

Southington Board of Education Meeting

Thursday, April 27, 2017 6:30 PM

John Weichsel 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 Non-Renewals of Interim Teachers, Student Matters, AFSCME and UPSEU Negotiations, Nonunion Staff Health Benefits
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ March 23, 2017
 - a. Approval of Special Meeting Minutes ~ April 19, 2017
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
7. Superintendent's Report
 - a. Personnel Report
8. Committee Reports
 - a. Curriculum and Instruction ~ April 6, 2017
 - b. Finance Committee Meeting ~ April 20, 2017
 1. Custodial Bid Award ~ #2018-BID-01
 2. YMCA Expansion - South End School
 3. YMCA Rates 2017-2018
 4. Transfer of Funds
9. Old Business
 - a. Town Government Communications
 - b. Construction Update
10. New Business
 - a. Diploma for Veteran
 - b. Non-Renewals of Interim Teachers
 - c. Textbook Approvals
 - d. Student Expulsions
11. 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 23, 2017

The regular meeting of the Southington Board of Education was held on Thursday, March 23, 2017 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

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

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

Administration present: Mr. Timothy Connellan, Superintendent of Schools

2. EXECUTIVE SESSION TO DISCUSS STUDENT MATTERS AND PERSONNEL (Director of Business & Finance Contract)

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing student matters and personnel (Director of Business & Finance contract), and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:04 p.m.

3. CELEBRATION OF EXCELLENCE

At 7:09 p.m., the Board of Education recognized Lincoln College for their partnership with the Southington Public Schools and the STELLAR program inaugural year at Lincoln College. Ms. Meg Walsh provided an introduction and explained the partnership. Denise Lewicki, President of Lincoln College; Mark Anderson, Vice-President of Academic Affairs; and Chris Distiso, Academic Dean were presented a Certificate of Excellence by Mr. Goralski.

Mr. Goralski called for a recess at 7:15 p.m.

4. RECONVENE MEETING ~ REGULAR SESSION

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

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

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

Student representatives present were Miss Samantha Steeves and Mr. Joseph Martin.

5. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

6. APPROVAL OF MINUTES ~ March 9, 2017

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

“Move to approve the regular Board of Education minutes of March 9, 2017, as submitted.”

Motion carried unanimously by voice vote.

a. Special Meeting Minutes of March 13, 2017

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

“Move to approve the special Board of Education minutes of March 13, 2017, as submitted.”

Motion carried unanimously by voice vote.

b. Special Meeting Minutes of March 15, 2017

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

“Move to approve the special Board of Education minutes of March 15, 2017, as submitted.”

Motion carried by voice vote with Mr. Goralski abstaining.

7. COMMUNICATIONS

a. Communications from Audience

There was no communication from the audience.

b. Communication from Board Members

Board members discussed the following:

- On Thursday, March 30, 2017, a lesson on homelessness will be taught in a couple of schools. Connecticut Coalition to end Homelessness, a Hartford organization, will present a short lesson.
- The high school health teachers met to discuss the substance abuse curriculum.
- The Wall of Honor is held in October and the soldiers who were killed in action that were missed last year will be included this year. Mr. Brown requested to be contacted with any names that were missing.

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

“Move Agenda Item 10.c ‘Field Trip Approval’ to Agenda Item 7.e. and add Agenda Item 10.i ‘Student Expulsions 2016-2017-16 and 2016-2017-17’ to the agenda.”

Motion carried unanimously by voice vote.

- There were a few glitches with the Surround Sound Show at the high school; but overall it was wonderful presentation.
- The Beauty and the Beast production by the Middle School Drama Club will take place March 30, 31 and April 1, 7 and 8, 2017.
- The United Way Dinner is March 30, 2017 at 6:00 p.m. honoring the Calvanese Foundation, Rotary Club of Southington and Bread for Life. Mr. Flood from Liberty Bank is the Chairman of the event.

c. Communication from Administration

Administration reported on the following:

1. Student Award from Institute of Living: Mr. Connellan announced that Lorenzo Cavallo, Ms. Candace Patten’s student, would be receiving a prize of \$500 from the Institute of Living for a 32-minute video on depression that he produced.
2. Summer Feeding Program: Mr. Connellan reported that Donna Ayer, Executive Director of Bread for Life, will be meeting with him, Sherri DiNello and Nya Welinsky, Food Service Director, to discuss the Summer Feeding Program and providing meals during the summer months to as many students as possible who receive free and reduced lunches during the school year.
3. Communications to State Delegation: Mr. Connellan reported that he sent a petition letter to the state delegation signed by the Board of Education members and that his office has been trying to set-up a meeting with one of the legislator’s to no avail. Mr. Goralski stated that he would reach out directly to State Representative Joseph Aresimowicz to set-up a meeting.
4. Surround Sound: Mr. Connellan reported that there have been issues with the original lighting system in the high school auditorium with some components breaking down for which replacements are hard to find. It is on the Capital Improvement Plan to be replaced in the near future; however, a creative solution needs to take place now. The Surround Sound show on Saturday night was delayed 40-minutes because of lighting problems.

d. Communications from Student Representatives:

Mr. Martin reported on the following:

- The Surround Sound performances on Friday and Sunday did not have lighting problems. Surround Sound is performed every other year with this year's performance a tribute to Gene Wilder and Willie Wonka.
- Juniors will be taking the SATs on April 5, 2017 and the sophomores will be taking the CAPT Science test. Grades 9 and 12 will have the day off.
- The Robotics Team 195 won an award for excellence in engineering at RPI in Troy, New York. They formed a new alliance with a team in Istanbul, Turkey where they will Skype and help each other with their Robotics programs.
- The World Language Department will be hosting a Movie Night on Wednesday, March 29, showing the movie "Gladiator."

Miss Samantha Steeves reported on the following:

- The Spring Drama Club performance of "Seussical, the Musical" is March 24 and 25, 2017 at 7:00 p.m.
- The Hockey Team made the Championships last weekend, which is the first time in Southington's history.
- Spring sports have started; however, the turf is not ready due to snow.
- The SHS Gender Activists, a new club at the high school, is celebrating "Women's Month" during March.

e. Field Trip Approval (formerly Agenda Item 10.c)

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

"Move to approve the field trip request for Southington High School students to travel to France, as presented by the administration."

Mr. Patrick Nobou and Mr. Reggie Brulotte, Southington High School French teachers, discussed the French exchange and study abroad program to improve students' French language skills and to experience French culture in April of 2018. The students will be attending the Lycee de La Salle de Rennes. In October of 2017, Southington High School will be hosting French students from the Lycee de La Salle in Rennes, France.

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Policy and Personnel Committee Meeting ~ March 15, 2017

Mrs. Queen reported that the committee met and reviewed the job description for the Director of School Counseling.

b. Curriculum and Instruction Committee Meeting ~ March 21, 2017

Mrs. Queen reported that Mr. Robert Levesque and Mr. David Yanosy, health teachers at the high school, gave a presentation on the health curriculum that is up for revision and will

cover addiction and substance abuse (*Attachment #1*). The committee discussed having professional development for teachers on this topic. The high school administration gave a presentation on grading and weighted grading to calculate GPA, which needs to be changed. The Board of Education Policy #6146 "Grade Reporting" needs to be updated to reflect the current method of weighting courses.

9. OLD BUSINESS

a. Town Government Communications

Mrs. Queen provided a four-year summary for the Turf Field Fund (*Attachment #2*), which Mr. Oshana had requested at the last Board meeting, showing a year-to-date balance of \$125,841. Advertising is just starting and not reflected in the report. Mr. Derynoski recommended that the Turf Field Committee send a flyer, through the Chamber of Commerce, regarding advertising.

Mr. Goralski gave an update on the budget meetings:

- Board of Finance adoption of budget, March 29, 7:00 p.m. at Town Hall
- Town Council Public Hearing, April 24, 7:00 p.m. at the Municipal Center
- Town Council adoption of budget, May 8, 7:00 p.m. at the Municipal Center
- Board of Finance setting of the Mill rate on May 10, 7:00 p.m. Town Hall.
- Board of Education reallocation on May 11, 7:00 p.m. at the Municipal Center

10. NEW BUSINESS

a. Adoption of 2018 Board of Education Meeting Schedule

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

"Move to adopt the schedule of the regular Board of Education dates as submitted."

Motion carried unanimously by voice vote.

b. Leonard and Gladys Joll Scholarship Recipient

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

"Move to approve the student recommended by the sub-committee to receive the Leonard and Gladys Joll Scholarship."

