

## Southington Board of Education Meeting

Thursday, December 12, 2019 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street

Southington, CT 06489



### SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session
  - a. Student Matters
  - b. Transportation Contract
  - c. UPSEU Wages
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Celebration of Excellence
  - a. Connecticut Association of Public School Superintendents Superintendent / Student Award Recognition 2019-2020 Kelly Bergland & Caleb Richert ~ Grade 12
  - b. Board Recognition ~ Lisa Cammuso for Outstanding Leadership and Dedication to the Southington Board of Education 11/2017 ~ 11/2019
6. Approval of Minutes ~ November 14, 2019
7. Public Communications
  - a. Communications from Public
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Student Representatives
8. Superintendent's Report
  - a. Personnel Report
9. Old Business
  - a. Capital Improvement Plan 2020-21 to 2024-25 ~ Second Reading
  - b. ELA - Grades 7 & 8 Curriculum ~ Second Reading
  - c. Town Government Communications
10. New Business
  - a. Special Education Continuum of Services Presentation
  - b. Technology Presentation
  - c. Proposed 2020-2021 School Calendar ~ First Reading
  - d. Related Services Assistant Positions Proposed
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](http://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**

**NOVEMBER 14, 2019**

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The regular meeting of the Southington Board of Education (Committee of the Whole – Operations) was held on Thursday, November 14, 2019 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

#### **1. CALL TO ORDER**

Mr. Connellan, Superintendent of Schools, called the meeting to order at 7:00 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Derynoski, Mr. David Falvo, and Mr. Zaya Oshana.

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

Student Representatives present were Trevor Messina, Brett Sheldrick and Amrit Kaur.

#### **2. PLEDGE OF ALLEGIANCE**

The Student Representatives led in reciting the Pledge of Allegiance.

#### **3. SWEARING IN OF THE BOARD MEMBERS BY THE TOWN CLERK**

Mr. Connellan turned the meeting over to Mrs. Kathy Larkin, Southington Town Clerk, who conducted the swearing in ceremony and administered the oath of affirmation to the Board.

#### **4. ELECTION OF THE BOARD OFFICERS**

Mr. Connellan called for nominations for the Chairperson of the Board of Education. Mr. Baczewski nominated Mrs. Carmody as Chairperson. There were no other nominations.

ROLL CALL VOTE: YES: Mr. Baczewski, Mr. Brown, Mr. Chrzanowski, Mrs. Cipriano, Mrs. Clark, Mr. Derynoski, Mr. Falvo, Mr. Oshana, and Mrs. Carmody.

**Mrs. Carmody was unanimously elected Chairperson of the Board of Education.**

Mrs. Carmody took over the meeting and requested nominations for the position of Board Vice Chairperson. Mrs. Clark nominated Mr. Baczewski. There were no other nominations.

ROLL CALL VOTE: YES: Mr. Brown, Mr. Chrzanowski, Mrs. Cipriano, Mrs. Clark, Mr. Derynoski, Mr. Falvo, Mr. Oshana, Mrs. Carmody, and Mr. Baczewski.

**Mr. Baczewski was unanimously elected Vice Chairperson of the Board of Education.**

Mrs. Carmody requested nominations for the position of Board Secretary. Mrs. Cipriano nominated Mrs. Clark. There were no other nominations.

ROLL CALL VOTE: YES: Mr. Baczewski, Mr. Brown, Mr. Chrzanowski, Mrs. Cipriano, Mrs. Clark, Mr. Derynoski, Mr. Falvo, Mr. Oshana, and Mrs. Carmody.

**Mrs. Clark was unanimously elected Secretary of the Board of Education.**

Mrs. Carmody congratulated all the Board members and began the process of naming the committees. She reminded the Board members to work through the Superintendent and Assistant Superintendent with questions and to copy her with any emails and correspondence pertaining to specific areas.

**Board of Education Committees:**

Policy & Personnel: Mrs. Clark, Chairperson; Mr. Oshana, Mr. Falvo, Mr. Derynoski

Finance Committee: Mr. Oshana, Chairperson; Mrs. Clark, Mr. Chrzanowski, Mr. Baczewski

Curriculum & Instruction: Mr. Brown, Chairperson; Mrs. Cipriano, Mrs. Carmody

Middle School Sports/Activities: Mr. Oshana, Mr. Falvo

**Town Committees:**

Self-Insurance: Mrs. Clark, Mr. Oshana, Mr. Chrzanowski, Mrs. Sherri DiNello (Ex-Officio)

Ordinance Review: Mr. Falvo, Mr. Oshana

SEED: Mrs. Carmody

**Board Liaison/Representative:**

CREC Council: Mr. Brown

CABE Liaison: Mr. Brown

STEPS Liaison: Mrs. Cipriano

High School Business Advisory: Mr. Oshana, Mrs. Carmody

High School Manufacturing/Technology Advisory: Mr. Derynoski, Mr. Chrzanowski

**5. APPROVAL OF MINUTES ~ October 24, 2019**

**MOTION:** by Mr. Brown, seconded by Mr. Oshana:

“Move to approve the regular Board of Education minutes of October 24, 2019, as submitted.”

