

Southington Board of Education Meeting

Thursday, March 24, 2016 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to discuss Paraprofessional Negotiations and Personnel Matters ~ 6:30 p.m.
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ March 10, 2016
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
7. Committee Reports
 - a. Finance Committee Meeting ~ March 15, 2016
 1. Agreements for YMCAs School-Age Child Care Program (Derynoski, Flanders, Hatton, Kelley, Strong, Thalberg)
 2. YMCA Before & After School Lease Rates 2016-2017
 3. Telephone Contract Renewal - Cox Communications
 4. Lawn Mowing 2016 - Middle Schools
 5. Preschool Tuitions
8. Old Business
 - a. Town Government Communications
 - b. Construction Update
9. New Business
 - a. Adoption of 2017 Board of Education Meeting Dates
 - b. Leonard and Gladys Joll Scholarship Recipient
 - c. Art Curriculum Approval
 - d. Textbook Approval
10. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 10, 2016

The regular meeting of the Southington Board of Education was held on Thursday, March 10, 2016 at 7:30 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 6:31 p.m.

Board members present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Juanita Champagne, Mr. David Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mrs. Patricia Queen. Absent: Mrs. Colleen Clark

Administration present: Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

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

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS PERSONNEL MATTERS, LEGAL MATTERS AND STUDENT SAFETY

Mr. Goralski declared Executive Session ended at 6:56 p.m.

3. CELEBRATION OF EXCELLENCE

At 7:07 p.m., in Celebration of Excellence, the Board recognized the following Southington High School band students who were selected to participate in this year's All-State Festival representing the four ensembles. The following students were presented with a Certificate of Excellence:

- Christina Sack – Violin - Orchestra
- Matt Schmidt - Bari Sax - Jazz Band
- Matt McLaughlin – Tuba - Band

- Mike Abucewicz – Tuba - Band
- Eddie Vitcavage – Mallets - Band
- Shelby Doerfler – Soprano - Chorus
- Brett Simms – Bass - Chorus

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:30 p.m. by Mr. Goralski, Chairperson.

Board members present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Juanita Champagne, Mr. David Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent: Mrs. Colleen Clark

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Peter Romano, Director of Operations; and Ms. Margaret Walsh, Director of Pupil Services.

Student Representatives present: Mr. Christopher Iverson and Miss Samantha Martins.

5. PLEDGE OF ALLEGIANCE

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

A moment of silence was observed in memory of Mr. Stanley Sadowski who was a former Southington Public Schools custodian for over 40 years and recently passed away.

6. APPROVAL OF MINUTES ~ February 25, 2016

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to approve the regular Board of Education minutes of February 25, 2016, as submitted.”

Motion carried unanimously by voice vote.

7. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communication from Board Members

The Board members reported on the following:

- Attendance at budget meetings.
- Participation in Read Across America.
- Highlighted particular items of interest that were discussed at the recent “CABE Day on the Hill” in Hartford.
- Exceptional fundraising done by PTOs and their partnership in supplementing the Board of Education budget.

- Mr. Bob Garry, Principal of Hatton School, who made 425 “Friday Phone Calls” to date to parents of students selected by the classroom teacher.
- Kelley Elementary School PTO holding an “Art for a Cause” exhibit and auction of student artwork at the Southington Public Library throughout the month of April with the proceeds going to a charity.
- Over 4,000 people attended the “Family Fun Fest” recently held at Aqua Turf.
- Jennifer Magnoli, who was the First Place winner of the Oratorical Contest held at Southington High School, also won the State Oratorical Contest and will be attending the National contest on April 5, 2016, which is sponsored by the American Legion.
- World Language presentation at Flanders Elementary School had a large turnout of interested parents.
- The Southington Education Foundation Spelling Bee will be held on April 21, 2016. Board members interested in participating are to contact Mr. Goralski.
- The student town-wide Spelling Bee will be held at Thalberg School on March 29, 2016 at 7:00 p.m.

c. Communication from Administration

Administration reported on the following:

1. Emergency Management Planning Webinar: Mr. Connellan and other administrators participated in the webinar that was based on Fairfield’s experience this past October. He will forward the link to the Board members.
2. College Partnership: Mrs. Walsh announced a new partnership between Lincoln College and the Southington special education students aged 18 to 21-years old. A Transition Program for eight of our students will be held at Lincoln College the next school year.
3. Professional Development & Evaluation Committee (PDEC) Update: Mr. Madancy reported that there has been a transformation from TVAL (Teacher Evaluation) to PDEC. At no cost to the district, two administrators and two teachers from the Professional Development and Evaluation Committee will be attending a state workshop on April 25, 2016 to take the information gathered from the survey results, relative to the standards of professional learning, and utilizing that learning the following day at a retreat of members of PDEC. Teachers and administrators are excited about the focus in this direction regarding professional learning and the goals of the district.
4. Connecticut Association of School Business Officials (CASBO): Mrs. DiNello announced that she and the legislative liaison from CASBO, David Linehan, are meeting with House Majority Leader Joseph Aresimowicz at the state capitol on Wednesday, March 16, 2016 to share their concerns regarding different proposed bills.
5. STEPS: Mr. Connellan announced that STEPS is sponsoring “Good Deeds Week” starting April 4, 2016, which aligns with the asset “Positive Influence on Peers.”

d. Communications from Student Representatives

Mr. Iverson reported on the following:

- Good Citizenship: Recently the Daughters of the American Revolution awarded the Good Citizen Award to Angelina Zollo at the high school. The two runners-up were Niels Peschel and Christopher Iverson.
- At the next Board of Education meeting, the Student Representatives will give a technology presentation on Google Docs.
- CAPT (Connecticut Academic Performance Test) testing is March 22, 2016 for sophomores with freshman taking a practice test. The juniors and seniors will arrive at school later in the day.

Miss Martins reported on the following:

- The SAT (Scholastic Aptitude Test) was held last week.
- A PEP Rally was held last Friday with teachers / administrators who volunteered getting a Shaving Crème pie in the face as well as a tug-of-war and Unified basketball played a game for eight minutes.
- Mr. James Brino, Board Student Representative, is taking part in the Spring Drama Club show “Footloose” held on March 11 and 12, 2016.
- She has a part in Unified Theatre on March 18, 2016 at 7:00 p.m.

The Board and administration discussed with the Student Representatives and asked for their input on having the SAT administered in Grade 10 instead of Grade 11 as was proposed at the CABE Day on the Hill.

8. REPORT OF SUPERINTENDENT

a. Personnel Report

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

“Move to approve the Personnel Report, as submitted.”

Motion carried unanimously by voice vote.

9. COMMITTEE REPORTS

a. Curriculum and Committee Meeting ~ March 8, 2016

The committee discussed the following topics at their March 8, 2016 meeting:

- Foreign Field Trips (Chile and Costa Rica)
- Review of textbooks for the high school business and social studies departments
- Discussion on K-12 Art Curriculum that will be presented at the March 24, 2016 Board of Education meeting.
- Discussion of the Health Curriculum information letter to be sent home to parents.
- Partnership established between the Southington Historical Society and the middle schools.
- Homework survey sent to parents.

Mr. Madancy gave a report / summary on instructional time and time out of the classroom that included classroom coverage, substitutes, professional development time, and

teacher absences and unfilled teacher absences per school, which was previously requested by the Board.

10. OLD BUSINESS

a. Town Government Communications

The Home Depot on Queen Street will be the corporate sponsor for the Relay for Life event this year and will be supplying the materials **for** the pop-up tents on the field. Mr. Goralski informed the Facilities Advisory Committee that he will chair that piece of the event. Mr. Goralski thanked the Home Depot for sponsoring this event.

Mr. Goralski reminded the Board of the following budget calendar dates:

- March 16, 2016 is a potential Board of Finance Workshop at 6:30 p.m. in the Town Hall Chambers.
- March 22, 2016 is a potential Board of Finance Workshop at 6:30 p.m. in the Town Hall Chambers.
- March 30, 2016, 7:00 p.m. at Town Hall, Board of Finance meeting to adopt the budget.
- April 25, 2016, 7:00 p.m. at the Municipal Center, Town Council budget public hearing.
- May 9, 2016, 7:00 p.m. at the Municipal Center, Town Council adopts all budgets.

b. Board of Education Policy Updates ~ Second Reading

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

“Move that the Board of Education approve the following revised policies as recommended by the Policy and Personnel Committee, as amended: Policies #1330 ~ Use of School Facilities, #4111.1 ~ Affirmative Action, #4118.11 ~ Civil and Legal Rights – Non-discrimination, #4211 ~ Recruitment and Selection, #5000 ~ Concepts and Roles in Student Policies, #6121 ~ Non-discrimination: Instruction Program, #6180 ~ Evaluation of the Instructional Program.”

There were changes made since the first reading and the changes now appear in bold type on the CABE Portal. Mrs. Queen explained all the amended changes that were made.

Motion carried unanimously by voice vote.

11. NEW BUSINESS

a. 21st Century Skills

Mr. Madancy gave a PowerPoint presentation that included YouTube videos on the “21st Century Graduate” and the shape of the future (*Attachment #1*). He discussed the following:

- 21st Century skills our students should have to graduate from the Southington Public Schools;
- district vision and mission statement;

Revised 3/23/16

- 2020 vision and the changes within the next 3-5 years;
- challenges;
- Carnegie Units;
- what comprehensive reform would look like;
- four key areas to transformative change: 1) personalized learning, 2) competency based learning, 3) anytime, anywhere learning, and 4) students taking ownership;
- what the next steps are regarding community, curriculum, and policy;
- Southington’s plan moving forward;
- teachers becoming the facilitators of learning versus the deliverers of information.

Board members asked questions and commented on the future of education and how the transformation to student centered learning would be a paradigm shift in education. While Board members spoke positively about the suggested changes, the Board understands that this is an evolving process and supports the need to proceed slowly and deliberately.