Motion carried unanimously by voice vote.

c. Field Trip Approval (*Moved to Agenda Item 7.e.*)

d. Approval of Job Description ~ Director of School Counseling

MOTION: by Mrs. Queen, seconded by Mrs. Clark:

“Move that the Board of Education approve the job description for Director of School Counseling as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

e. Mid-Year Report on Superintendent’s Objectives

The Board members were impressed with the Mid-Year Report reflecting the direction, work, and accomplishments of the Superintendent.

f. Southington High School Graduation Date

Mr. Connellan recommended setting the graduation date instead of waiting until after April 1 (by statute) because he had received numerous calls from parents of graduating students who are trying to make travel arrangements. Currently, the last day of school is set for June 20, 2017.

MOTION: by Mrs. Clark, seconded by Mrs. Champagne:

“Move to approve Tuesday, June 20, 2017 as the date for Southington High School graduation.”

Motion carried unanimously by voice vote.

g. Enrollment Study Proposal

Mr. Goralski recused himself from discussion.

Mr. Connellan stated that a detailed enrollment study was necessary for any discussion or decision-making regarding the three elementary schools that have not yet been renovated (Flanders, Derynoski and Kelley Elementary Schools). A Board committee met to review the one proposal received in response to a Request for Proposal (RFP). Mr. Connellan spoke at length for the need of the study. The first part of the study will look at attendance factors and the second phase of the study would provide recommendations and different scenarios.

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

“Move to accept the proposal and award the contract to Milone and MacBroom.”

ROLL CALL VOTE: YES – Mr. Brown, Mrs. Clark, Mr. Derynoski, Mrs. Lombardi, Mrs. Queen, Mrs. Carmody. ABSTAIN: Mrs. Champagne, Mr. Goralski.

Motion carried with six in favor and two abstentions.

h. Director of Business & Finance Contract

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

“Move to approve a three-year contract extension for the Director of Business and Finance.”

ROLL CALL VOTE: YES – Mr. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Brown, Mrs. Lombardi, Mrs. Champagne, Mrs. Queen, Mr. Goralski.

Motion carried with eight in favor.

- i. **Student Expulsions #2016-2017-16 and #2016-2017-17**

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

“Move to expel students #2016-2017-16 and #2016-2017-17 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

11. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:20 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary

Addiction and Substance Abuse

Health 1 (Freshman) 9 Classes

Drug Focus

- Tobacco
- Inhalants
- Marijuana

List of Topics

- Effects on mind and body
- Long and short term effects.
- Legal consequences
- Dangerous chemicals involved in each.
- Financial consequences
- Social Consequences
- Use and abuse
- Refusal Skills

Assessments

- Quiz on each topic
- Midterm Exam

Health 2 (Sophomore) 9 Classes

Drug Focus

- Alcohol

List of Topics

- Alcohol effects on mind and body
- Long and short term effects
- Alcohol Abuse
- Alcohol Dependence
- Alcohol addiction
- Support systems: AA
- Drinking and driving.
- Binge drinking.
- Underage drinking.

Assessments

- Anti-Alcohol advertisement Project
- "How to Make a Trooper Cry" creation and analysis of DUI laws.
- Final Exam

Health 3 (Junior) 14 Classes

Drug Focus

- Over the Counter
- Prescription
- Heroin

List of Topics

- OTC Analgesics/Antipyretics/Anti Inflammatory
- OTC Amphetamines
- OTC Antihistamines
- OTC AntiTussive
- OTC Decongestants
- RX Opiates/Opioids
- Heroin & Opiate Connections
- RX Benzodiazepines
- RX Antidepressants
- RX Stimulants

Assessments

- Quiz(s)
- Reflection
- Comprehensive Test
- Final Exam

Health 4 (Seniors) 14 Classes

Drug Focus

- Addiction Prevention
- Club Drugs
- Synthetic/Designer Drugs

List of Topics

- Disease/Choice Debate
- Understanding Factors of Addiction
- Science of Addiction/Physiology
- Treatment Models
- Intervention
- Club Drug/Synthetic Designer Drugs
 - Meth
 - Ecstasy
 - GHB/Rohypnol
 - LSD
 - Psilocybin/Mescaline
 - PCP/Ketamine
 - Cannabinoids/Cathinones
- Date Rape Prevention

Assessments

- Quiz(s)
- Intervention Analysis
- Addiction Prevention Creative Group Project
- Final Exam

Curriculum Map

Current Units by Grade and Length of Unit

	9 th Grade (30)	10 th Grade (60)	11 th Grade (60)	12 th Grade (60)
Intro	Policies/Intro (1)	Policies/Intro (1)	Policies/Intro (1)	Policies/Intro (1)
Unit 1	Intro (1) About Me (4)	HIV/Aids: (9)	Stress Management (12)	Addiction & Club Drugs (14)
Unit 2	Decision Making (3)	CPR: (28)	Relationships (12)	Lifetime Diseases (14)
Unit 3	Bullying (2)	First Aid: (12)	OTC/RX/Heroin (14)	Contemporary Health Issues (12)
Unit 4	Surviving HS/Stress (8)	Alcohol: (9)	HIV/AIDS (10)	Nutrition (9)
Unit 5	Tobacco/Marijuana/ Inhalants (9)		Body Image (10)	Fitness (9)
Close	Final (2)	Review (1)	Review (1)	Review (1)
Unit 6	Semester 2 (30) Human G & D Male and Female Reproductive system: 9 Pregnancy/Delivery: 11 Contraception: 3 STD's/HIV/Aids: 4	NA	NA	NA

Please Fill Out the following table with suggestions you would like to propose for the new health curriculum.

- Possible Changes
 - Order of Units
 - Number of class per Unit
 - Changing Units to different grade levels (please indicate what would take that units place)
 - Names of Units
 - Dropping Units
 - Adding Different Units
 - Merging Units

**TURF FIELD FUND
FOUR YEAR SUMMARY (FY 14 - FY 17 YTD)**

	FY 14	FY 15	FY 16	YTD FY 17
BEGINNING FUND BALANCE	3,775	12,310	49,844	88,388
REVENUES				
BRICK FUNDRAISER	2,000	1,125	250	0
TURF FIELD RENTAL	(1,400)	2,100	3,260	2,400
TURF FIELD PARTICIPATION FEES	7,935	15,139	14,634	14,992
TURF FIELD CONTRIBUTIONS		25,000	25,000	25,000
TOTAL REVENUES	8,535	43,364	43,144	42,392
EXPENDITURES				
CONTRACTED SERVICES		5,830	4,600	4,800
PROGRAM SUPPLIES				139
TOTAL EXPENDITURES	0	5,830	4,600	4,939
ENDING FUND BALANCE	12,310	49,844	88,388	125,841

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

SPECIAL MEETING OF THE BOARD OF EDUCATION

April 19, 2017

A Special Meeting of the Board of Education was held on Wednesday, April 19, 2017 at 7:05 p.m. in the John Weichsel Municipal Center, Public Assembly Room, 200 North Main Street, Connecticut.

Board Members Present: Mrs. Terri Carmody, Mr. David Derynoski, Mrs. Terry Lombardi, Mr. Zaya Oshana, Mr. Bob Brown, Mrs. Patricia Queen, Mrs. Colleen Clark and Mr. Brian Goralski

Member Absent: Mrs. Juanita Champagne

Administration Present: Mr. Timothy Connellan, Mr. Steven Madancy, Mrs. Sherri DiNello, and Mr. Peter Romano

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 7:05 p.m.

Mr. Goralski turned the meeting over to Mr. Connellan who began the discussion of the budget reductions. Mr. Connellan stressed that the Board of Finance showed great effort for balance between Town and Board needs but that the budget problems were due to problems at the State level. Mr. Connellan, with insights and explanations from Mrs. DiNello, Mr. Madancy, and Mr. Romano, then outlined the reductions needed to bring the budget to \$87,309,939. These reductions included salaries (and associated programs), benefits, purchased services, supplies, special projects, special education salaries and tuitions, and various projects and equipment purchases. The reductions totaled \$7,682,721.

Board members asked various questions regarding each area of reduction. No vote was taken.

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

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

Motion Carried Unanimously.

The Special Meeting of the Board of Education adjourned at 8:10 p.m.

Respectfully submitted,

Colleen W. Clark, Secretary
Southington Board of Education

Board of Education

Administrative Report

April 27, 2017



- 1. Letter from two SHS Students re: Benefits of drinking milk**
- 2. Healthy and Wise**
- 3. All Night Graduation Celebration**
- 4. Testing Day**



SOUTHINGTON PUBLIC SCHOOLS

March 24, 2017

Chase Swain
Mrs. Fenton's English Class
Southington High School
720 Pleasant Street
Southington, CT 06489

Dear Chase,

Thank you for your very thoughtful letter regarding the many benefits of drinking milk. Personally, I am a proponent of drinking milk as part of a well-balanced diet although I do understand that opinions on this subject vary and are most likely influenced by personal taste. The data that you included in your letter provide a compelling argument in favor of including milk as part of a person's daily nutritional plan.