**Motion carried unanimously by voice vote.**

**6. APPROVAL OF MINUTES OF SPECIAL MEETING ~ October 22, 2019**

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

**“Move to approve the Special Board of Education minutes of October 22, 2019, as submitted.”**

**Motion carried unanimously by voice vote.**

## **7. COMMUNICATIONS**

### **a. Communications from Audience**

There was no communication from the public.

### **b. Communications from Board of Education**

Board members discussed the following:

- Mr. Brown congratulated all the Board members elected to serve on the Board of Education and looked forward to working together to support the teachers in educating the students the best way possible.
- Mr. Brown announced the Wall of Honor honorees: Sandy and Dr. Gino Brino, who started the CyberKnights Robotics Team that had finished in the top five in the entire world; Cara Belvin, Founder and Executive Director, who started a national organization named “empowerHER” for girls that have lost their mothers; Rob Dibble who is a nationally known radio broadcaster and former major league baseball pitcher. The ceremony will be held on April 22, 2019 at the high school. The Southington World War II casualties to be honored this year are: Lawrence Bowers, Roger Jurglewicz, Harold Limmer, and Paul Reussner.
- Mr. Brown reported that the Social Justice Committee met, and that they were working on plans to deal with these issues.
- Mr. Derynoski reported that the Kennedy Middle School Career Day was held on Friday, November 15 and that the first Tech Ed Advisory Committee meeting was held early in the morning on November 14 at the high school. DePaolo Middle School will hold their Career Day on March 6, 2019 and they are looking for people to participate.
- Mr. Derynoski announced that former Board of Education Student Representative, Leon Peschel, who graduated from UConn and Harvard Law School, passed the Bar and will be sworn in as a lawyer in Boston.
- Mr. Oshana addressed Veterans Day and the excellent partnership that the Board has with the Town Veterans Committee whose members speak at our schools.

Mrs. Carmody called for a moment of silence in memory of Elizabeth Rimkie, who was a special education teacher at Thalberg and Strong Schools and recently passed away, and for two students in California who were recently killed in a school shooting. Mr. Oshana noted that this has become so commonplace now and thanked the administration for what is being done in Southington to protect and keep our students and schools safe, which is an ongoing process. Mr. Connellan noted that the next Interagency Committee meeting for student safety will be held next week with the schools, police and fire departments and the Southington YMCA.

### **c. Communication from Administration**

Administration reported on the following:

1. SHS Roof Replacement: Mr. Connellan reported that the referendum was passed for \$2.6 million and the cost, not including cost for bonding, was \$1.8 million, with the project finishing on time and under budget. He thanked Mr. Romano and the building committee for making this happen.
2. Farm to Table: Mrs. DiNello shared that the DePaolo Middle School students took a field trip to LEAF (Lewis Educational Agricultural Farm) to learn about the farm and picked vegetables that were used by the Food Service program and served to students. She reported that Wednesday, November 13 was “National Kindness Day” and that a gentleman, who did not want recognition, went to the Food Service Office at Derynoski School and wrote a generous check as an act of kindness to pay off all the outstanding balances for students’ district-wide who owed money on their meal accounts. Mrs. Carmody requested Mrs. DiNello to give her the name of the gentleman so she could write a thank you note on behalf of the Board.
3. Southington Education Foundation (SEF) Recognitions: Mr. Connellan reported that on December 3, 2019 the SEF will hold their recognition for grant recipients at SoCCA (Southington Community Cultural Arts). Recipients awarded grants are: Jessica Monson for the high school STELLAR Program, Kara Sievel for “Fund for Teachers” grant, and the district Emotional Intelligence Team (EI) was awarded a grant to support the continued roll-out for Emotional Intelligence.
4. Connecticut Association of Prevention Professionals: Mr. Connellan reported that this organization presented Bill Palmieri, Chris Palmieri and Denise Sicotte an award for their involvement with the STEPS Coalition, which has been recognized state-wide, and that Kelly Leppard was named as the Prevention Professional of the Year.
5. Southington Public Schools Coalition for Social Justice: Mr. Madancy reported that Trevor Messina and other high school students, Mrs. Tina Riccio, and partners from CREC will be presenting at the CABE/CAPPS Conference on Saturday, November 16, to share some of the work that is being done at Southington High School to raise racial awareness and other work that the students and the school district had done regarding issues.