Mr. Goralski requested that the 21st Century Skills be a recurring Board agenda item.

12. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:20 p.m.

Respectfully submitted,
Linda Blanchard
 Recording Secretary

The 21st Century Graduate



SPS Graduates



What do we want our students to know and be able to do when they graduate from the Southington Public Schools?



District Vision



Over the years, work has occurred within the district that in many ways is still considered relevant today.



District Mission Statement ~ Created 2007

Vision 2020 ~ Created 2013

District Mission



Students engage in a range of educational experiences to become informed, adaptive, problem solvers who effectively communicate, rise to challenges and are committed to improve themselves and their communities.









Vision 2020



REAL TIME

Within the next 3-5 years...

Investigate, evaluate, and take action on:

-  Learning is the constant; time is the variable
-  Curricular changes reflecting 21st Century Skills for global citizenship
-  Equitable infrastructure - technology and safety
-  Partnerships that create experiences beyond school
-  Changing graduation requirements
-  Building staff capacity through professional development

Our Challenge



We must build upon this work so that it becomes a *reality*; not just a posted slogan, or a published plan, but an end result for all graduates of the Southington Public Schools!

Since Vision 2020, much emphasis in education reform has been placed on the need for students to possess 21st century skills.

Tony Wagner



Which Student Would You Choose?



Student A



Math

Science

English

Social Studies

Student B



Content Mastery

Critical Thinker

Problem Solver

Effective Communicator

Effective Collaborator

Creative & Innovative

Financially Literate

Globally Competent

Comprehensive Reform



So what would comprehensive reform look like in our district if we wanted to bring a 21st century education to life for our students?



We would need to take a blended approach and address 4 key areas!!!!



<https://www.youtube.com/watch?v=e6ieXLVCss4>

4 Key Areas



The 4 key areas to transformative change:

1

Personalized Learning

2

Competency Based Learning
(aka Mastery Based Learning)

3

Anytime, Anywhere Learning

4

Students Take Ownership

What's Next For Us?



COMMUNITY



CURRICULUM



POLICY

Community



Over the past 3 months, the district has been spending time building capacity amongst students and faculty in understanding 21st century skills we believe are most important for students who are graduating from the Southington Public Schools with the ultimate goal being the adoption of our "Vision Of A Graduate."

Curriculum



Over the next 3-5 years, developing curriculum and assessment that supports student acquisition of 21st century skills.

Providing professional development for teachers and administrators to target the pedagogical shifts that will best support learners in a 21st century classroom.

Policy



Working with our state legislators, board of education members, and the community to develop policies that support a shift to a 21st century experience for our students (i.e. Revised graduation requirements).

https://youtu.be/-s_m-Fh4u_s?t=24m20s

24:20-24:46

Southington's Plan



Continued capacity building amongst our administrative team.



Educating our Board of Education and elected officials about this type of transformation.



Going on a listening tour with community groups, such as Kiwanis, Rotary, Chamber of Commerce, and Town officials, to see their input about the 21st century skills that are important to them.

Southington's Plan



Continued teacher touch points to hear more about the four areas of reform.



Continued exposure to practices occurring within Connecticut and around the nation relative to this type of transformation.



A community engagement event where WE, as a community of students, teachers, administrators, parents, and community members, adopt our "Vision of a Graduate" and the 21st century skills we believe are most important to their success beyond.

In Closing...

SHAPE
THE
FUTURE



https://www.youtube.com/watch?v=zTbuFN8_D_s#t=27

Board of Education

Administrative Report

March 24, 2016



1. HDHC Information Sessions

2. NextEd Report - CAPSS

3. Donation – antique desk

**Steve & Wendy Cisowski
11 Whispering Pines Drive
Plantsville, CT 06479**

4. Ed Leader 21 Professional Learning Day

SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut



FINANCE COMMITTEE MEETING
Tuesday, March 15, 2016, 6:30 p.m.
Municipal Center Conference Room #2
200 North Main Street, Southington, CT 06489

Board Members Present: Colleen Clark, David Derynoski, Terry Lombardi, Zaya Oshana and Brian Goralski
From Administration: Sherri DiNello, Director of Business & Finance and Jennifer Mellitt, Accounting Manager

The Finance Committee meeting was called to order at 6:35 p.m.

1. SELF INSURANCE REPORT:

The committee reviewed the Self Insurance Report.

2. AGREEMENTS FOR YMCAs SCHOOL-AGE CHILD CARE PROGRAM (Derynoski, Flanders, Hatton, Kelley, Strong and Thalberg Elementary Schools):

Mrs. DiNello explained that all six leases expire on June 30, 2016. The only changes needed in the lease agreements are the addition of A.M. child care at Kelley School. Language will also be added to agenda item #6 for snow removal on late openings. The committee supports entering into new five-year agreements. Upon Board approval, administration will revise the agreements and have them signed.

3. YMCA BEFORE & AFTER SCHOOL LEASE RATES 2016-2017:

The committee reviewed the proposed rates for 2016-2017 and recommends approval.

4. TELEPHONE CONTRACT RENEWAL – COX COMMUNICATIONS:

Mrs. Mellitt reviewed the background then explained the memo outlining the number of lines, Primary Rate Interface (PRI) charges and Federal Communications Commission (FCC) access charge. She reviewed a spreadsheet comparing proposed and current rates and the rationale on why Cox Communications is looking for a five-year contract. She explained that in the past the contract was bid through the e-rate process; however, because we no longer are eligible for the e-rate on phone services, we are bringing this to committee.

Administration recommends a three-year renewal for voice services and five-year renewal for PRI. The committee discussed the recommendation and timing and supports the recommendation for a five-year / three-year contract with Cox Communications.

5. LAWN MOWING 2016 – MIDDLE SCHOOLS:

Mrs. Mellitt explained that all school sites are under contract. The middle schools are in year three of three; however, the scope of work has increased with the fields being ready for mowing. Administration would like the ability to negotiate the rate for the additional scope of work with the current vendor Cheshire Concrete.

6. PRESCHOOL TUITIONS:

The committee reviewed 2015-2016 preschool fee comparisons of other programs in Southington and the recommendation for a 10% increase to our fees for 2016-2017.

Discussion took place about the cost of the program and enrollment. The committee supports a 10% increase for 2016-2017. The recommended rates are: two days - \$1,400, three days - \$1,700 and four days - \$2,050.

7. CUSTODIAL CONTRACTS:

Mrs. DiNello explained the background and history of the contract renewals and past bids. The administration is looking for input on whether the committee wanted the administration to get proposals from current vendors or if they want to bid the services.

A long discussion took place in regard to the option and all Board members present had the opportunity to weigh in. Some felt that if administration was happy with the quality of service then we should request a proposal and decide if we want to extend the contract. Some committee members felt that we should go out to bid but agreed to find out the proposed extension price and then letting the committee make a recommendation.

The administration will contact the current vendors and place the custodial contracts back on the next Finance Committee agenda to determine next steps.

8. FAMILY RESOURCE CENTER – UPDATE:

Mrs. DiNello explained the funding issue and background information on the Family Resource Center. The Community Foundation of Greater New Britain has increased its funding level through June 30, 2016 so the center can end the year at breakeven.

9. FINANCIAL UPDATES – DISCUSSION:

A brief verbal update was shared along with a timeline of purchase order approval through year end.

10. MISCELLANEOUS:

a. Connecticut Education Network (CEN):

Mrs. DiNello shared that the Superintendent received notification that the Connecticut Education Network, which provides access to Internet at no cost to public K-12 schools, may begin billing us in July. The 2017 state budget proposes the elimination of the direct appropriation. The cost would be \$1,243 monthly and this cost is not included in the 2016-2017 budget.

b. Food Service Steamer:

The high school's double steamer is no longer operable and is in need of replacement. This item is important and used daily at the high school. The menu has been modified because it is out of service. Mrs. DiNello shared that quotes are in the \$24,000-\$26,000 range. Due to the emergency need, the committee is comfortable with the administration receiving quotes and moving forward with the replacement.

The meeting adjourned at 8:06 p.m.

Respectfully submitted,



Sherri P. DiNello
Director of Business & Finance



SOUTHTINGTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: March 10, 2016
RE: **Agreements for YMCAs School-Age Child Care Program (DES, FES, HES, KES, SES, TES)**

The YMCA is currently operating a Child Care Program at six (6) of our elementary schools: Derynoski, Flanders, Hatton, Kelley, Strong and Thalberg.

The lease agreements for all sites are expiring on June 30, 2016. The five-year agreements will be updated to reflect August 2016 - June 2021 as the lease period. Derynoski and Kelley Elementary Schools are two (2) sites where the YMCA also offers child care before school. The original Kelley lease only reflected language for afterschool care; therefore, that language will also be updated.

The rates will also be updated based on Board of Education action.

Administration is requesting approval to renew the five-year agreements with the YMCA.

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

DERYNOSKI ELEMENTARY SCHOOL – A.M. & P.M.

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

WITNESSETH

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

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

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

1. The Lessor hereby permits and grants to the YMCAs SACC Program the use of the cafeteria, exclusive of the kitchen area, except for the area where the refrigerator is to be stored and second floor teachers' room to be designated as a homework area only. No restroom facilities will be available on the second floor (primary locations); gymnasium (secondary location) and the first floor music room (tertiary location) at the Derynoski Elementary School and makes available normal ingress and egress to that part of the building.

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

The Lessee shall have use of the following:

- two sets of restrooms on the first floor only, including two for boys and two for girls;
- storage area for program supplies (any bin to store supplies shall be furnished by the Lessee);
- storage area for refrigerator for children's snacks. Refrigerator for same to be supplied by Lessee;
- access to tables and chairs for cafeteria and music room use only, and not for use in the gymnasium;
- use of the school play area, exclusive of the area designated for the Margaret C. Griffin Development Center.