In your letter, you asked that I consider requiring the consumption of milk at lunchtime for all students. It is not within my purview as Superintendent to mandate that each student consume milk daily. In fact, many students are lactose intolerant and are not able to consume milk or milk products. However, you do make a compelling case for encouraging the consumption of milk and perhaps a "public relations" campaign in the schools would go a long way toward achieving that objective. If you would like to work on a campaign of that nature, I would be happy to meet with you to discuss further.

In the meantime, I intend to share your letter with our Board of Education at the April 27, 2017 regular Board of Education meeting. I am sure that you can anticipate some interesting and thoughtful comments from our Board members.

Thank you again for taking the time to write to me. I always enjoy and appreciate communications from our students.

Sincerely,

Timothy F. Connellan
Superintendent of Schools

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

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ZAYA G. OSHANA

PATRICIA A. QUEEN

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SOUTHINGTON PUBLIC SCHOOLS

March 24, 2017

Jordan Knibbs
Mrs. Fenton's English Class
Southington High School
720 Pleasant Street
Southington, CT 06489

Dear Jordan,

Thank you for your interesting letter regarding the concept of mandated school uniforms for public school students. As you may know, the debate about the positive and negative aspects of such a plan has been ongoing for many years. There are staunch proponents on both sides of the issue. The private school model of requiring uniforms seems to have been successful for many students but every student's story is different. As a young child, I attended a parochial school in New Haven, Connecticut and we all wore uniforms every day. I must say that I do not remember wearing a uniform to be a problem, although by the time I reached seventh or eighth grade it did become tiresome. On the positive side, wearing a uniform certainly did eliminate issues regarding the selection of clothes to wear each morning.

I did review the article *Individuality vs. Conformity: The Issue behind School Uniforms*, (Caruso, 1996). I wonder what changes we would see if that article were written now, twenty-one years later. I did find it interesting that the Supreme Court held that school officials could regulate student dress without violating First Amendment Rights. In public schools today, I believe that there would have to be an overwhelming desire by parents for school districts to move in the direction of requiring uniforms for students. The issue would be better informed by well-designed, statistically sound studies that would be able to control for the many variables that come into play. It would be very interesting to see if the studies showed a high correlation between the implementation of a "uniform policy" and improved student academic performance.

I intend to share your letter with our Board of Education at the April 27, 2017 regular Board of Education meeting. I am sure that you can anticipate some interesting and thoughtful comments from our Board members.

Thank you again for taking the time to write to me. I always enjoy and appreciate communications from our students.

Sincerely,

Timothy F. Connellan
Superintendent of Schools

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Board of Education
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Is Milk Healthy or Not?

Dear Mr Connellan:

I am writing to you as a 9th grader at Southington High School. I have done extensive research on why milk is healthy, and I have found multiple pieces of factual information that prove milk is beneficial to us in many different ways. I believe you should heavily consider requiring every child in our public schools to have a milk from the various lunchrooms around Southington. I would be so happy if you made this a major focus in your upcoming meeting with the board of education.

Our bodies are our treasures - the prized possession we were given to care for. We seem to care more for characteristics that do harm to our body more than aspects that help it: for example, an unhealthy beverage. Encouragingly, it's never too late to make our bodies healthy again and use them to their full potential. Most importantly, there's one little trick that will do just that: drink milk. Unfortunately, many people all over the world have wondered whether milk is actually beneficial to the health of our bodies. Willingly, I can assure to all of the milk doubters out there that if they begin to drink milk daily, they will be dumbfounded by what milk can actually do for their bodies in the long run. Ultimately, drinking milk will produce a healthier lifestyle for all people because it not only prevents life threatening epidemics, but it also improves our bodies physically.

People who drink milk will have healthy bodies throughout their lives because life threatening diseases like Heart Disease and Cancer won't stand in their way. Over the years, heart disease has caused many deaths due to the damage it causes to our hearts and blood vessels. Similarly, another terrible disease known as Cancer, creates malignant growth, which overtime leads to the formation of a tumor and resulting in the division of abnormal cells. We have battled these terrible diseases for what seems to be an eternity. Unfortunately, we have to deal with these diseases in everyday life. But with milk, we can aid ourselves in the fight against these setbacks. In the text, "Evidence from the Caerphilly Cohort of Older Men" the author exaggerates that, "The men with the greater consumption of milk experienced a reduction in ischaemic (inadequate blood flow) stroke, and a possible reduction in ischaemic heart disease risk"(Elwood). This demonstrates that the larger quantity of milk we drink, the chance of getting heart disease or other fatal events will decrease rapidly. Therefore, it is crucial we include milk in our daily diets/lives in order to stay away from these epidemics. Additionally, in the text "Results of a Randomized Trial" the author mentions, "By choosing vitamin D rich foods like milk and taking a supplement Americans can help improve their vitamin D levels and positively impact their cancer risk"(Lappe). This proves that Vitamin D, which makes up most of milk, is vital in people lowering their chances of being a victim of cancer. Think about it. If drinking milk can help us significantly in a variety of ways to avoid cancer and heart disease, then why not take advantage of the opportunity? Overall, drinking milk is for the better because if we make it a

priority, then we will provide the opportunity for ourselves to discombobulate these harmful diseases.

Secondly, not only will milk keep us safe from terrible diseases, but it will also improve our bodies physically by assisting us in increasing our bone strength. Additionally, it will help us lose weight due to some of its astonishing natural ingredients. Many people today not just in the U.S. but around the world battle with bone problems like osteoporosis, destroying them both mentally and physically, while people on the opposite end of the scale have insurmountable troubles or challenges with losing weight. What they don't know is that milk can help them in turning their lives around significantly. For example, in the article "Calcium Summit 2: Agenda for Action" the author suggests, "Findings from ongoing studies indicate that four to five servings/day of calcium-rich foods such as milk and other dairy products are needed to optimize peak bone mass during adolescence, and to keep them from suffering from bone diseases like osteoporosis"(Weaver). This reveals drinking milk will increase our bone strength and size abling us to do more activities at a higher level while preventing any chance of a major bone disease from being caught on throughout a person's lifetime. Also, this proves that drinking milk will restrain bone diseases like osteoporosis in not just people in general, but most importantly elderly people who are usually most prone to it. In addition, the most threatening bone disease, osteoporosis, frequently occurs because there is not enough calcium consumed by its victim. Since milk is rich with calcium, it would be able to offset any chances of these terrible bone pandemics from even being caught on because if people make an effort, we can drink milk at a much faster pace than what these diseases can handle. Next, in the piece "Calcium and Dairy Products: New Weapons in War on Obesity" the author implies that, "Mounting research indicates that consuming more calcium in the diet particularly from calcium rich dairy foods/drinks like milk can speed up weight loss and reduce body fat, particularly abdominal fat due to the fact that calcium seems to speed up metabolism"(Schardt). This proves that drinking milk is so important because again, it has limitless amounts of calcium, and based on the information collected and prior knowledge, calcium is a key component in keeping our bodies physically healthy. All in all, drinking milk will allow us to boost are physical health because of its immaculate ingredients.

On the other hand, some people rebel against drinking milk because they feel it doesn't actually benefit us physically, and also it does not protect against diseases. They support that it doesn't help us lose weight because according to the article "Does Dairy Bum More Fat?" it reports, "There are no studies that support that drinking 24 ounces of milk in 24 hours will help people lose weight and improve their physical health"(David). This tells people that there is no reason to believe milk is a good source to keep us healthy. However, there is every reason to believe that milk will help us stay healthy. It contains vital ingredients like vitamin D and Calcium which are both proven based on information, to improve our physical health and decrease the chance of being a victim of a deadly disease. Therefore, without milk people will continue to be vulnerable to life threatening diseases, and their physical health will suffer. All in all, we need milk in our everyday diets in order to make the most out of the opportunities life gives us because with milk we will be physically able to perform daily activities, and diseases won't enable us from doing what we love or anything life provides us with.

In conclusion, people are overwhelmed with having to constantly worry about their physical health and always having a feeling of uncertainty whether they are safe from these terrible epidemics or not. If our people do not continue to make drinking milk a priority, the amount of

people that suffer from casualties like obesity, and heart disease will increase in the blink of an eye and before you know it, it will be too late to recover with the reinforcement of milk. If we want to avoid this from taking place, then we must drink every drip of milk that is provided to us. On that note, after reading this, won't drinking milk provide endless positive possibilities for the future health of the human population?