#### **d. Communication from Students Representatives**

Trevor Messina reported on the following:

- The SHS Marching Band placed second in the nation for the second time in a row and will perform their last performance on Friday night at the football game.
- The Veteran’s Day Concert was held on Wednesday, November 13, 2019 and honored the American Legion that celebrated 100 years of service this month.
- On December 6 and 7, the high school will be presenting their fall play “Love Sick” and Trevor was a student director of one of the vignettes.
- Homecoming is Friday, November 22, 2019 with all the tickets sold out.

Brett Sheldrick reported on the following:

- A Pep Rally will be held on Thursday, November 21.
- Wednesday, November 20, the annual Southington/Cheshire Football Luncheon will be held.
- Wednesday, November 20, “School 101” will be held for incoming ninth grade parents.
- Tuesday, November 26, ALTA will hold their Thanksgiving Luncheon.

Amrit Kaur reported on the following:

- Teacher/Parent Conferences were held on Thursday, November 14 at SHS.

- The Girls Volleyball States game will be held against Trumbull.
- During the football half-time on Friday, November 15, the Girls Softball Team will receive their rings for winning last year.
- Thursday, November 28, the Southington/Cheshire Football game will be held at Cheshire.
- The Girls Soccer Team won against Amity today and will play again on Saturday.

## 8. COMMITTEE REPORTS

### a. Curriculum & Instruction Committee Meeting ~ October 28, 2019

Mrs. Carmody reported that Stephanie Lawlor, District ELA Coordinator, presented new units of study in reading for grades 7 and 8 and John Duffy, District Science Coordinator, presented a new course "Forensics I"; a revised course, AP Physics I, which replaces the current Honors Physics; and a proposal to collapse levels in certain science courses. The two presenters spoke to the committee in detail about the changes to their curriculum areas. A letter will be sent to parents of students in grades 7 and 8 informing them of what the new reading units are about that within the new textbooks that address difficult issues.

## 9. REPORT OF THE SUPERINTENDENT

### a. Personnel Report

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

**"Move to approve the Personnel Report, as presented."**

**Motion carried unanimously by voice vote.**

## 10. OLD BUSINESS

### a. Town Government Communications

There were no Town Government Communications.

Mr. Connellan reported that he, Mr. Madancy and Mrs. DiNello attended the Town Board of Finance meeting where the Board of Finance discussed providing guidance for the budget development process on expenditures versus guidance on the entire budget and the impact on the mill rate. The committee decided to provide guidance on the total municipal budget based on the impact on the mill rate. The Board of Finance would like to see the budgets developed and come in so the total impact on the mill rate is no more than one and one-half percent (1½%), which is a .46 mill increase. The discussion was on guidance, not a mandate. Per state statute, the administrative leadership team will provide a budget that meets the needs of the school district. The Board of Finance approved the list for the carry forward money. The parking lot expansion at the high school will be funded with the help of the general government funds. Mr. Connellan added that the areas to be carpeted at the high school, such as the band room, were incorporated into the list. Mr. Connellan was encouraged because the discussions were respectful and that he and Mr. Mark Sciota, Town Manager, and other Board Chairs are united in saying that the money all comes from one place and they try to do the best for the community.

**11. NEW BUSINESS****a. Capital Improvement Plan 2020-21 to 2024-25 ~ First Reading**

Mrs. Carmody thanked Mr. Peter Romano, Director of Operations, who is in charge of the buildings and maintenance, Mrs. DiNello and Mrs. Jennifer Mellitt, Accounting Manager, for the wonderful job of putting together the Capital Improvement Plan. At the next Board meeting, the Board would discuss the Capital Plan in detail for approval. She asked the Board members to direct any questions to central office administrators and to copy her. Mr. Derynoski noted that the pages were not identified by number and addressed the Athletic Facility Projects and retrofitting the stadium lights to LED. He questioned if the utility company was contacted about rebates. Mr. Derynoski noted the updates to the softball field and questioned if this addressed the Title IX Report. Mr. Connellan responded that it did address equity between the boys' baseball and girls' softball teams. Mrs. DiNello introduced Mrs. Jennifer Mellitt, who was in the audience, to the new Board members. Mr. Connellan addressed the auditorium sound system replacement and auditorium sound field system on the Capital Plan.

**b. ELA – Grades 7 & 8 Curriculum ~ First Reading**

Mr. Madancy stated that the reason they do not post the entire curriculum online is because it is proprietary and what the Board had in their packet were the overviews for each of the units. The full spiral-bound books, per grade level, could be provided to his office if any Board members would like to review them.