2. This agreement shall be for a period of five (5) years from the start of the school year in August 2011 through the completion of the school year in June 2016. This agreement shall allow for a date to be determined

prior to August 31, each school year for parent orientation. It is the Lessee's obligation at all times to maintain the minimum requirements required by the State of Connecticut to maintain this program. The Lessor reserves the right to terminate this Agreement if the Lessee, for a substantial period of time, falls under the minimum requirements and puts the Lessor at risk by falling under the minimum requirements.

This agreement shall remain in full force and effect for the five (5) year period unless the Board of Education concludes that, due to unforeseen circumstances, the agreement is not in the best interest of the education of the students of the Town of Southington.

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

For the period of August 2010 through June 2011, the YMCA will reimburse the Board of Education for custodial costs in the amount of \$362.00 for A.M. services and \$1,086.00 for the P.M. services monthly. Said costs will be adjusted based upon contract negotiations with the AFSCME union. The YMCA will also reimburse the Board of Education \$178.00 for A.M. and \$304.00 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in ten monthly installments of \$540.00 for the A.M. program and \$1,390.00 for the P.M. program to the:

Southington Board of Education
c/o Sherri-Lin DiNello, Director of Business and Finance
49 Beecher Street
Southington, CT 06489

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

3. The program will follow the Southington Public School system calendar. The hours of operation are from 7:00 a.m. until the start of school at Derynoski Elementary School and then from the close of school until 6:00 p.m. In the event that a child is still on-site at 6:30 p.m., the YMCA will be responsible for transportation of the child to its facility for pick up arrangements. Whenever there is early dismissal for inclement weather, or a planned shortened day, that is the hour that the day care begins.

It is understood between the parties that the use of the cafeteria, gymnasium or first floor music room is only during the time period specified in this Agreement. Said times shall be modified when the Southington Public School System operates under a delayed opening. The program will begin at 8:00 am when there is a delayed opening due to inclement weather.

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

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

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

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

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

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

5. The Lessee shall be responsible to furnish the Lessor a copy of the approval by the State of Connecticut and any local department approvals on or before August 1 each year of the agreement. Said approvals shall be submitted to the Director of Business and Finance for the Board of Education.

The Lessee is solely responsible for any and all costs associated with the licensing procedures, both state and local, for obtaining any and all permits to operate a before and after school child care program.

All renovations to be authorized by the Board of Education.

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

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

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

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

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

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

ADDENDUM
2015-2016
YMCA's SCHOOL-AGE CHILD CARE PROGRAM
(Flanders School P.M. Services)

ADDENDUM to Agreement dated August 2011 - June 2016 by and between the SOUTHINGTON PUBLIC SCHOOL SYSTEM (Lessor) and the SOUTHINGTON-CHESHIRE COMMUNITY YMCA (Lessee) for property known as the Flanders Elementary School, in the Town of Southington and State of Connecticut.

Said Agreement is hereby amended as follows:

- This Agreement shall be for a period of one year from August 27, 2015 through June 30, 2016.
- For this school year, the YMCA will operate only the P.M. Child Care Program.
- For this period, the YMCA will reimburse the Southington Board of Education for custodial costs in the amount of \$794 for the P.M. services monthly and \$311 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in 10 monthly installments of \$1,105 for the P.M. services to the Southington Board of Education c/o Sherri-Lin DiNello, Director of Business & Finance, 200 North Main Street, Southington, CT 06489.
- All other terms and conditions of said Agreement shall remain in full force and effect.
- The YMCA agrees to also reimburse the Southington Board of Education for any additional custodial costs due to the result of the negotiated AFSCME contract. A separate invoice will be sent for cost associated with the changes.

Dated at Southington, Connecticut this 17th day of June, 2015.

Witness:

Debra Albaitis

Linda Blanchard

Witness:

[Signature]

K Kelly

BOARD OF EDUCATION:

By Timothy J. Connellan
Timothy Connellan, Superintendent of Schools
Southington Public Schools

Date: 6/17/15

SOUTHINGTON-CHESHIRE COMMUNITY YMCA:

By John Myers
John Myers, Executive Director
Duly authorized

Date: 6-22-15

ADDENDUM
2015-2016
YMCA's SCHOOL-AGE CHILD CARE PROGRAM
(Thalberg School P.M. Services)

ADDENDUM to Agreement dated **August 2011 - June 2016** by and between the SOUTHINGTON PUBLIC SCHOOL SYSTEM (Lessor) and the SOUTHINGTON-CHESHIRE COMMUNITY YMCA (Lessee) for property known as the **Thalberg Elementary School**, in the Town of Southington and State of Connecticut.

Said Agreement is hereby amended as follows:

- This Agreement shall be for a period of one year from **August 27, 2015 through June 30, 2016**.
- For this school year, the YMCA will operate only the P.M. Child Care Program.
- For this period, the YMCA will reimburse the Southington Board of Education **for custodial costs in the amount of \$990 for the P.M. services monthly and \$480 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in 10 monthly installments of \$1,470 for the P.M. services to the Southington Board of Education c/o Sherri-Lin DiNello, Director of Business & Finance, 200 North Main Street, Southington, CT 06489.**
- All other terms and conditions of said Agreement shall remain in full force and effect.
- The YMCA agrees to also reimburse the Southington Board of Education for any additional custodial costs due to the result of the negotiated AFSCME contract. A separate invoice will be sent for cost associated with the changes.

Dated at Southington, Connecticut this 17th day of June, 2015.

Witness:

Debra J. Albatis

BOARD OF EDUCATION:

By Timothy J. Connellan
Timothy Connellan, Superintendent of Schools
Southington Public Schools

Linda Blanchard

Date: 6/17/15

Witness:

[Signature]
K. Kelly

SOUTHINGTON-CHESHIRE COMMUNITY YMCA:

By John Myers
John Myers, Executive Director
Duly authorized

Date: 6-22-15

ADDENDUM
2015-2016
YMCA's SCHOOL-AGE CHILD CARE PROGRAM
(Hatton School P.M. Services)

ADDENDUM to Agreement dated August 2011 - June 2016 by and between the SOUTHINGTON PUBLIC SCHOOL SYSTEM (Lessor) and the SOUTHINGTON-CHESHIRE COMMUNITY YMCA (Lessee) for property known as the Hatton Elementary School, in the Town of Southington and State of Connecticut.

Said Agreement is hereby amended as follows:

➤ This Agreement shall be for a period of one year from August 27, 2015 through June 30, 2016.

For this school year, the YMCA will operate only the P.M. Child Care Program.

➤ For this period, the YMCA will reimburse the Southington Board of Education for custodial costs in the amount of \$996 for the P.M. services monthly and \$479 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in 10 monthly installments of \$1,475 for the P.M. services to the Southington Board of Education c/o Sherri-Lin DiNello, Director of Business & Finance, 200 North Main Street, Southington, CT 06489.

➤ All other terms and conditions of said Agreement shall remain in full force and effect.

➤ The YMCA agrees to also reimburse the Southington Board of Education for any additional custodial costs due to the result of the negotiated AFSCME contract. A separate invoice will be sent for cost associated with the changes.

Dated at Southington, Connecticut this 17th day of June, 2015.

Witness:

Debra Albaitis

Linda Blanchard

Witness:

[Signature]

Kelley

BOARD OF EDUCATION:

By Timothy J. Cornellan
Timothy Cornellan, Superintendent of Schools
Southington Public Schools

Date: 6/17/15

SOUTHINGTON-CHESHIRE COMMUNITY YMCA:

By John Myers
John Myers, Executive Director
Duly authorized

Date: 6-22-15

ADDENDUM
2015-2016
YMCA's SCHOOL-AGE CHILD CARE PROGRAM
(Strong School P.M. Services)

ADDENDUM to Agreement dated August 2011 - June 2016 by and between the SOUTHINGTON PUBLIC SCHOOL SYSTEM (Lessor) and the SOUTHINGTON-CHESHIRE COMMUNITY YMCA (Lessee) for property known as the **Strong Elementary School**, in the Town of Southington and State of Connecticut.

Said Agreement is hereby amended as follows:

- This Agreement shall be for a period of one year from **August 27, 2015 through June 30, 2016**.
- For this school year, the YMCA will operate only the P.M. Child Care Program.
- For this period, the YMCA will reimburse the Southington Board of Education **for custodial costs in the amount of \$983 for the P.M. services monthly and \$477 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in 10 monthly installments of \$1,460 for the P.M. services to the Southington Board of Education c/o Sherri-Lin DiNello, Director of Business & Finance, 200 North Main Street, Southington, CT 06489.**
- All other terms and conditions of said Agreement shall remain in full force and effect.
- The YMCA agrees to also reimburse the Southington Board of Education for any additional custodial costs due to the result of the negotiated AFSCME contract. A separate invoice will be sent for cost associated with the changes.

Dated at Southington, Connecticut this 17th day of June, 2015.

Witness:

Debra Albaitis

Linda Blanchard

Witness:

[Signature]
K. Kelly

BOARD OF EDUCATION:

By Timothy J. Connellan
Timothy Connellan, Superintendent of Schools
Southington Public Schools

Date: 6/17/15

SOUTHINGTON-CHESHIRE COMMUNITY YMCA:

By [Signature]
John Myers, Executive Director
Duly authorized

Date: 6-22-15

ADDENDUM
2015-2016
YMCA's SCHOOL-AGE CHILD CARE PROGRAM
(Kelley School P.M. Services)

ADDENDUM to Agreement dated **August 2011 - June 2016** by and between the SOUTHINGTON PUBLIC SCHOOL SYSTEM (Lessor) and the SOUTHINGTON-CHESHIRE COMMUNITY YMCA (Lessee) for property known as the **Kelley Elementary School**, in the Town of Southington and State of Connecticut.