I greatly appreciate you reading my piece, and I would love if you made this a point and published it in your argument piece for your next meeting at the board.

Sincerely,



Chase Swain

Works Cited

- Elwood, Peter. "Milk Consumption, Stroke, and Heart Attack Risk: Evidence from the Caerphilly Cohort of Older Men | Heart." *Milk Consumption, Stroke, and Heart Attack Risk: Evidence from the Caerphilly Cohort of Older Men | Heart*. N.p., 2005. Web. 21 Feb. 2017. <<http://heart.bmj.com/content/91/11/1480.full>>
- Lappe, Joan M., Dianne Travers-Gustafson, K. Michael Davies, and And Robert R Recker. "Joan M Lappe." *Vitamin D and Calcium Supplementation Reduces Cancer Risk: Results of a Randomized Trial*. N.p., 01 June 2007. Web. 22 Feb. 2017. <<http://ajcn.nutrition.org/content/85/6/1586.short>>.
- "Milk Consumption, Stroke, and Heart Attack Risk: Evidence from the Caerphilly Cohort of Older Men | Heart." *Milk Consumption, Stroke, and Heart Attack Risk: Evidence from the Caerphilly Cohort of Older Men | Heart*. N.p., n.d. Web. 22 Feb. 2017. <<http://heart.bmj.com/content/91/11/1480.full>>
- Weaver, Connie M. "Top 10 Pros and Cons - Milk - ProCon.org." *ProConorg Headlines*. Distinguished Professor of Food and Nutrition, Jan. 2002. Web. 21 Feb. 2017. <<http://milk.procon.org/view.resource.php?resourceID=000656>>.

Jordan Knibbs
Ms. Fenton's English Class
720 Pleasant Street
Southington, CT 06489

Mr. Timothy F. Connellan
Superintendent of Schools
200 North Main Street
Southington, CT 06489

Dear Mr. Connellan:

I am writing to you as a 9th grader at Southington High School. I have done extensive research on uniforms, and I believe you have an opportunity to improve the atmosphere of Southington High School by promoting a stricter dress code if not invoking mandatory school uniforms. I would love if you would consider my following opinion piece:

Uniforms have the ability to shape an entire school. This set of school clothing may positively or negatively affect the student body based upon its use. Many people believe that uniforms take away the originality and diversity of the students. However, students are able to still express themselves with uniforms. Also, the attire helps within the school's social atmosphere. Public high schools should require school uniforms to improve the academic environment.

First of all, secondary schools should have a mandatory uniform to improve focus in the classroom. A set school uniform would draw students' attention away from the clothes they're wearing and more towards the information they must comprehend. According to "Individuality vs. Conformity: The Issue behind School Uniforms," "When all students are wearing the same outfit, they are less concerned about how they look and how they fit in with their peers; thus, they can concentrate on their schoolwork" (Peter Caruso). This implies that without a diversity of clothing styles, peers don't have to worry about being accepted by their classmates. With an obligatory school uniform students can focus on the work within the class. In the article, "Dressed to Distraction," it states, "...uniforms 'provide for less distraction, less drama, and more of a focus on learning'" (Joel Donofrio). One can infer from this that required school uniforms take away quarrels of individuality between students, providing more time for a learning experience in the classroom. By eliminating a disruption from classes students are focusing more on the material they're learning than the material they're wearing.

Furthermore, If high schools enacted an obligatory school uniform, it could increase students' safety within the school. "Schools Find Stricter Rules, Uniforms Can Lessen Bullying" highlights the point of students' safety by saying, " 'When you have students dressed alike, you make them safer. If someone were to come into a building, the intruder could easily be recognized' " (John A. Gavin). In other words, infiltrators are much simpler to catch when, in theory, they'd be dressed differently than the uniformed student body. This environment of one, necessary uniform may be much safer towards the students' education experience. Moreover, according to "Pros and Cons of School Dress Code: Pros of School Dress Code: Helping

Students Dress for Safety,” “School uniforms also prevent students from concealing weapons under baggy clothing, make it easier to keep track of students on field trips, and make intruders on campus more visible” (Larry Wilder). This affirms that uniforms increase protection of students from violence of weapons, visibility during school outings (decreasing chances of a wandering student being abducted), and unity of clothing (which would contrast that of an intruder’s (clothing) that would harm the students safety). Uniforms can help depict threats to the student body which, in turn, aids to ridding of such threats. These essential pieces of clothing can keep the these students safe.

Alternatively, it is believed that uniforms take away students individuality. While in some respects this is true, the students school apparel is not chosen by them, they still have some freedom of expression. In the article “Clothing, Dress Codes & Uniforms,” it states, “ ‘...[Students] remain free to wear what they want after school hours. Students may still express their views through other mediums during the school day’ ” (David L. Hudson Jr.). This illustrates that students may still wear the clothing of their choice outside of school, and there may be school functions (pajama day, crazy hair day etc.) or other ways (customizing a backpack, wearing bracelets etc.) to express themselves outside of the usual uniform. A school uniform may take away the freedom of expression through clothing, but there are ways to (reasonably) bypass this. The lack of freedom is not forever.

Uniforms, being (almost) exactly the same across an entire school, provide unity for those attending said high school. With students wearing the same outfit day-to-day there is no competition between the student body over who’s clothes are better. Also, when an entire class is dressed exactly alike, students can be much safer if they were to be on a field trip or an intruder would infiltrate the school. Uniforms eliminate most competition in the student body and keep students safe when they wear a consistent attire. This may be the “material” one needs to keep their students safe.

I greatly appreciate you taking the time to read my piece, and I would love if you would consider my thorough research for improvement on the school dress code.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Jordan Knibbs', written in dark ink.

Jordan Knibbs

Works Cited

Caruso, P. "Individuality vs. Conformity: The Issue Behind School Uniforms." *NASSP Bulletin* 80.581 (1996): 83-88. Web.

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Gavin, John A. "Schools Find Stricter Rules, Uniforms Can Lessen Bullying." *Northjersey.com*. N.p., 8 Feb. 2011. Web.

Hudson, David L., Jr. "Clothing, Dress Codes & Uniforms." *Firstamendmentcenter.org*. N.p., 1 Apr. 2002. Web.

Wilder, Larry. "Pros and Cons of School Dress Code: Pros of School Dress Code: Helping Students Dress for Safety." *Fresno.edu*. N.p., 11 Nov. 2007. Web.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2017

Decision Requested X Agenda Code 7. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2016 – 2017.

Background: The attached report lists personnel activity from March 1, 2017, through March 31, 2017.

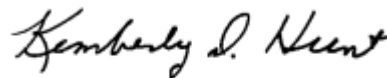
Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – April 2017

PERSONNEL ACTIVITY REPORT

FOR: April 2017

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Mastrianni, Craig	Special Education Teacher	South End Thalberg	.60 .40	January 31, 2017	MA	Southern CT State University	\$48,600.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Frechette, Nancy	ABA Therapist	Hatton	28.00	TBD	\$15.36
Nivison, Sharon	Clerk	Flanders	10.00	March 13, 2017	\$15.66
Marsh, Les	Grant Funded Math Tutor	JAD	25.00	March 27, 2017	\$20.12
Pribila, John	Grant Funded Math Tutor	Thalberg	25.00	March 27, 2017	\$20.12
Tack, Christopher	Special Education Paraeducator	SHS	31.25	March 28, 2017	\$15.36
Langhans, Dianne	Clerk	Strong	15.00	March 29, 2017	\$15.66
Pedroncelli, Dawn	Special Education Paraeducator	Derynoski	27.50	April 3, 2017	\$15.36

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Neff, Lisa	Special Education Teacher	DES	July 1, 2017	1 year	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Palmieri, Amanda	ABA Therapist	JAD	April 1, 2017	2 years	No

TRANSFERS

Certified

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

Classified

Name	From Position	From School	To Position	To School	Effective Date
Mullins, Amy	Sp Ed Paraeducator, 15.75 hr/wk	DES	Sp Ed Paraeducator, 27.25 hr/wk	JFK	March 27, 2017

Change in Assignment

Name	From Position	To Position	School	Effective Date
Lord, Patricia	Special Ed Paraeducator, 19.50 hr/wk	Special Ed Paraeducator, 27.50 hr/wk	JFK	March 13, 2017
Mattie, Linda	Special Ed Paraeducator, 15.75 hr/wk	Special Ed Paraeducator, 19.50 hr/wk	DES	March 27, 2017
Grosso, Joanne	Special Ed Paraeducator, 15.75 hr/wk	Special Ed Paraeducator, 19.50 hr/wk	DES	March 27, 2017
Goldberg, Patricia	Special Ed Paraeducator, 16.00 hr/wk	Special Ed Paraeducator, 19.00 hr/wk	DES	March 27, 2017
Harrold, Tricia	Special Ed Paraeducator, 18.00 hr/wk	Special Ed Paraeducator, 24.00 hr/wk	Hatton	April 3, 2017

UNPAID LEAVES OF ABSENCE

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

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Slade, Dylan	Assistant Coach, Boys Lacrosse	SHS	March 10, 2017	\$3,243.00
Hamel, Patrick	Freshman Coach, Boys Lacrosse	SHS	March 10, 2017	\$2,956.00

Resignations

Name	From Position	School	Effective Date
Bird, Daniel	Assistant Coach, Football	SHS	March 8, 2017



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting April 6, 2017

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:50 a.m.

