition almost any form or style of religion that has been conceived or practiced. Its scope ranges from simple animism to some of the most elaborate philosophical systems ever devised. In this vast diversity, Hinduism allows for literally millions of major and minor gods, their temples, and their priests. Therefore, for the Hindu, the possible religious views are virtually infinite.

Reading Ease

A higher score indicates easier readability; scores usually range between 0 and 100.

Readability Formula **Score**

[Flesch-Kincaid Reading Ease](#) 57.2

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. Scores over 22 should generally be taken to mean graduate level text.

Readability Formula **Grade**

[Flesch-Kincaid Grade Level](#) 8

[Gunning-Fog Score](#) 10.8

[Coleman-Liau Index](#) 12.4

[SMOG Index](#) 8.3

[Automated Readability Index](#) 6.6

Average Grade Level **9.2**

Text Statistics

Character Count 632

Syllable Count 216

Word Count 132

Sentence Count 12

Characters per Word 4.8

Syllables per Word 1.6

Words per Sentence 11.0

Science
*Hole's Essentials of Anatomy and
Physiology*
Grades 11-12

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: 3/31/2015

1. Curriculum Committee or department submitting change: Science

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

3. Proposed Text

- | | |
|----------------------------------|--|
| a. Title | <u>Hole's Essentials of Anatomy and Physiology</u> |
| b. Author(s) full name(s) | <u>David Shier, Jackie Butler and Ricki Lewis</u> |
| c. Publisher (name and location) | <u>McGraw-Hill, New York, New York</u> |
| d. Copyright Date | <u>2015</u> |

4. Cost of recommended text: \$120 student textbook, 6years of e-book and resources access.

5. Amount Budgeted: \$16,500

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 present book is copyright 2005. The quote for the new book is attached. This textbook is an essentials type book which provides adequate coverage of the topics without getting too far into the biochemical details of anatomy and physiology. In addition, this text has great graphics, diagrams and real pictures with captions with clear and concise explanations. The new text provides up to date learning outcomes, has a microbes section to present important aspects of microbes in physiology, a learn to predict section for higher level thinking, and has comprehensive online resource for students. This textbook is the most recent edition of the current book being used in class.

Department or Committee Members: Suzanne Hodges / Mike Terray/Benn Gawitt

Approvals:

Suzanne Hodges (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
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.

Hole's Essentials of Human Anatomy and Physiology McGraw Hill 2015
Essentials of Human Anatomy and Physiology by Mariab, Pearson, 2012
Essentials of Anatomy and Physiology by Martini, Pearson, 2013
Hole's Anatomy and Physiology, McGraw Hill 2016

- 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 textbook is both well organized and visually inviting. Diagrams, charts, graphs, etc., enhance the text (important in such a visual course as Anatomy and Physiology) and are presented in a logical manner. The book has different sections to stimulate discussion and higher order thinking: Learn to predict, learning outcomes, clinical impact, summary of sections, review and comprehension questions, and critical thinking questions.

- 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

	1	2	3	N/A
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: Text is up to date and accurate with a variety of learning aids that focus on the major objectives of the chapter.

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

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
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 textbook is well organized, provides appropriate pictures, diagrams and illustrations to enhance the written content. The publisher provides a sturdy reinforced binding for high school use.

TEACHING AIDS

	1	2	3	N/A
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 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 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: There is no workbook available for this book. Supplemental materials are online for students and teachers through ConnectPlus and the publisher's website. There are critical and creative thinking questions, case studies, practice quizzes, flashcards, and extension activities accessible online.

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: The material is covered in a straight-forward, fact-based, unbiased manner.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Hole's Essentials of Anatomy and Physiology
 Author(s): David Shier, Jackie Butler and Ricki Lewis
 Copyright: 2015 Publisher: McGraw-Hill, New York, NY
 Class: CCP Anatomy & Physiology Grade(s): 11 and 12

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: Information is current and logically presented.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	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
Setting Purpose for Reading	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
Setting Purpose for Reading	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 unit is well organized in human systems and provide students with the tools needed for an overview of each system. Learning outcomes are presented at the beginning of each section so students know what is expected for the reading.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main 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
Organizing the Information	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
Organizing the Information	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
Vocabulary Development	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 text is clear, detailed, and logical.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	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: Information is summarized with engaging questions, the beginning of each chapter has explicit learning outcomes listed. There is also a list of vocabulary words at the beginning of the chapters, along with word parts and meanings for students to keep in mind as they read and learn the material. Throughout the chapter are clinical applications, practice questions for students to answer to help them focus on the section content.