Said Agreement is hereby amended as follows:

- This Agreement shall be for a period of one year from **August 27, 2015 through June 30, 2016**.
- For this school year, the YMCA will operate only the P.M. Child Care Program.
- For this period, the YMCA will reimburse the Southington Board of Education **for custodial costs in the amount of \$808 for the P.M. services monthly and \$312 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in 10 monthly installments of \$1,120 for the P.M. services to the Southington Board of Education c/o Sherri-Lin DiNello, Director of Business & Finance, 200 North Main Street, Southington, CT 06489.**
- All other terms and conditions of said Agreement shall remain in full force and effect.
- The YMCA agrees to also reimburse the Southington Board of Education for any additional custodial costs due to the result of the negotiated AFSCME contract. A separate invoice will be sent for cost associated with the changes.

Dated at Southington, Connecticut this 17th day of June, 2015.

Witness:

Debra Albrecht

Sandra Blanchard

Witness:

[Signature]
Kelley

BOARD OF EDUCATION:

By Timothy J. Conellan
Timothy Conellan, Superintendent of Schools
Southington Public Schools

Date: 6/17/15

SOUTHINGTON-CHESHIRE COMMUNITY YMCA:

By John Myers
John Myers, Executive Director
Duly authorized

Date: 6-22-15

2015-2016
YMCA's SCHOOL-AGE CHILD CARE PROGRAM
(U. T. Kelley Elementary School A.M. Services)

AGREEMENT dated December 1, 2015 by and between the SOUTHINGTON PUBLIC SCHOOL DISTRICT (Lessor) and the SOUTHINGTON-CHESHIRE COMMUNITY YMCA (Lessee) for property known as the U. T. Kelley Elementary School, in the Town of Southington and state of Connecticut.

Said Agreement is hereby amended as follows:

- The A.M. Child Care Program will follow the Southington Public Schools calendar and the hours of operation are from 6:30 a.m. until the start of school at U. T. Kelley Elementary School.
- The YMCA will operate the A.M. Child Care Program beginning with the start of the school year in 2015 through the completion of the school year June 2016. The actual dates shall be established by the Southington Board of Education for the school year during the length of this Agreement.
- The YMCA is responsible for the payment of any additional sanding or snowplowing necessary for the operation of the A.M. Child Care Program. The Board of Education snowplowing company will bill the YMCA directly.
- For this first year of the Agreement, the YMCA will reimburse the Southington Board of Education for custodial costs in the amount of \$390 for the A.M. services monthly and \$195 for A.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in 10 monthly installments of \$585 for the A.M. services to the Southington Board of Education c/o Sherri-Lin DiNello, Director of Business & Finance, 200 North Main Street, Southington, CT 06489.
- For the remaining years, the Southington Board of Education and the YMCA shall recalculate the costs for custodial services and other expenses as they are in effect during each year of the Agreement.
- All other terms and conditions of said Agreement shall remain in full force and effect.

Dated at Southington, Connecticut December 1, 2015.

Witness:

Deborah Albaitis

Linda Blanchard

BOARD OF EDUCATION:

By Timothy A. Conellan
Timothy Conellan, Superintendent of Schools
Southington Public Schools

Date: 12-1-15

Witness:

Anthony Pisciotta

Jabotta Lewis

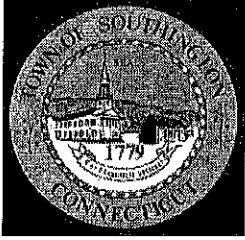
SOUTHINGTON-CHESHIRE COMMUNITY YMCA:

By John Myers
John Myers, Executive Director
Duly authorized

Date: 12-3-15

**YMCA Proposed Rate Calculations for
2016-2017**

Hourly rate		FLANDERS	DERYNOSKI	STRONG	THALBERG	HATTON	KELLEY	DERYNOSKI AM	KELLEY AM	
		1 hour	1.5 hours	1.25 hours	1.25 hours	1.25 hours	1 hour	.5 hours	.5 hours	
HD CUSTODIAN	26.10 DES/ 25.49	38.24	39.15	38.24	38.24	38.24	38.24	39.15	38.24	
		0.50	0.75	0.25	0.50	0.75	1.00	0.25		
		19.12	29.36	9.56	19.12	28.68	38.24	9.79	0.00	
NIGHT CUSTODIAN	24.64	36.96	36.96	36.96	36.96	36.96	36.96	36.96	36.96	
		0.50	0.75	1.00	0.75	0.50	0.00	0.25	0.50	
		18.48	27.72	36.96	27.72	18.48	0.00	9.24	18.48	
TOTAL BILLABLE TIME AT TIME AND A HALF		37.60	57.08	46.52	46.84	47.16	38.24	19.03	18.48	
SCHOOL DAYS		181.00	181.00	181.00	181.00	181.00	181.00	181.00	181.00	
		6,805.15	10,331.93	8,419.89	8,477.59	8,535.28	6,920.54	3,443.98	3,344.88	
(rate 11.38%) SOCIAL SEC/MEDICARE		520.59	790.39	644.12	648.54	652.95	529.42	263.46	255.88	
MERF		774.43	1,175.77	958.18	964.75	971.32	787.56	391.92	380.65	
TOTAL MONTHLY (10)		8,100.17	12,298.10	10,022.20	10,090.87	10,159.55	8,237.51	4,099.37	3,981.41	
Monthly Custodial reimbursement		810	1,230	1,002	1,009	1,016	824	410	398	
Wear & Tear	added \$3	72	72	72	72	72	72	66	66	
Electricity	(incr by 5%)	101	105	274	274	274	100	105	105	
Supplies	(incr by 4%)	28	31	30	30	30	29	31	31	
PER YMCA AGREEMENT		120	120	120	120	120	120			
		1,131	1,558	1,498	1,505	1,512	1,145	612	600	9,561.90
Proposed Rates 16-17	TOTAL MONTHLY (10)	1,130	1,560	1,500	1,505	1,510	1,145	610	600	9,560.00
2015-2016		1,105	1,525	1,460	1,470	1,475	1,120	595	585	9,335.00



SOUTHINGTON PUBLIC SCHOOLS

Jennifer Mellitt
Accounting Manager

MEMO

TO: Finance Committee
DATE: March 9, 2016
RE: Cox Communications Renewal

The three year contract with Cox Communications will be expiring between 03/14/16 and 04/18/16 depending on school location. Phone service bids have been handled through the e-Rate application for the past several years. However, beginning 07/01/2016, our district will no longer receive e-Rate funding for voice phone services. As a result, there is a time constraint for the current renewal process.

Cox has sent over a new agreement for three years on the voice services and for five years on the digital PRI (primary rate interface) services at JFK and JAD. The contract includes voice services, PRIs and FCC charges.

We currently have 175 voice lines for all eleven school buildings, Alta, SBOE and the maintenance building. Cox has agreed to hold the voice charge of \$10.50/line at the current price for a three year renewal. The monthly recurring charge (MRC) for this service is \$1,837.50 (\$10.50 x 175 lines).

The digital PRIs at JFK and JAD can be renewed at a discounted price if we renew for five years. The current combined MRC of the PRI service at JFK and JAD is \$998.20. The proposed MRC of the PRI service is \$792.50, a savings of \$205.70/month or \$2,468.40 annually; a five year savings of \$12,342.

The FCC Access Charge is a mandatory fee on the 175 voice lines and is regulated by the FCC. Unfortunately, the FCC Fee has increased 54% since we entered into our last three year contract. Our current FCC Access Charge is \$6.02/line (MRC of \$1,053.50); the proposed FCC Access Charge is \$9.25/line (MRC of \$1,618.75), a monthly increase of \$565.25. The annual increase is \$6,783.

Overall, the proposed pricing has decreased or is being held to the current levels with the exception of the FCC charge regulated by the government. The overall MRC will increase by \$359.55 or 9% based on the proposal submitted by Cox (\$4,314.60 annually). Excluding the FCC mandatory charge, the MRC would have decreased by (\$205.70) or (7%).

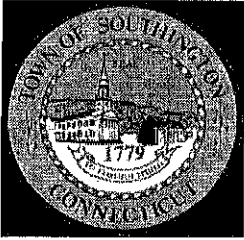
Our recommendation would be to sign the three year renewal for voice services and a five year renewal on the digital PRI lines.

If the decision is made not to renew, our contract would either be converted to a month-to-month or renew for a one year term. The contract language indicates that the agreement shall automatically renew for a one year period, however any special or promotional pricing in the original term will expire with the original term. My understanding is that in either of these situations, the FCC charges will be marked to the current regulatory rates as quoted above and we would lose the reduction on the PRI lines.

Our proposed budget for 16-17 includes a new phone system lease for SHS. Cox has confirmed that if the phone system is approved, the digital service would be considered an upgrade and there would be no penalty for a change to any of the traditional voice phone services as long as we kept Cox as our vendor.