Committee Members Present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Terry Lombardi, and Mrs. Patricia Queen.

Administration Present: Mr. Steven Madancy, Assistant Superintendent.

Others Present: Ms. Ms. Lillian Schena, Business Department Chair, Southington High School (left at 11:00 a.m.); Mr. Robert Lasbury, Mathematics Department Chair, Southington High School (left at 11:15 a.m.); Mrs. Kelly Nichols, Assistant Principal, Derynoski Elementary School (arrived at 11:15 a.m.); Ms. Linda Clock, ELL Coordinator (arrived at 11:15 a.m.); Ms. Dalia Assem, ELL Teacher (arrived at 11:15 a.m.).

Textbook Review and Approval

Business Department

Ms. Schena presented new textbooks for the following two courses:

- **Business Communications.** Ms. Schena presented the recommended textbook by the Business Department at Southington High School for this course. The text comes with both print and online versions for the students.
- **Advanced Accounting.** Tunxis Community College will purchase the textbooks for this course. Students taking this class will be awarded college credit upon completion.

Math Department

Mr. Lasbury presented the *Big Ideas Geometry* textbook on behalf of the Math Department at Southington High School. The committee reviewed and discussed the request.

The committee recommended that the textbooks for the business and math departments be presented to the full Board for approval.

ELL Presentation

Ms. Nichols, Ms. Clock, and Ms. Assem presented an overview of the district ELL Program. The committee discussed topics ranging from the different cultures represented within our community receiving ELL services, to entrance and exit criteria, to the regular programming that occurs for our ELL students on a daily basis. There was a noted increase in the district population over the past five years. The committee was very impressed and appreciative of the information shared. Additionally, members expressed that they were reassured

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

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PATRICIA A. QUEEN

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SOUTHINGTON, CT
06489

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that the district is in compliance with all service requirements mandated for the ELL population and believe that the district is going above and beyond what might typically be offered in surrounding communities to ELL students.

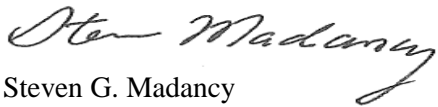
By Mr. Brown, seconded by Mrs. Lombardi

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

Motion carried unanimously by voice vote.

The meeting adjourned at 12:05 p.m.

Respectfully Submitted,



Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction



SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Thursday, April 20, 2017, 4:00 p.m.
John Weichsel Municipal Center
Conference Room #2
200 North Main Street
Southington, CT 06489

Board Members Present: Colleen Clark, David Derynoski, Terry Lombardi, Brian Goralski
Present from Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt,
Account Manager

The Finance Committee meeting was called to order at 4:17 p.m.

1. **SELF INSURANCE:**

The Finance Committee reviewed the report.

2. **CUSTODIAL BID AWARD ~ #2018-BID-01:**

Mrs. Mellitt reviewed the bid results and recommendation to award all sites to the lowest vendor for three (3) years as follows:

Municipal Center	Champion Maintenance Services
Southington High School	SJ Services
DePaolo Middle School	SJ Services
Kennedy Middle School	SJ Services
Derynoski Elem. School	SJ Services

Mrs. Mellitt reviewed references and meetings held with the vendors. Performance Bonds at all sites were also required. Mr. Peter Romano, Director of Operations, and Mrs. Mellitt feel comfortable with the recommendation and the ability of the vendors to perform services at the sites. The cost is within our 2017-2018 proposed budget.

The committee recommendation is to award the bid to the low bidder at each site.

3. **YMCA EXPANSION – SOUTH END ELEMENTARY SCHOOL:**

Mrs. DiNello explained the YMCA's request to expand their School-aged Child Care Program to South End Elementary School. A lease agreement has been developed to list a secondary space for the YMCA when conflicts arise with school needs.

The committee recommends that the Board of Education approve the lease agreement.

4. **YMCA RATES 2017-2018:**

Mrs. DiNello explained the rate calculations for reimbursement of Board expenses for the building use at our schools by the YMCA School-aged Child Care Program.

The committee recommends that the Board of Education approve the rates for 2017-2018 for the YMCA School-aged Child Care Program as presented.

5. FINANCIAL UPDATE:

Mrs. DiNello reviewed a draft Financial Update through March 31, 2017. She shared that the school administrators were informed that supply lines were frozen on April 3, 2017 with the exception of supplies needed to fulfill curriculum needs through the end of the year. The projected deficit after utilizing supply funds is over \$300,000.

The special education outplaced tuition accounts are the main reason for the deficit. A shortfall in electricity and gas accounts have also contributed to the shortfall. Mrs. DiNello told the Finance Committee that they should prepare the Board to expect the need to request an appropriation from the Board of Finance. Mrs. DiNello plans to review accounts through the end of April and follow-up with Ms. Meg Walsh, Director of Pupil Services, regarding some special education accounts.

The Finance Committee will meet again in May to determine the need for an appropriation request. Mr. Goralski plans to inform the chairpersons of the Town Board of Finance and Town Council that a request may be forthcoming.

6. MISCELLANEOUS:

a. Transfer of Funds:

The committee approved moving funds from Technology Salaries to Teacher Salaries for the Instructional Technology Coordinator position.

b. Contracts:

An update was provided to the committee on the progress of developing a listing from departments of all contracts in place with vendors. The committee members appreciated the ongoing work being put into this project by Mrs. Mellitt and staff.

The meeting adjourned at 4:56 p.m.

Respectfully submitted,



Sheri DiNello
Director of Business & Finance
SPD/lb #4.1617.04-20-17minutes.docx

**Southington Public Schools
Purchasing Department**

**BID AWARD REQUEST
CONTRACTED CUSTODIAL SERVICES 2018-BID-01**

The above bid is submitted for AWARD by the Superintendent of Schools, Board of Education Finance Committee and the Board of Education.

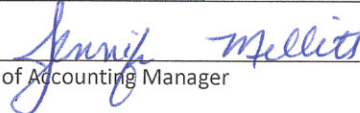
PROPOSED SUMMARY: This request seeks to award Contracted Custodial Services at five (5) sites. The bid was advertised in three newspapers and posted on our website. Four vendors submitted bids. The bids were opened on March 24, 2017, and the bid compilation sheet is attached.

The recommendation is to award the bids to the lowest bidders for three years as follows:

Champion Maintenance Services – Municipal Center

SJ Services – Southington High School, DePaolo Middle School, Kennedy Middle School and Derynoski Elementary School

Beginning Date of Project:	July 2017	Ending Date of Project:	June 2020
Funding Sources:	Accounts 32200	Proposed Cost of Project:	\$298,480
		Budgeted Amount	\$299,477

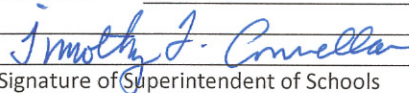

4/17/17

 Signature of Accounting Manager Date

Superintendent's Direction:

Approved As Submitted (release to prospective bidders)
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____

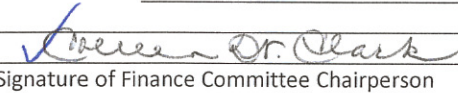

4/17/17

 Signature of Superintendent of Schools Date

Finance Committee's Direction:

Approved As Submitted (release to prospective bidders)
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____


4/20/17

 Signature of Finance Committee Chairperson Date

Board of Education's Direction:

Approved As Submitted (release to prospective bidders)
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____

 Signature of Board of Education Chairperson Date



SOUTHINGTON PUBLIC SCHOOLS

Jennifer Mellitt
Accounting Manager

MEMO

TO: Finance Committee Members
DATE: April 17, 2017
RE: 2018-Bid-01: Contracted Custodial Services Bid Award Recommendation

The Southington Public Schools sought bids for Contracted Custodial Services (2018-Bid-01) at five sites (John Weichsel Municipal Center, Southington High School, DePaolo Middle School, Kennedy Middle School and Derynoski Elementary School). The bid had mandatory walk through dates on March 13 and 14. A total of 12 vendors attended the bid walk throughs led by Mr. Peter Romano. The bids were opened on March 24th with four vendors submitting bids. The bid compilation is attached.