Readability

Hole's Essentials of Anatomy and Physiology

p. 74

In solutions, a higher concentration of solute (protein in this case) means a lower concentration of water; a lower concentration of solute means a higher concentration of water. This is because solute molecules take up space that water molecules would otherwise occupy.

Like molecules of other substances, molecules of water diffuse from areas of higher concentration to areas of lower concentration. In figure 3.15, the greater concentration of protein in compartment A means that the water concentration there is less than the concentration of pure water in compartment B. Therefore, water diffuses from compartment B across the selectively permeable membrane and into compartment A.

In other words, water moves from compartment B into compartment A by osmosis. Protein, on the other hand, cannot move out of compartment A because the selectively permeable membrane is impermeable to it. Note in figure 3.15 that as osmosis occurs, the water level on side A rises. This ability of osmosis to generate enough pressure to lift a volume of water is called osmotic pressure.

- **Flesch reading ease 37.7**
- **Flesch Kincaid grade level 12.2**

p 86

Arsenic poisoning. Disrupting the body's ability to extract energy from nutrients can have serious effects on health. Arsenic is a chemical element that, if present in the body in excess, shuts down metabolism. It can do so suddenly or gradually.

Given in one large dose, arsenic causes chest pain, vomiting, diarrhea, shock coma, and death. In contrast, a series of many small doses causes dark skin lesions that feel as if they are burning, numb hands and feet, and skin cancer. The condition may progress to paralysis and organ failure. Such gradual poisoning, called arsenicosis, may occur from contact with pesticides or environmental pollutants. The world's largest outbreak of arsenicosis, however, is due to a natural exposure.

When the World Bank of UNICEF began tapping into aquifers in India and Bangladesh in the late 1960s, they were trying to supply clean water to areas ravaged by sewage and industrial waste released from rivers subject to cycles of floods and droughts. Millions of people had already perished from diarrheal diseases due to the poor sanitation. But digging wells to provide clean water backfired when workers unwittingly penetrated a layer of sediment naturally rich in arsenic.

- **Flesch Reading Ease 42.5**
- **Flesch-Kincaid Reading Ease 11.3**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 8, 2015

Decision Requested X

Agenda Code 11 c.

AGENDA REPORTING FORM

Agenda Topic: 2016-2017 Program of Studies Recommendation

Summary of Issue:

All proposals for high school course program changes have been reviewed by the administration and the Curriculum and Instruction Committee. The high school is recommending a new social studies course for the 2016-2017 school year. The course title is *America At War*.

Background: As part of the curriculum design process, all proposals for course/program changes must be presented to the Board for approval in June. Approved courses are included in the program of studies. The curricula for the new courses would be developed during the 2015-2016 school year and implemented in the 2016-2017 school year.

Alternative Strategies:

1. Accept or modify the proposal as presented.
2. Reject the proposal.

Cost (if applicable): Textbooks **Funding Source:** Board of Education budget 2015 - 2016

Beginning Date of Program or Project: August 2015

Ending Date of Program or Project: Ongoing

Recommendation or Comment: The Board of Education approves the proposed high school social studies course, *America At War*.

Titles of Attachments:

1. Proposed Course Program Change Form

Signature of Staff Member Submitting Report

Timothy J. Connellan

Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Social Studies

Please check appropriate item:

New Course:

Revised Course:

Course Title: America At War

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

A course on the examination of American military conflicts will provide the students at SHS a new elective option in the Social Studies. This course will provide an in-depth study of the history, development and progression of American military operations. It will be a half-year course, providing 1/2 credit towards student graduation requirements.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The military plays a significant role in American foreign policy and accounts for more than half of government spending. Today's students have grown up in a world where the United States is the undisputed military superpower and decisions about when, where and how we use our military are often made with little understanding of what this actually means. In America at War students will study the evolution of US military engagements from the French and Indian War to the Global War on Terror through the lenses of technology, tactics, leadership, impact on society and personal narratives of soldiers.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

This course will be offered to students in the 11th and 12th grades as a 1/2 year elective. We intend to offer both CP and CCP levels to provide more social studies elective options, particularly for the CP student. An examination of our current course offerings shows that we do not provide equal opportunities for all students to access to social studies courses.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 11, 2015

Decision Requested x Agenda Code 11d.

AGENDA REPORTING FORM

Agenda Topic: Compensation for 2015-2016 Unaffiliated Employees

Summary of Issue: The Board of Education will direct administration on how to move forward with Unaffiliated Employees Compensation for 2015-2016.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2015

Ending Date of Program or Project: June 30, 2016

Recommendation or Comment: _____

Timothy J. Connellan

Signature of Superintendent of Schools