Cox Communications Renewal
Comparison of Proposed to Current Rates
Mar-16

	# Voice Lines per Location	FCC ACCESS UNIT CHARGE PER LINE	TOTAL MRC FCC CHARGE	UNIT COST VOICE SERVICE PER LINE	TOTAL MRC VOICE SERVICE	TOTAL MRC DIGITAL PRIs	Grand Total Monthly Recurring Charges	TOTAL MRC w/o FCC FEE
Length of contract			36 months		36 months	60 months		
Proposed Rates								
SBOE	21							
Alta	11							
SHS	43							
JAD	6					\$ 396.25		
JFK	6					\$ 396.25		
FES	10							
HES	12							
KES	8							
PES	9							
SEES	9							
SES	11							
TES	11							
Maint	1							
DES	17							
Total Voice Lines	175	\$ 9.25		\$ 10.50				
Proposed Monthly Charges by Type			\$ 1,618.75		\$ 1,837.50	\$ 792.50	\$ 4,248.75	\$ 2,630.00
Current Rates								
SBOE	21							
Alta	11							
SHS	43							
JAD	6					\$ 499.10		
JFK	6					\$ 499.10		
FES	10							
HES	12							
KES	8							
PES	9							
SEES	9							
SES	11							
TES	11							
Maint	1							
DES	17							
Total Voice Lines	175	\$ 6.02		\$ 10.50				
Current Monthly Charges by Type			\$ 1,053.50		\$ 1,837.50	\$ 998.20	\$ 3,889.20	\$ 2,835.70
Total Monthly INC(DEC)			\$ 565.25		\$ -	\$ (205.70)	\$ 359.55	\$ (205.70)
Total % INC(DEC)			54%		0%	-21%	9%	-7%



SOUTHINGTON PUBLIC SCHOOLS

Jennifer Mellitt
Accounting Manager

MEMO

TO: Finance Committee
DATE: March 9, 2016
RE: Lawn Mowing For 2016 Growing Season

Lawn mowing services for the 2016 growing season were awarded at all eleven schools under prior year bids. No bid is needed for lawn mowing services this year. However, due to completion of construction at JFK and JAD, 2016 pricing will need to be adjusted.

The post-construction lawn mowing required at JFK and JAD is different than the scope of work described in the relevant bid document. Attached you will find the scope of lawn mowing for JFK and JAD as defined by the currently awarded bid (2014- BID-20), as well as the pre-construction bid (2011-BID-04). The current bid shows only the athletic fields at JFK (baseball, softball and soccer) and limited areas at JAD (soccer field, softball field, grass area east of basketball courts and grass area adjacent to Pleasant Street sidewalk). The pre-construction scope is more comprehensive and more accurately reflects what is needed.

We are currently in YR 3 of 3 for 2014-BID-20 where Cheshire Concrete was awarded the limited areas at their bid price of \$75 for JFK and \$80 for JAD. With the construction completed and new grass seeded last year, we need to address the scope of work and a reasonable price for the increased work.

Last year at this time, Mr. Peter Romano and Mr. Charlie Beliveau both felt the post construction main site was more cumbersome for large mowers due to the new parking lot layout and the grass island areas. They felt an increase over the pre-construction prices was warranted. Last year, a verbal agreement was made with Cheshire Concrete to provide mowing services at JFK and JAD for the 2015 growing season for \$200/school. The \$200 was broken out using the bid price for the athletic fields (\$75 JFK and \$80 JAD) and the remainder for the main site (\$125 JFK and \$120 JAD).

Next year seven sites will be up for bid. The expanded scope of work at the middle schools will be addressed early next year as part of the overall lawn mowing bid.

There have been no pricing discussions with Cheshire Concrete on mowing at JFK and JAD for the 2016 growing season. As stated above, they are in YR 3 of 3 on the limited scope bid. Cheshire Concrete also mows for the SPS at SES (YR 2 of 3), KES (YR 3 of 3) and TES (YR 2 of 3).

The administration would like the ability to work with Cheshire Concrete to negotiate the price for the 2016 growing season at JFK and JAD. This will allow Cheshire Concrete to finish out Year 3 of 3 of their bid award at these sites.

LAWN MOWING AND TRIMMING AREAS

Current

Southington High School	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	baseball field
d.	practice field adjacent to JV baseball field
e.	soccer field
f.	girls' softball field
g.	girls' field hockey field
h.	lower practice fields
i.	girls' softball field
j.	girls' soccer field
k.	boys' soccer field

2016

JA DePaolo Middle School - <i>NO MAIN SITE Addressed in bid</i>	
a.	grass area adjacent to Pleasant Street sidewalk to roadway curbing
b.	grass area east of basketball courts
c.	soccer field
e.	softball field

YR-3 of 3

JF Kennedy Middle School - <i>No Main Site Addressed in bid</i>	
a.	baseball field
b.	softball field
c.	soccer field

YR 3 of 3

Kelley School	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	athletic fields
d.	all lawn areas adjacent to walkway, curbing, and fence lines
e.	softball field

Plantsville School	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	all lawn areas adjacent to driveway - Church Street to West Main Street
d.	playground area
e.	athletic field
f.	all lawn areas adjacent to walkways, curbing, and fence lines

South End School	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	Lower lawn along entrance walk
d.	Athletic fields
e.	All lawn areas adjacent to walkway, curbing, and fence lines

LAWN MOWING AND TRIMMING AREAS

Pre-Construction

Southington High School	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	all lawn areas adjacent to walkways, curbing and fence lines
d.	all lawn areas adjacent to the old Vo Ag area
Southington High School - Fields	
a.	varsity softball
b.	junior varsity and freshman softball
c.	junior varsity soccer and lacrosse
d.	junior varsity and freshman football
e.	field hockey and boys' lacrosse
f.	varsity football
g.	varsity soccer and girls' lacrosse
h.	varsity baseball
i.	junior varsity and freshman baseball

JA DePaolo Middle School - Main Campus	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	all lawn areas adjacent to walkways, curbing and fence lines
d.	areas between north parking area and north boundary (fence)
e.	grass area adjacent to Pleasant Street sidewalk to roadway curbing
f.	grass area adjacent to Woodruff Street roadway and fence
g.	grass area north of tennis court
h.	grass area around flagpole
i.	grass area east of basketball courts
JA DePaolo Middle School - Fields	
a.	baseball field
b.	softball field
c.	soccer field

JF Kennedy Middle School - Main Campus	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	all lawn areas adjacent to walkways, curbing and fence lines
JF Kennedy Middle School - Field	
a.	athletic field

Derynoski Elementary School/JV Pyne Center	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives to include west bank adjoining ball field
c.	all lawn areas adjacent to walkways, curbing and fence lines
d.	athletic field

Kelley School	
a.	all lawn areas surrounding building to boundary lines
b.	all lawn areas adjacent to entrances and drives
c.	all lawn areas adjacent to walkways, curbing and fence lines
d.	athletic fields



SOUTHINGTON PUBLIC SCHOOLS

Sherri DiNello

Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: March 10, 2016
RE: **PRESCHOOL REGULAR EDUCATION TUITION**

The Board of Education approved a 10% rate increase for 2015-2016. The Finance Committee requested that this item be brought to the committee in the spring of 2016 to discuss the 2016-2017 rates.

The revenues are used to pay for two paraprofessionals in the program. Previous rate increases took place as follows:

2013-2014
2012-2013
2009-2010

**PRESCHOOL FEES
2015-16
Submitted to Finance Committee 3-15-16**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
----------------	------------------	------------------	------------------	------------------	------------------

Current Fees					
Southington Integrated Preschool	2.66	\$1,265	\$1,540	\$1,870	No program

Plantsville Nursery School	2.5	\$1,450	\$1,700	\$2,050	\$0	15-16
Southington Catholic	3.5	\$2,300	\$3,100	\$3,900	\$4,000	15-16
Village Green Nursery School	2.5	\$1,320	\$1,650	\$2,700	\$0	15-16
YMCA (Y member)	2.5	\$1,460	\$1,820	\$0	\$0	15-16
YMCA (non Y member)	2.5	\$1,560	\$1,920	\$0	\$0	15-16
Zion Lutheran Nursery School	2.5	\$0	\$1,700	\$1,800	\$2,350	15-16

Average Monthly Fee		\$ 1,618	\$ 1,982	\$ 2,613	\$ 3,175
----------------------------	--	----------	----------	----------	----------

10% increase		\$ 1,392	\$ 1,694	\$ 2,057	
Proposed Fee 2016-17		\$ 1,400	\$ 1,700	\$ 2,050	

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date March 24, 2016

Decision Requested _____ Agenda Code 7 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 _____ March 24, 2016 _____

Decision Requested _____

Agenda Code _____ 7 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 district is working with an architect to review the attic
_____ ventilation. The project will be closed out when this issue is resolved. _____

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

_____ Building construction at both schools has been completed. Commissioning of the MEPF systems is close
_____ to completion. There are a few items remaining on the punchlist at both schools. _____

Other Construction Projects: _____

Derynoski Elementary School – Fire Alarm Upgrade: _____

_____ The contractor has been awarded. They have submitted shop drawings which have been reviewed and approved by
_____ the engineer. The permit has been applied for and received. Although work is scheduled to begin on a 2nd shift basis
_____ the week of March 21st, the majority will be completed during the April vacation. The upgraded work will be
_____ completed and inspected prior to the students' return. _____

Southington High School – Atrium Roof Replacement: _____

_____ The glass roof system and the structural steel subcontractors have been awarded. They have both submitted
_____ shop drawings which are being reviewed. Work is scheduled to begin as soon as school ends for summer recess. _____

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 March 24, 2016

Decision Requested x Agenda Code 8 a.

AGENDA REPORTING FORM

Agenda Topic: Adoption of 2017 Board of Education Meeting Dates

Summary of Issue: The Board of Education annually adopts their regular meeting schedule for the ensuing year at this time.

Background: Board of Education Policy #8321 indicates that meetings are held on the second and fourth Thursday of each month except during the months of July, August, November, and December, during which time one meeting date will be set by the board. Due to the budget workshops in January, it is recommended that only one board meeting be held February. It is also recommended that due to the first meeting in April falling during the April school vacation that only one Board meeting be held in April.

Alternative Strategies: Modify the schedule.

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

Beginning Date of Program or Project: January 2017

Ending Date of Program or Project: December 2017

Recommendation or Comment: Recommend that the proposed schedule of regular Board of Education meeting dates for 2017 be approved.