We recommend awarding each location to the lowest bidder. Champion Maintenance Services of Fairfield, CT, was the low bidder for the Municipal Center. S.J. Services of Danvers, MA, was the low bidder for all four school locations. Mr. Romano and I met with both companies to further discuss their bids and to confirm they will be able to perform the cleaning services at the sites being recommended. Based on our meetings and checks of references, Mr. Romano and I support awarding to the low vendors.

A performance bond was also a requirement in this bid. Both companies, if awarded, will provide a performance bond for 100% of the bid price at no additional cost to Southington Public Schools.

CONTRACTED CUSTODIAL SERVICES BID 2018-BID-01
 OPENED MARCH 24, 2017 3:00 PM
 BID COMPILATION

Vendor Name	Municipal Center	Southington High School			DePaolo Middle School			Kennedy Middle School			Derynoski Elementary School			Total
	Year Round	School Year	Summer	HS TOTAL	School Year	Summer	JAD TOTAL	School Year	Summer	JFK TOTAL	School Year	Summer	DES Total	
Capitol Cleaning	23,760.00	153,900.00	42,000.00	195,900.00	38,330.90	13,301.56	51,632.46	38,330.90	13,301.56	51,632.46	47,289.34	10,557.62	57,846.96	380,771.88
Champion Maintenance Services	22,040.00	190,301.00	54,392.00	244,693.00	51,827.00	13,714.00	65,541.00	51,827.00	13,714.00	65,541.00	37,966.00	10,669.00	48,635.00	446,450.00
Performance Environmental	24,577.00	113,500.00	48,444.00	161,944.00	37,000.00	13,800.00	50,800.00	37,000.00	13,800.00	50,800.00	30,700.00	12,100.00	42,800.00	330,921.00
SJ Services	23,600.00	106,470.00	34,210.00	140,680.00	37,980.00	9,400.00	47,380.00	37,980.00	9,400.00	47,380.00	32,200.00	8,800.00	41,000.00	300,040.00

Low Bid Amount	22,040.00	140,680.00	47,380.00	47,380.00	41,000.00	298,480.00
Recommended Vendor - Low Bid	Champion	SJ Services	SJ Services	SJ Services	SJ Services	



SOUTHINGTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: April 20, 2017
RE: YMCA EXPANSION – SOUTH END SCHOOL

The Southington YMCA would like to expand their School-Age Child Care Program to South End Elementary School beginning with the 2017-2018 school year.

Mrs. Erin Nattress, Principal, and I met with representatives from the YMCA to look at the space options in the school. Mrs. Nattress is willing to host the program if the Southington Board of Education approves a lease for the school. She will make alternative space available in her building when the school Drama Club is rehearsing or if there are other conflicts for cafeteria use.

The Finance Committee will need to review the “draft” lease to recommend expansion to the full Board.

DRAFT

AGREEMENT FOR
YMCAs SCHOOL-AGE CHILD CARE PROGRAM
AUGUST 2017 – JUNE 2021

SOUTH END ELEMENTARY SCHOOL – P.M.

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

WITNESSETH

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

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

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

1. The Lessor hereby permits and grants to the YMCAs SACC Program the use of the **South End Elementary School** cafeteria (exclusive of the kitchen area, except for the area where the refrigerator is to be stored and excluding use of the stage and back hall entries), the gymnasium, and one teachers restroom (to be used by adult staff only) and makes available normal ingress and egress to that part of the building. The art room and media/library room will be alternative space made available only when a conflict arises with the use of the cafeteria and gymnasium and with prior approval.

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

The Lessee shall have use of the following:

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

2. This agreement shall be for a period of four (4) years from the start of the school year in August 2017 through the completion of the school year in June 2021. 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 four (4) 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 four (4) year period, they shall either negotiate a five (5) year extension or shall notify the other that the agreement shall terminate at the end of the initial four (4) year period.

For the period of August 2017 through June 2018, the YMCA will reimburse the Board of Education for custodial costs in the amount of \$851.00 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 \$394.00 for P.M. services for electricity, supplies and wear and tear on the building. Reimbursed payments will be made in ten (10) monthly installments of \$1,245.00 for the P.M. program to:

**Southington Board of Education
Sherri-Lin DiNello, Director of Business and Finance
200 North Main 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 at South End Elementary School will be from the close of school until 6:00 p.m. In the event that a child is still on-site at 6:45 p.m., the YMCA will contact the Southington Police. Two staff members will remain on the site with the child until the situation is resolved. Whenever there is early dismissal for inclement weather, or a planned shortened day, that is the hour that the day care begins.

It is understood between the parties that the use of the cafeteria or gymnasium is only during the time period specified in this Agreement and excludes use of the stage and back hall entries. If one area is not available, the lessor will make every effort to provide advance notice to program staff and an alternative space will be made available.

If **South End 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 insured with the following language:

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

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

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

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

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

6. The Lessee will be responsible for any snow removal costs associated with snow plowing that may be necessary on early dismissal or delayed opening 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 it's decision shall be final and binding upon the parties.

Witness: **SOUTHINGTON BOARD OF EDUCATION**

By _____
Timothy F. Connellan, Superintendent
Southington Public Schools

Date: _____

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

By _____
John Myers, Executive Director
Duly authorized

Date: _____

STATE OF CONNECTICUT)
)ss: Southington _____, 2016
COUNTY OF HARTFORD)

Personally appeared, **Timothy F. Connellan, Superintendent of the Southington Public Schools**, signer and sealer of the foregoing instrument and acknowledged the same to be his free act and deed, and the free act and deed of said Southington Board of Education, before me.

Commissioner of the Superior Court
Notary Public
My Commission Expires:

STATE OF CONNECTICUT)
)ss: Southington _____, 2016
COUNTY OF HARTFORD)

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

Commissioner of the Superior Court
Notary Public
My Commission Expires:

Southington Public Schools

200 North Main Street
Southington, CT 06489



To: **DIRECTOR OF BUSINESS & FINANCE**

From: Sherri DiNello

Location: Central Office

Subject: **REQUEST FOR TRANSFER OF FUNDS**

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

	FUND	ACCOUNT NUMBER	NAME OF ACCT.	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM:	10	11135	Tech. Salary	112	2320	500	0006	(\$62,000)
TO:	10	11300	Teacher Salary	111	1123	500	0103	\$62,000
FROM:								
TO:								
FROM:								
TO:								
FROM:								
TO:								

BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

To reallocate funds from Technology Salaries to
Teacher's Salaries to fund Instructional Technology
Coordinator.


Signature: Principal - Administrator

4/20/17
Date

BUSINESS OFFICE USE ONLY

Approved

Denied

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

COMMENTS


Director of Business & Finance

4/20/17
Date

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date April 27, 2017

Decision Requested _____ Agenda Code 9 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 April 27, 2017

Decision Requested _____

Agenda Code 9b

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:

All outstanding work is completed. We are working with the town to verify financials. We will be asking the BOE to accept the school within the next several months to start the state closeout process.

Kennedy & DePaolo Middle School - Renovation/Expansion:

Building construction is completed at both schools.

Other Construction Projects:

District Wide – Entry Card Access System:

Maintenance staff continued installing hardware and pulling cable in preparation for bringing the system on-line after the end of this school year.

District Wide – Interior Painting

Painting of metal components in the SHS stair towers was completed during the April break. The remainder of painting at SHS, HES and DES will be completed after the end of this school year.

Summer Projects:

There are +/-19 projects that the maintenance staff will be addressing over the summer break. I will provide the overview of these projects at the meeting.

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 April 27, 2017

Decision Requested X Agenda Code 10 a

AGENDA REPORTING FORM

Agenda Topic: Diploma for Veterans

Summary of Issue: Local Boards of Education are allowed by law to award a high school diploma to a veteran of the Vietnam Era who left high school prior to graduation to serve in the armed forces and as a result did not receive a diploma.

Background: Steve McCarty, Commander Kiltonic Post No. 72, American Legion requested previously that the Board of Education award a diploma posthumously to two veterans that attended Southington High School who left school before their graduation to serve in Vietnam. These two veterans were killed in action while serving for our country. A diploma was awarded to the families of these two veterans at the Board of Education meeting held on September 22, 2016.