Title of Attachments

1. 2017 Regular Board Meeting Dates
2. Board of Education Policy #8321



Signature of Superintendent of Schools

Southington Public Schools
BOARD OF EDUCATION
REGULAR MEETING DATES
2017



January 12, 2017
January 17, 2016 (Budget Workshop)
January 19, 2016 (Budget Workshop)
January 26, 2017

February 23, 2017

March 9, 2017
March 23, 2017

April 27, 2017

May 11, 2017
May 25, 2017

June 8, 2017
June 22, 2017

July 13, 2017

August 10, 2017

September 14, 2017
September 28, 2017

October 12, 2017
October 26, 2017

November 9, 2017

December 14, 2017

Series 8000: Bylaws of the Board**Methods of Operation****Meetings****Time, Place, Notification of Meetings**

All meetings of the Board of Education shall be conducted in compliance with Public Act 75-342, Sec. 6, (An Act Concerning Freedom of Information).

1. **Regular Meetings** – Regular meetings of the Board of Education shall be held on the second and fourth Thursday of each month at a time to be determined and at the established Board meeting place, except during the months of July, August, November, and December, during which time, at minimum, one (1) meeting date will be set by the Board. Meeting dates, times, and places may be changed at the discretion of the Board.
 - a. The schedule of regular meetings of the Board of Education for the ensuing calendar year shall be filed with the Town Clerk no later than December 1 of each year, and no such meeting of the Board shall be held sooner than thirty (30) days after such schedule has been filed.
2. **Special Meetings** – Special meetings of the Board of Education shall be called by the Chairperson upon written request of three (3) of the members or whenever deemed necessary by the Chairperson. The call shall state the purpose of the meeting and no other business shall be transacted. Special meetings may not be called for the purpose of election of officers or for a vote to fill a vacancy on the Board.
 - a. Notice of special meetings shall be given not less than twenty-four (24) hours prior to the time of such meeting by posting a notice of the time of such meeting in the office of the Town Clerk. In the case of an emergency, a special meeting may be held without complying with the foregoing requirement for the posting of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such meeting.

Series 8000: Bylaws of the Board**Methods of Operation****Meetings****Time, Place, Notification of Meetings (continued)**

- b. Workshops of the Board of Education are held when it is necessary for the Board to discuss and consider, in depth, matters pertaining to Board of Education business. The Chairperson shall call workshops whenever deemed necessary or when requested by three (3) or more Board of Education members. Notice of workshops shall be given not less than forty-eight (48) hours prior to the time of such meetings by posting a notice of both the time and place in the office of the Town Clerk. The agenda will state the purpose(s) of the meeting and no other business will be transacted. The Chairperson of the Board may invite those individuals, groups or agencies that have relevant information, knowledge or experience to contribute to the discussion and to the Board's decision-making process. Other public input will be allowed at the discretion of the Board Chairperson. No formal votes will be taken during or at the conclusion of workshops.
3. **Committee Meetings** – The Chairperson of each committee will notify the Board as to the location, date, and time of all meetings. (cf 8133)
4. **Adjourned Meetings** – Any meeting of the Board of Education may be adjourned to a time and place specified in the order of adjournment.
5. **Quorum** – Five (5) members of the Board shall constitute a quorum for the transaction of business except where otherwise noted in Board policies.
6. **Parliamentary Procedure** – Robert's Rules of Order shall govern the proceedings of the Board, except when those rules are in conflict with the Board's approved policies and regulations. The Superintendent of Schools is designated as Board of Education parliamentarian.
7. **Agenda Notice** – The agenda for regular meetings of the Board of Education shall be given to all members a minimum of six (6) days prior to the meeting. Business other than that included on the agenda may be transacted by a two-thirds vote of all members present unless the subject is specifically referenced in other Board policies.

Series 8000: Bylaws of the Board

Methods of Operation

Meetings

Time, Place, Notification of Meetings (continued)

8. **Order of Business** – The order of business at each regular meeting of the Board of Education shall be as follows:
 - 8.1 Call to Order
 - 8.2 Pledge of Allegiance
 - 8.3 Approval of Minutes
 - 8.4 Public Communications
 - 8.5 Committee Reports
 - 8.6 Report of Superintendent and His/Her Staff
 - 8.7 Old Business
 - 8.8 New Business
 - 8.9 Adjournment

9. **Audience to Visitors** – During the Audience to Visitors portion of the meeting, Board Members may question a visitor through the Chairperson, to clarify the issue raised by the visitor.

10. **Requests for Hearing on Transportation** – Requests for hearings on transportation must be made in writing. The Board of Education shall hold such hearing within ten (10) days after receipt of written request and shall make a finding within ten (10) days after such hearing and in accordance with regulations of the State Board of Education.

Legal Reference:

Connecticut General Statutes

- 1-21, Meetings of government agencies to be public
- 1-21c, Mailing of notice of meetings to persons filing written request
- 1-21f, Regular meetings to be held pursuant to regulation, ordinance or resolution
- 1-21i, Denial of access of public records or meetings
- 10-218, Officers, Meetings.

- Bylaw adopted by the Board: January 1990
- Bylaw revised by the Board: April 1993
- Bylaw reviewed by the Board: April 2003
- Bylaw revised by the Board: March 2005
- Bylaw revised by the Board: February 2009

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only: _____

Board Meeting Date: March 24, 2016

Decision Requested: X

Agenda Code: 9 b

AGENDA REPORTING FORM

Agenda Topic: Leonard and Gladys Joll Scholarship Award Recipient

Summary of Issue: The Leonard and Gladys Joll Scholarship applications were reviewed by the appointed committee prior to the March 24, 2016 Board Meeting and a recipient was selected to be recommended for Board approval.

Background: Annually, the Board of Education selects a recipient for the Leonard and Gladys Joll Scholarship. The recipients name will not be announced at this meeting so it will be kept confidential until the Southington High School Awards Ceremony in May.

Alternative Strategies: Reject

Cost (if applicable): \$300.00 Scholarship

Funding Source: Joll Scholarship Fund


Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

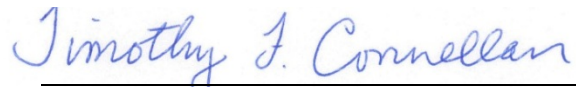
Recommendation or Comment: The Board of Education approves the recipient recommended by the Leonard and Gladys Joll Scholarship subcommittee.

Titles of Attachments:

1. _____
2. _____
3. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date March 24, 2016

Decision Requested X

Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Art Curriculum Approval

Summary of Issue: All curricula are renewed on a 5-year cycle. The Board of Education Curriculum and Instruction Committee reviewed the revised curriculum for K-12 Art. The Curriculum Committee strongly endorses the approval of the K-12 Art Curriculum. A copy of the curriculum binder is available for review at central office prior to the meeting.

Background: Curriculum was presented to the Board Curriculum Subcommittee during their March 8, 2016 meeting. 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

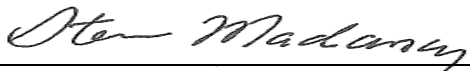
Beginning Date of Program or Project: August 2015

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 curriculum for Art, Grades K-12.

Titles of Attachments:

1. _____


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date March 24, 2016

Decision Requested X

Agenda Code 9 d

AGENDA REPORTING FORM

Agenda Topic: Textbook Approval

Summary of Issue: Textbook selection is part of our curriculum design process. Money is budgeted for the 2015-2016 and 2016-2017 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 Committee reviewed the requests at their March 8, 2016 meeting. The Board will be asked to approve the following proposed textbooks and/or eTexts at the March 24, 2016 meeting.

Business:

Principles Of Economics AP Edition; Law For Personal and Business Use; International Business

Social Studies:

REVEL for Government In America (eText); AP Psychology (eText); American History: Connecting With The Past (eText)

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

Alternative Strategies: The Board may reject the textbook/eText recommendations.

Cost (if applicable): See Attached Forms for Costs **Funding Source:** Budget (1617)

Beginning Date of Program or Project: June/July 2016

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of the following textbooks and eTexts that are endorsed by the Curriculum and Instruction Committee: *Principles Of Economics AP Edition; International Business; Law For Personal and Business Use, REVEL for Government In America (eText); AP Psychology (eText); American History: Connecting With The Past.*

Titles of Attachments:

1. Recommended Textbook Forms (6)


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Business
Principles of Economics
AP Edition

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: 3/1/16

1. Curriculum Committee or department submitting change: Business Department

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

3. Proposed Text

a. Title	<u>AP Edition: Principles of Economics</u>
b. Author(s) full name(s)	<u>N. Gregory Mankiw</u>
c. Publisher (name and location)	<u>Cengage Learning</u>
d. Copyright Date	<u>2012</u>

4. Cost of recommended text: \$153.00 each

5. Amount Budgeted: \$3,060.00

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):

This text is one that is recommended by AP and College Board for teachers to use to teach AP MicroEconomics. It also contains the content for AP MacroEconomics. Should we decide to add that course in the future, it will not require the district to purchase additional texts.

Department or Committee Members: Holly Jayne

Approvals:

Lillian Schena (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.

Principles of MicroEconomics by Fred Gottheil, Cengage Learning, 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.

The Mankiw textbook was recommended by College Board and by other AP Economics instructors. Additionally, the text has corresponding software that students can use to aid in preparation for their AP exam.

- 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: Although the text does not have specific objectives written at the beginning of each section, the objectives correlate with the AP exam objectives as listed in the beginning of the text.

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: Between the text and the online software program, student learning will be effectively maximized.

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 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: _____

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: AP Edition: Principles of Economics
 Author(s): N. Gregory Mankiw
 Copyright: 2012 Publisher: Cengage Learning
 Class: AP MicroEconomics 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*: _____

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?	No
	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: There are no objectives listed at the beginning of each chapter. The text is written like a college text, but the first few paragraphs of each chapter talk about what to expect in the chapter.

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: _____

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: At the end of each section, the book provides a "quick quiz" for readers.