Mr. McCarty requested that the Board of Education award a diploma to Edward DeGumbia who attended Southington High School in 1963 and withdrew on September 8, 1965 to serve in Vietnam. Mr. DeGumbia will attend the Board of Education meeting to receive his diploma.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: April 27, 2017

Ending Date of Program or Project: April 27, 2017

Recommendation or Comment: Award a Southington High School Diploma to Edward DeGumbia



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2017

Decision Requested X Agenda Code 10.b

AGENDA REPORTING FORM

Agenda Topic: Non-Renewal of Interim Teachers and Non-tenured Teachers

Summary of Issue: Each year school districts are required by state statute to notify employees who are scheduled for non-renewal of contracts. The notification must be provided by May 1 of each year. Many times the reason for non-renewal is technical in nature and does not reflect the performance of the employee.

Background: Employees who have been employed during the 2016-2017 school year under the contract status noted below will be recommended for non-renewal for technical reasons:

- √ Interim
- √ Substitute Over 40-days
- √ Initial non-renewable certificate
- √ Non-tenured staff in an area in which a reduction in force is necessary due to lack of funding
- √ Retired teachers eligible for re-employment in certain category, per Teachers Retirement board.
- √ Long Term Substitute
- √ One Year Interim position
- √ Other Non-renewable certificates

Alternative Strategies: _____

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: Move that the contract of individuals discussed in executive session be non-renewed for the 2017-2018 school year.

Kimberly D. Hunt

Signature of Staff Member Submitting Report

Timothy J. Connellan

Signature of Superintendent of Schools

April 27, 2017 Board Meeting

Listing of Non-Renewals with reason for Executive Session and Item 10.b

Audra Sullivan	Interim Teacher – conclusion of assignment (long-term substitute)
Laurie Egan	Interim Psychologist – conclusion of assignment (long-term substitute)
Samantha Smith	Elementary Guidance – conclusion of Grant Funding
Timothy Testerman	Tech Ed - Retired teacher working under TRB regulations
Leonard Fredericks	Earth Science - Retired teacher working under TRB regulations
Gervais Barger	Tech Ed – Retired teacher working under TRB regulations

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 27, 2017

Decision Requested X

Agenda Code 10 c

AGENDA REPORTING FORM

Agenda Topic: Textbook Approvals

Summary of Issue: Textbook selection is part of our curriculum design process. Money is budgeted for the 2016-2017 and 2017-2018 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 April 6, 2017 meeting. The Board will be asked to approve the following proposed textbooks and/or eTexts at the April 27, 2017 meeting.

Mathematics

- *Business Communications, SHS*
- *Advanced Accounting, SHS*
- *Big Ideas Math, Geometry*

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

Funding Source: Budget (1718)

Beginning Date of Program or Project: June/July 2017

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of the Business Communications, Advanced Accounting, and Big Ideas Geometry textbooks that are endorsed by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Recommended Textbook Forms (3)


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Business

Business Communications

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 12/22/16

1. Curriculum Committee or department submitting change: Business

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

3. Proposed Text

a. Title	<u>BCOM Business Communication 8th Edition</u>
b. Author(s) full name(s)	<u>Lehman and Dufrene</u>
c. Publisher (name and location)	<u>Cengage Learning</u>
d. Copyright Date	<u>2017</u>

4. Cost of recommended text: \$75

5. Amount Budgeted: \$1,500

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):

Communication 2000 2nd edition from South-Western Thomson Learning, the current text, is outdated having been published in 2002. While many of the concepts are similar, the content is not relevant to today's 21st century learner. The skills and practice included in this text are also not up to the rigor that students will be expected to meet as they finish their high school careers and move onto college and career.

Department or Committee Members: Teresa Brooks

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.

Business Communication, 2e by Means; South-Western Cengage, 2010
Essentials of Business Communication, 10th edition by Guffey and Loewy; South-Western Cengage, 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 Business Communication book is not up to the standard of this course and would be a more appropriate book for basic skills. The Essentials of Business Communication is a great book, but too costly at almost \$200 each. The BCOM 8 book we are recommending follows a similar sequence and includes similar activities for students to practice communication skills with.

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

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

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

EVALUATION OF PROPOSED TEXT – PART B

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

1 = Little or No Extent

2 = To Some Extent

3 = Great Extent

N/A = Not Applicable

OBJECTIVES AND CONTENT

	<u>1</u>	<u>2</u>	<u>3</u>	<u>N/A</u>
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 state objectives using definitions and relevant examples and exercises. Online resources reinforce learning that takes place in the classroom. Real world applications are highlighted in each chapter.

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 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: Debbie DuFrene is a professor of Business Communication at Stephen F. Austin State University. Carol Lehman is a professor of Management at Mississippi State University. The binding of the book is a soft cover, but these will serve as classroom copies that students won't have as much opportunity to ruin in bags or lockers. They will have access to an online version to use at home.

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: Most of the resources for this text are online, including projects, tests and quizzes for assessment. There are also simulations for students to practice skills with and individual chapter review guides at the back of the book. There is not a workbook, but activities are online to further support learning.

TREATMENT OF SENSITIVE AREAS

1 2 3 N/A

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

Comments: The book is intended to teach global business communication and as such provides examples and presents information and skills to help students understand the multi-ethnic nature of our society. There is a section specifically on bias and avoiding gender, racial, and other biases in our society in communication.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: BCOM 8

Author(s): Lehman and Dufrene

Copyright: 2017 Publisher: Cengage Learning

Business

Class: Communications 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*: The text provides a comprehensive explanation of business communication skills and concepts. It provides current examples and simulations for students to practice skills.

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 chapter begins with a reference to the previous chapter in order to help students build on past knowledge and skills learned and practiced.

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. Topics are further detailed by providing images that show students examples of good versus poor communication.

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: There is a recap at the end of each chapter along with study tools that show students where to get more information in the form of review card, key term flashcards, quizzes, and interactive content.

Readability Report

Textbook: BCOM8

Flesch Reading Ease – 38.7

Flesch-Kincaid Grade Level – 12

From the communicator's point of view, details that support a refusal are very important. If the supporting details are understood and believed, the message might be readily accepted and good business relationships preserved. Because the reasons behind the bad news are so important, the communicator needs to organize the message in such a way as to emphasize the reasons.

The chances of getting your audience to understand the reasons are much better before the bad news is presented than after the bad news is presented. If the bad news precedes the reasons, the message might be discarded before this important portion is even read, or the disappointment experienced when reading the bad news might interfere with your audience's ability to comprehend or accept the supporting explanation.

Business
Advanced Accounting

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 03/07/17

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* Financial and Managerial Accounting (17th Edition- Hardcover)
 - b. *Author(s) full name(s)* Williams, Haka, Bettner & Carcello
 - c. *Publisher (name and location)* McGraw-Hill Education
 - d. *Copyright Date* 2015
4. Cost of recommended text: \$0 - Tunxis is paying for entire cost through a grant - Texts retail over \$300/each (likely \$200 if bought 30 copies)
5. Amount Budgeted: \$0
6. Number of student copies to be purchased: 30
7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

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

Our current textbook (Accounting-Advanced Course-Glencoe) is 10 years old and nearly all of the bindings are falling apart. This past fall, Tunxis approached us about purchasing new textbooks for us in order to align our curriculum for this course to their Principles of Financial Accounting (ACC113) course and qualify for dual high school/college credits. They were able to secure grant money for this, providing a full set of classroom texts for the class, including all teacher resources to us at no cost. The proposed textbook is not only a college-level text (to go along with a college-credited course) but is much more relevant and concise in content and offers a broader base of topics to choose from since Tunxis agreed to purchase a text that also contained the combined Managerial Accounting chapters as well (beyond what Tunxis currently uses). This will allow our Advanced Accounting students to "go beyond" the minimum college requirements in our yearlong, honors-level course.

Department or Committee Members: Pete Chrzanowski

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.

No, I did however obtain an older edition and look over thoroughly. I currently teach accounting as an adjunct at Tunxis and have worked with several other Financial Accounting textbooks over the last few years.

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

In order to obtain the college credit articulation with Tunxis, we have to switch to their approved textbook as the course and its content/expectations are to mimic those of the college course to the extent possible.

- 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.

The Flesch Kincaid Grade level is appropriate for this college textbook. The textbook will only be used for this particular class which is honors-level and is typically populated with students that perform well in school. There is a technical aspect of the language, which my students have already had and are familiar with from taking Accounting I and Accounting II. I reviewed the textbook thoroughly and believe it is appropriate for the level student enrolled in this class. To ensure, I had each student in my current class look over the textbook and provide feedback. All felt confident that they could learn from the text and were excited about using an actual college text that was current and relevant. In addition, I will be able to go at a much slower pace if necessary than the typical college course to ensure comprehension due to the full year time frame of course which provides much more contact time with students than in a typical semester-long college course.