READABILITY STUDY
AP ECONOMICS ~ Principles of Economics

Word Count	394
Flesch Reading Ease	36.2
Flesch-Kincaid Grade Level	12

Microeconomics and Macroeconomics

Many subjects are studied on various levels. Consider biology, for example. Molecular biologists study the chemical compounds that make up living things. Cellular biologists study cells, which are made up of many chemical compounds and, at the same time, are themselves the building blocks of living organisms. Evolutionary biologists study the many varieties of animals and plants and how species change gradually over the centuries.

Economics is also studied on various levels. We can study the decisions of individual households and firms. Or we can study the interaction of households and firms in markets for specific goods and services. Or we can study the operation of the economy as a whole, which is the sum of the activities of all these decision makers in all these markets.

The field of economics is traditionally divided into two broad subfields. **Microeconomics** is the study of how households and firms make decisions and how they interact in specific markets. **Macroeconomics** is the study of economy wide phenomena. A macroeconomist might study the effects of rent control on housing in New York City, the impact of foreign competition on the U.S. auto industry, or the effects of compulsory school attendance on workers' earnings. A macroeconomist might study the effects of borrowing by the federal government, the changes over time in the economy's rate of unemployment, or alternative policies to promote growth in national living standards.

Microeconomics and macroeconomics are closely intertwined. Because changes in the overall economy arise from the decisions of millions of individuals, it is impossible to understand macroeconomic developments without considering the associated microeconomic decisions. For example, a macroeconomist might study the effect of a federal income tax cut on the overall production of goods and services. But to analyze this issue, he or she must consider how the tax cut affects the decisions of household about how much to spend on goods and services.

Despite the inherent link between microeconomics and macroeconomics, the two fields are distinct. Because they address different questions, each field has its own set of models, which are often taught in separate courses.

Quick Quiz

In what sense is economics like a science? Draw a production possibilities frontier for a society that produces food and clothing. Show an efficient point, and inefficient point, and an infeasible point. Show the effects of a drought. Define microeconomics and macroeconomics.

Business
Law for Personal and Business
Use

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: 2/26/15

1. Curriculum Committee or department submitting change: Business Department

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

3. Proposed Text

a. Title	<u>Law for Personal and Business Use</u>
b. Author(s) full name(s)	<u>John E. Adamson & Amanda Morrison</u>
c. Publisher (name and location)	<u>Southwestern: Cengage</u>
d. Copyright Date	<u>2012</u>

4. Cost of recommended text: \$100.50 each

5. Amount Budgeted: \$2,512.50

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):

With a 2000 copyright for the current text, some of the material has since both changed and become obsolete. A new edition of the text will keep students current with trends and new topics in the law.

Department or Committee Members: Holly Jayne

Approvals:

Lillian Schena (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.

No other textbook was evaluated because it is an updated edition of the current textbook.

- 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 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: _____

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: Law for Business and Personal Use
 Author(s): John E. Adamson & Amanda Morrison
 Copyright: 2012 Publisher: Southwestern: Cengage
 Class: Business Law 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*: _____

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
	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: _____

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: _____

READABILITY STUDY
BUSINESS
Law for Personal and Business Use

Reading Ease

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

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion of high school. Text to be read by the general public should aim for a grade level of around 8.

Word Count	288
Flesch Reading Ease	50.5
Flesch-Kincaid Grade Level	9.5

What's Your Verdict?

To conserve water, a city ordinance prohibited the watering of gardens, flower beds, and yards after the declaration of a drought emergency. Gill was on vacation when the declaration was issued. As soon as she returned from the trip, she began to water her lawn. Gill was caught and cited for violating the ordinance.

What is an appropriate penalty for this type of offense?

“Let the punishment fit the crime” is more easily said than done. Any penalty provided by law and imposed by a court is called a **punishment**. The purpose is not to remedy the wrong but rather to discipline the wrongdoer. If reasonably swift and certain, punishment should also deter others from similar behavior. Punishment also may remove criminals from society and, in some cases, criminals may be rehabilitated during their sentences. Punishments of crimes range from fines to imprisonment, and in some cases death. In considering the appropriate punishments, the courts must always consider the Eighth Amendment's prohibitions against requiring excessive bail, imposing excessive fines, and inflicting cruel and unusual punishment.

In *What's Your Verdict?* Gill was guilty of an infraction, which did not require criminal intent. Nevertheless, her conduct was illegal so she would probably be fined. Criminal statutes ordinarily set maximum limits for punishment, but allow a judge discretion within those limits.

An accused person may agree to plead guilty to a less serious crime in exchange for having a more serious charge dropped. This is called a **plea bargain**. The accused voluntarily gives up the right to a public trial to avoid the risk of a greater penalty if convicted. Plea bargains must be approved by the judge of the court with the criminal jurisdiction over the case

Business

International Business

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: February 23, 2016

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

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

3. Proposed Text

a. Title	<u>International Business 4e</u>
b. Author(s) full name(s)	<u>Les R. Dlabay and James Calvert Scott</u>
c. Publisher (name and location)	<u>South-Western CENGAGE Learning - Mason, OH</u>
d. Copyright Date	<u>2011</u>

4. Cost of recommended text: \$82.25

5. Amount Budgeted: \$2,056.25

6. Number of student copies to be purchased: 25

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

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

Current text being used is outdated - issued 2008

Department or Committee Members: Business Department/ Sandra Spinello

Approvals:

Lillian Schena (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.

International Business, McGraw-Hill, Glencoe, 2008 - existing book
Introduction to Global Business; Understanding the International Environment and Global Business, Functions, 2nd ed., Cengage Learning, 2017

- 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.

There are a limited number of textbooks available that are appropriate for high school students. The current book is out of date and a new edition is not available. The other textbook evaluated is too advanced for high school. International Business provides much better practical examples and comprehensive content. Utilizes a great deal of print, video, electronic, and online resources in order to differentiate instruction and make the topic relevant to the students.

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

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.

Readability Statistics:
Passive Sentences: 27%
Flesch Reading Ease: 47.0
Flesch-Kincaid Grade Level: 11.2

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

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: Author Les R. Dlabay, Ed.D., is a business professor at Lake Forest College in Illinois and has taught more than 30 courses focused on global business. Author James Calvert Scott, Ph.D., is a recently retired professor in the Department of Business Information Systems at Utah State University. He has authored more than 200 publications.

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

TREATMENT OF SENSITIVE AREAS

1 2 3 N/A

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

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

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: International Business 4e
 Author(s): Les R. Dlabay and James Calvert Scott
 Copyright: 2011 Publisher: South-Western CENGAGE Learning - Mason, OH
 Class: International Business Grade(s): 11-12th

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

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 subtitle relates back to the chapter headings.

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: Main ideas are clearly identified. International Business can be a complex topic, however, the author provides concepts using age appropriate explanation and language.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
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: Questions challenge students to apply their knowledge.

READABILITY STUDY
BUSINESS
International Business

Reading Ease

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

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion of high school. Text to be read by the general public should aim for a grade level of around 8.

Word Count	370
Flesch Reading Ease	48.2
Flesch-Kincaid Grade Level	10.2

Contract Law

A contract is a legally enforceable agreement between two or more persons either to do or not to do a certain thing or things. A contract encourages competent parties to abide by an agreed-upon set of items. Contracts are the basis for almost all business arrangements.

Contracts can be either implied or express. An implied contract is one that is not explicitly agreed to by the parties but is inferred either from the parties' conduct or from the law. An express contract is one whose terms are openly declared, either orally or in writing. Businesses nearly always enter into express contracts because it is wise for parties to agree to and set forth very clearly what is expected for everyone. However, both implied and express contracts are binding on both parties, and neither party can withdraw without the agreement of the other party.

Components of a Contract

For a contract to be considered valid, it must contain the following essential components: capacity, mutual agreement, consideration, and legal purpose. Capacity: All parties must be competent, of legal age, and mentally capable. Mutual agreement: One party offers valid terms and the other party accepts. Consideration: Something of value must be given by both parties. Legal purpose: The terms of the contract must be in agreement with the law. For a contract to be enforceable, the contract must be valid. That is, it must meet all four of the conditions. Either party can enforce a valid contract. Businesspeople in the international arena frequently enter into contracts with representatives of companies from other countries and with the governments of the other countries. Such agreements are most often made according to the rules of international law.

Social Studies
AP Politics and Government
(eText)

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: February 24, 2016

1. Curriculum Committee or department submitting change: Social Studies

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

3. Proposed Text

a. Title	<u>REVEL for Government in America, 16th Ed. ~ eText</u>
b. Author(s) full name(s)	<u>George C. Edwards, III & Martin P. Wattenberg</u>
c. Publisher (name and location)	<u>Pearson Publishing</u>
d. Copyright Date	<u>2014</u>

4. Cost of recommended text: \$79.27 each for 1-year eText access

5. Amount Budgeted: \$2,774.45

6. Number of student copies to be purchased: 35 (based on 2015-16 enrollment)

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 AP Politics & Government text was published in 2005. This is Pearson's newest way to deliver content. This eText is fully digital & highly engaging. This is an immersive learning experience designed for the way today's students read, think, and learn. Enlivening course content with media interactives and assessments. REVEL empowers educators to increase engagement with the course and to better connect with students. This text/eText is recommended by the College Board. Informational: The cost of the hard cover textbook is \$174.40.

Department or Committee Members: Jay Dubinsky, Instructor & Heather Allenback, Department Chair

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.

American Government: Institutions & Policies, 15th Ed, Cengage Publishers, 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.

The interactiveness and learning platform presented with the REVEL book is superior to the eText above as well as less costly for 1 year access. The above text is \$126 per student copy/access.

- 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: A hard copy of the recommended text is not available at the time of C&I evaluation - review was completed with on-line access for teacher.

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

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
2. 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 type="checkbox"/>	<input checked="" 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: A hard cover copy of the recommended text is not available at the time of C&I evaluation - review was completed with on-line access for teacher.

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 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: A hard cover copy of the recommended text is not available at the time of C&I evaluation - review was completed with on-line access for teacher.

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: A hard cover copy of the recommended text is not available at the time of C&I evaluation - review was completed with on-line access for teacher.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: REVEL for Government in America, 16th Ed. ~ eText
 Author(s): Edwards & Wattenberg
 Copyright: 2014 Publisher: Pearson Publishers
 Class: AP Politics & Gov't Grade(s): 12th

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

READABILITY STUDY
AP POLITICS AND GOVERNMENT
REVEL for Government in America, 2014 Elections & Updates Edition

Reading Ease

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

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion of high school. Text to be read by the general public should aim for a grade level of around 8.

Word Count	274
Flesch Reading Ease	40.9
Flesch-Kincaid Grade Level	12.4

America was heading toward a minority majority, a situation in which Americans who are members of minority groups will outnumber Americans of European descent; a number of states already have minority majorities. African Americans are not the only minority groups that has suffered legally imposed discrimination. Even before the civil rights struggle, Native Americans, Hispanics, and Asians learned how powerless they could become in a society dominated by whites. The civil rights laws for which African Americans fought have benefited members of these groups as well. In addition, social movements tend to beget new social movements; thus, the African American civil rights movement of the 1960s spurred other minorities to mobilize to protect their rights. **[pg. 165 Softcover]**

Perhaps the most basic complaint about money and politics is that there may be a direct link between dollars spent and votes received. Few have done more to dispel this charge than political scientist Gary Jacobson. His research has shown that the more congressional incumbents spend, the worse they do. This fact is not as odd as it sounds. It simply means that incumbents who face a tough opponent must raise more money to meet the challenge. When a challenger is not a serious threat, as they all too often are not, incumbents can afford to campaign cheaply. **[pg. 306 Softcover]**

Today, welfare spending remains unpopular compared to most other government expenditures. The 2008 General Social Survey asked a random sample of the public whether spending should be increased or decreased in 22 categories. Education ranked as the American public's top priority for more spending; welfare ranked nineteenth with only aid to big cities, space exploration, and foreign aid ranking lower. **[pg. 568 Softcover]**

Social Studies
AP Psychology

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: February 24, 2016

1. Curriculum Committee or department submitting change: Social Studies

2. Grade levels and high school course(s) in which text will be used: AP Psychology - Gr. 12

3. Proposed Text

a. Title	<u>Psychology for AP 2nd edition ~ edAPtext (eText)</u>
b. Author(s) full name(s)	<u>David Myers</u>
c. Publisher (name and location)	<u>Bedford, Freeman & Worth</u>
d. Copyright Date	<u>2015</u>

4. Cost of recommended text: \$129 each for 6-year eText access

5. Amount Budgeted: \$9,675

6. Number of student copies to be purchased: 75 (based on 2015-16 enrollment)

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 AP Psychology text was published in 2007. While it was written for the AP exam, important content has changed and is reflected in the current exam. This eText is downloadable to four devices and interactive. It looks like the printed book and allows note-taking to be added in the right margin. Instructors can also add notes, assessment questions, links, etc. directly into the student text. This text is recommended by the College Board. A short video about the edAPtext can be found here:
<http://highschool.bfwpub.com/Catalog/microsite/edAPtext/WalkthroughVideo>
Informational: The cost of the hard cover textbook is \$124.

Department or Committee Members: Heather Allenback, Instructor

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.

Psychology, AP Edition by Ciccarelli & White, Pearson Publishing, 2015
Thinking about Psychology by Blair-Broeker & Ernst, Worth Publishers, 2013

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

This textbook provides many exciting options with the electronic access. In addition, it is written by an author who has published several AP Psychology textbooks and is a well-respected consultant in authoring such texts. Mr. Myers' textbooks have been frequently recommended for use by other AP psychology teachers.

- 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: Please refer to "flagged" page in preface of hardback copy

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
3. 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 type="checkbox"/>	<input checked="" 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: Please refer to "flagged" page in preface of hardback copy

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 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: Please refer to brief video identified in the rationale

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: Psychology for AP, 2nd Edition - edAPtext (eText)
 Author(s): David Myers
 Copyright: 2015 Publisher: Bedford, Freeman & Worth
 Class: AP Psychology Grade(s): 12th

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

READABILITY STUDY
AP PSYCHOLOGY
Psychology for AP, 2nd Edition

Reading Ease

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

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion of high school. Text to be read by the general public should aim for a grade level of around 8.

Word Count	303
Flesch Reading Ease	47.8
Flesch-Kincaid Grade Level	11.6

Our implicit memory system, enabled partly by the cerebellum and basal ganglia, helps explain why the reactions and skills we learned during infancy reach far into our future. Yet as adults, our conscious memory of our first three years is blank, an experience called infantile amnesia. In one study, events children experienced and discussed with their mothers at age 3 were 60 percent remembered at age 7 but only 34 percent remembered at age 9 (Bauer et al., 2007). Two influences contribute to infantile amnesia: First, we index much of our explicit memory using words that nonspeaking children have not learned. Second, the hippocampus is one of the last brain structures to mature. **[pg. 331 Hardback]**

Charles Spearman (1863-1945) believed that we have one general intelligence (often shortened to g). He granted that people often have special abilities that stand out and he helped develop factor analysis, a statistical procedure that identifies clusters of related items. But Spearman also found that those who score high in one area, such as verbal intelligence, typically score higher than average in other areas, such as spatial or reasoning ability. Spearman believed a common skill set, the g factor, underlies all intelligent behavior, from navigating the sea to excelling in school. **[pg. 608 Hardback]**

It seems clear that the sickness of today's eating disorders lies in part within our weight-obsessed culture - a culture that says, in countless ways, "Fat is bad," that motivates women to be "always dieting," and that encourages eating binges by pressuring women to live in a constant state of semi starvation. If cultural learning contributes to eating behavior, then might prevention programs increase the acceptance of one's body? Reviews of prevention studies answer Yes, and especially if the programs are interactive and focused on girls over age 15 (Stice et al., 2007; Vocks et al., 2010). **[pg. 698 Hardback]**

Social Studies
AP US History (eText)

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: February 24, 2016

1. Curriculum Committee or department submitting change: Social Studies

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

3. Proposed Text

- a. *Title* American History: Connecting with the Past, AP Edition (15th ed.) ~ eText
b. *Author(s) full name(s)* Alan Brinkley
c. *Publisher (name and location)* McGraw Hill Education
d. *Copyright Date* 2015

4. Cost of recommended text: \$112.20 each for 6-year eText access

5. Amount Budgeted: \$8,415

6. Number of student copies to be purchased: 75 licenses (based on 2015-16 enrollment)

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 AP US History text was published in 2008 and is no longer in print. Over the past three years, the College Board has radically changed the questions and content of the AP US History exam. The new textbook/e-text is designed with this new curriculum, which provides students with guidance and support to master key concepts and themes, develop historical thinking skills, and succeed on the AP US History exam. This text/eText is recommended by the College Board. The intent is to purchase the eText licenses only. In the event a student is in need of the hard copy textbook, we would have access to the text. Informational: The cost of the hardcover textbook is \$132.

Department or Committee Members: Mary Tess Tran, Instructor; Heather Allenback, Department Chair

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.

The American Pageant, 16th ed., Cengage Publishing, 2015
By the People: A History of the United States AP Edition, Pearson Publishing, 2015

- 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 eText provides many exciting options with the electronic access. It includes AP Level prompts for on-going assessment and an AP US History Primary Source Library with documents from each time period. This eText comes highly recommended by other AP US History instructors. The textbooks above also cost a little bit more for the same type of access (\$115 and \$127 respectively)

- 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
4. 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 type="checkbox"/>	<input checked="" 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 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: _____

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: American History: Connecting with the Past, AP Edition (15th ed) - eText
 Author(s): Alan Brinkley
 Copyright: 2015 Publisher: McGraw Hill Education
 Class: AP US History 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
	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

**READABILITY STUDY
AP US HISTORY**

American History: Connecting with the Past, AP Edition (15th Edition)

Reading Ease

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

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion of high school. Text to be read by the general public should aim for a grade level of around 8.

Word Count	277
Flesch Reading Ease	49
Flesch-Kincaid Grade Level	12.2

Through the night of September 13, Francis Scott Key, a Washington lawyer who was on board one of the British ships trying to secure the release of an American prisoner, watched the bombardment. The next morning, "by the dawn's early light," he could see the flag on the fort still flying; he recorded his pride in the moment by scribbling a poem - "The Star-Spangled Banner," -on the back of an envelope. The British withdrew from Baltimore, and Key's words were soon set to the tune of an old English drinking song. In 1931, "The Star-Spangled Banner" became the official national anthem. **[pg. 209 Hardback]**

The presidential campaign of 1848 dampened the controversy for a time as both Democrats and Whigs tried to avoid the slavery question. When Polk, in poor health, declined to run again, the Democrats nominated Lewis Cass of Michigan, a dull, aging party regular. The Whigs nominated General Zachary Taylor of Louisiana, hero of the Mexican War but a man with no political experience. Opponents of slavery found the choice of candidates unsatisfying, and out of their discontent emerged the new Free-Soil Party, which drew from the existing Liberty Party and the antislavery wings of the Whig and Democratic parties and which endorsed the Wilmot Proviso. Its candidate was former president Martin van Buren. **[pg. 351 Hardback]**

The war created considerable anxiety in American life. Families worried about loved ones at the front and struggled to adjust to the absence of husbands, fathers, brothers, sons - and to the new mobility of women, which also drew family members away from home. Businesses and communities struggled to compensate for shortages of goods and the absence of men. **[pg. 718 Hardback]**