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 checked="" type="checkbox"/>	<input 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: Like all accounting textbooks, this one is organized and very structured but can be "dry" in content to an outside reader not taking the course. It is a very typical Financial Accounting, college textbook but has the advantage of being very up to date with its supplemental learning resources.

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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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: All four authors are college accounting professors with extensive career backgrounds in the field and are published in widely respected industry journals. Typeface can be a bit small but is consistent with most business, college textbooks.

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 checked="" type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Tunxis will also be paying for all the accompanying teacher resources such as test bank, PowerPoints, Teaching Guides etc. This will be essential since the online rights to the hardcover that accompanies the book expires after one year and the instructor will have to rely on "hard copies" or digital files for assessment after the first year or released material from past editions.

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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | To what extent are all sides of a controversial issue treated fairly and objectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: The textbook is not heavy in illustrations other than graphical/visual support of accounting concepts. However, the images depicted from the business/economic world are multi-ethnic and representative of the current corporate culture. The text does not address social controversies but has limited examination of current business ethics.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Financial and Managerial Accounting (17th Edition- Hardcover)
 Author(s): Williams, Haka, Bettner & Carcell
 Copyright: 2015 Publisher: McGraw Hill Education
 Class: Advanced Accounting 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 - in beginning, at end topics change rather than get progressively harder.
	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?	Sometimes
	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, once familiar with the organization of the chapter. Close readings required at times.

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, when introducing a new concept but often builds upon past ideas.
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Sometimes due to fact that ideas often take more than paragraph to explain.
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?	Sometimes (can also be just for visual appeal or add to background industry information.
Organizing the Information	Are there special appendices to provide students with additional reference materials?	Yes - including online
	Is there a logical arrangement of text so students can easily take notes?	Yes - headings and boldface type provided throughout.
	Are signal words provided to indicate how ideas in the section are related to one another?	N/A
	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 - topic switching occurs with new headings or chapters but not until current ideas explained with paragraph(s).

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?	N/A
	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 - topic switching occurs with new headings or chapters but not until current ideas explained with paragraph(s).
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 - including sample calculations, entries and examples.
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes - but a lot of information is given. Students will be consistently be asked to make connections back to prior knowledge.

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?	Sometimes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes - though class will focus mainly on activities/problems rather than concepts (activities themselves reinforce concepts).
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes- as well as supplemental learning aides provided by publisher and instructor.
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes - However, not much of a "writing course". Focus in analytical and calculation in foundation.

Teacher comments on *Post-Reading* components of text: _____

Readability Report

Textbook	Financial and Managerial Accounting (17th Edition)
Flesch Reading Ease	35.8
Flesch-Kincaid Grade Level	12.9

Insert text here:

Corporate bonds, like capital stocks, are traded daily on organized securities exchanges, such as the *New York bond Exchange*. The holders of a 25-year bond issue need not wait 25 years to convert their investments into cash. By placing a telephone call to a broker, an investor may sell bonds within a matter of minutes at the going market price. This quality of liquidity is one of the most attractive features of an investment in corporate bonds.

Bond prices are quoted as a percentage of their face value or maturity value, which is usually \$1,000. The maturity value is the amount the issuing company must pay to redeem the bond at the date it matures (becomes due). A \$1,000 bond quoted at 102 would therefore have a market price of \$1,020 (102 percent of \$1,000). Bond prices are quoted at the nearest one-eighth of a percentage point. The following line from the financial page of a daily newspaper summarizes the previous day's trading in bond o Sears, Roebuck & Company.

A merchandising company buys its inventory in a ready-to-sell condition. Therefore, its cost of goods is mostly composed of the purchase price of the products it sells. A manufacturing company, however, produces the goods that it sells. As a consequence, its cost of goods sold consists of various manufacturing costs, including the cost of materials, wages earned by production workers, and a variety of other costs relating to the operation of a production facility.

Manufacturing costs resulting from bottling activities include only the direct materials, direct labor, and overhead charged to the Bottling Department. For RainTree's Bottling Department, these costs total \$425,000, or \$0.0425 per unit (\$425,000 divided by 10 million bottles produced).

One function of the production cost report is to trace the physical flow of equivalent units during the period. Notice that the arrows on the side of column 1 show that physical flow is accounted for by identifying both the physical inputs and outputs during the period. This tells management that all inflows during the period are accounted for by matching outflows.

Mathematics

Big Ideas Math ~ Geometry

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 3/1/17

1. Curriculum Committee or department submitting change: Southington High School Math Department

2. Grade levels and high school course(s) in which text will be used: Geometry (CP, CPP, and Honors)

3. Proposed Text

a. Title	<u>Geometry - Big Ideas Math</u>
b. Author(s) full name(s)	<u>Ron Larson and Laurie Boswell</u>
c. Publisher (name and location)	<u>Big Ideas Learning - Erie, PA</u>
d. Copyright Date	<u>2015</u>

4. Cost of recommended text: \$100

5. Amount Budgeted: \$58,500

6. Number of student copies to be purchased: 560

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 Geometry textbook is a 2007 copyright. Therefore it does not reflect the changes found in the CCSS, nor does it have assessment resources that are aligned to the new SAT. Furthermore, many of the current textbooks are in very poor physical condition.

Department or Committee Members: SHS Math Department

Approvals:

Robert Lasbury (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.

- 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 textbook is also closely aligned with our school curriculum. As well, there are a number of digital resources available for teacher use, including instructional resources and online assessments.

Note: The Big Ideas Algebra I textbook is currently utilized within our Algebra I courses at SHS. This textbook is a continuation of the series. As well, the Geometry textbook is currently being piloted in one section of classes at SHS.

- 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: Each section of the text begins with the CCSS being addressed as well as an Essential Question. It provides an Exploration activity for students, and then defines key vocabulary with illustrated examples. Problems for practice offer a diverse range of thinking skills from application to analysis to modeling real world problems using math.

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: Ron Larson is considered to be one of the foremost authors of Mathematics textbooks. In fact, he was a co-author of the textbook that is being replaced.

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 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 type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The are a number of teacher resources including both print and digital. In fact, teachers will be able to assign both informal (ex. Homework) and formal (ex. quizzes) online assements which will allow for immediate feedback on student performance.

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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Geometry - Big Ideas Math
 Author(s): Ron Larson and Laurie Boswell
 Copyright: 2015 Publisher: Big Ideas Learning
 Class: Geometry Grade(s): 9 -10

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 content of the text is closely aligned with our Geometry curriculum.

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 chapter begins with a set of examples for Maintaining Mathematical Proficiency, as well as references to real world relationships connected to the math to be covered. Each section lists the standards to be addressed, objectives to be covered, as well as Essential Questions to help guide their thinking.

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: Key vocabulary words are highlighted and contain illustrated examples to support understanding.

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: Each section contains monitoring progress questions. Additionally, between every 2-3 sections of a chapter, there Study Skills quizzes for students to monitor their own progress.

Readability Report

Textbook: Big Ideas Geometry

Flesch Reading Ease – 66.7

Flesch-Kincaid Grade Level – 6.8

Advertising slogans such as “Buy these shoes! They will make you a better athlete!” often imply conditional statements. Find an advertisement or write your own slogan. Then write it as a conditional statement. p. 74

Making an Argument: Your friend claims that because you can find the distance from a point to a line, you should be able to find the distance between any two lines. Is your friend correct? Explain your reasoning. p. 153

The Bermuda Triangle is a region in the Atlantic Ocean in which many ships and planes have mysteriously disappeared. The vertices are Miami, San Juan, and Bermuda. Use the Internet or some other resource to find the side lengths, the perimeter, and the area of this triangle (in miles). Then create a congruent triangle on land using cities as vertices. p. 282

You are visiting the Unisphere at Flushing Meadows Corona Park in New York. To estimate the height of the stainless steel model of the earth, you place a mirror on the ground and stand where you can see the top of the model in the mirror. Use the diagram to estimate the height of the model. Explain why this method works. p. 457

Abstract Reasoning The circle graph shows the percentages of students enrolled in fall sports at a high school. Is it possible to find the measure of each minor arc? If so, find the measure of each category shown. If not, explain why it is not possible. p.543

The outermost edges of the pattern shown form a square. If you know the dimensions of the outer square, is it possible to compute the total colored area? The binomial distribution shows the results of a binomial experiment. Your friend claims the probability p of a success must be greater than the probability $1 - p$ of a failure. Is your friend correct? Explain your reasoning. p. 712