**12. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 7:50 p.m.

Respectfully submitted,  
*Linda Blanchard*  
Recording Secretary

**Board of Education**

**Administrative Report**

**December 12, 2019**



- 1. STELLAR Collaboration with “Paul Gregory’s”**
- 2. SPS - Chamber of Commerce Collaboration – “Training for Tomorrow Program”**
- 3. SPS Coalition for Social Justice – State Education Resource Center (SERC) Board of Directors**
- 4. SPS Collaboration - Community Foundation of Greater New Britain**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date December 12, 2019

Decision Requested X Agenda Code 8 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2019-2020 school year. This report includes activity for the month of November 2019.

**Background:** The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.


**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 Board of Education approve the Personnel Report as submitted by the human resource department.

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

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

**Included:**

1. Personnel Report

**Personnel Report  
November 2019**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
Class	Lawson, Jill	Paraeducator	JFK	27.50	November 6, 2019	N/A	\$17.03
Class	Munn, Margaret	Paraeducator	FES	27.50	November 19, 2019	N/A	\$17.03
Class	Oliva, Tianna	Paraeducator	DES	27.50	November 6, 2019	N/A	\$17.03
Class	Spirtt, Christine	Paraeducator	SES	27.50	November 13, 2019	N/A	\$17.03
Class	Triompo, Matthew	Paraeducator	SHS	18.75	November 19, 2019	N/A	\$17.03

**RESIGNATIONS**

<b>Cert</b>	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
Class	DiNicola, Deborah	Lit and Math Tutor	DES/FES	November 9, 2019	1	Resign
Class	Donohue, Margaret	EL Tutor	SHS	November 15, 2019	13	Retire
Class	Plotkin, Laura	Paraeducator	DES	November 16, 2019	3 mo	Resign
Class	Rasmus, Ashley	Paraeducator	HES	November 13, 2019	3 mo	Resign
Class	Romanski, Kimberly	Paraeducator	JAD	November 5, 2019	6	Resign
Class	Rousseau, Cassandra	Paraeducator	DES	November 23, 2019	4	Resign

**ASSIGNMENT CHANGE**

<b>NAME</b>	<b>FROM (PREVIOUS ASSIGN)</b>		<b>TO (NEW ASSIGN)</b>		
	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>
Brown, Dawn	Paraeducator/HES	1.0	Paraeducator/TES	1.0	November 14, 2019
Dickau, Dawn	Paraeducator/JFK	.80	Paraeducator/HES	1.0	November 12, 2019

**TRANSFERS**

<b>CERT NAME</b>	<b>FROM (PREVIOUS ASSIGN)</b>		<b>TO (NEW ASSIGN)</b>		
	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>

\*None to report.

**UNPAID LEAVE OF ABSENCE**

\*None to report.

**COACHING / STIPENDS**

*Coaching Stipends*

\*None to report.

*MS/HS Stipends*

Brown, Sarah      JFK, Lego League Advisor

BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT

Informational Only \_\_\_\_\_ Board Meeting Date December 12, 2019

Decision Requested X Agenda Code 9.a

**AGENDA REPORTING FORM**

**Agenda Topic:** Capital Improvement Plan 2020-21 to 2024-2025 ~ Second Reading

**Summary of Issue:** The proposed Capital Improvement Plan calls for \$5,029,622 in capital projects in 2020-21 and \$6,637,455 over the next four years for a total of \$11,667,077. The pages that were revised after the November 12th first reading are attached as Attachment 2. The full version of the Capital Plan shown in Attachment 1 is submitted for Board approval.

**Background:** The Board prepares an updated five-year Capital Improvement Plan each year. Our requests are then combined with the town into a long-term Capital Improvement Plan presentation.

**Alternative Strategies:** Modify plan as proposed.

**Cost (if applicable):** 2020-2021 - \$ 5,029,622  
2021-2025 - \$ 6,637,455  
\$11,667,077 **Funding Source:** To Be Determined

**Beginning Date of Program or Project:** July 1, 2020

**Ending Date of Program or Project:** June 30, 2025

**Recommendation or Comment:** Move to approve the Capital Improvement Plan 2020-21 to 2024-2025 as presented by administration.

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

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

Titles of Attachments:

1. Proposed Capital Improvement Plan by Project Type 2020-2025
2. Pages Revised after November's First Reading



**SOUTHINGTON PUBLIC SCHOOLS**

**Capital Improvement Plan  
Five-Year Projection  
2020/21 to 2024/25**

## INTRODUCTION

This document represents the Capital Improvement Plan developed for the Southington Public School district. This document is a fiscal and planning tool that provides a five-year coordinated sequence for carrying out the proposed projects.

This document was revised to conform to the request of the Town of Southington that projects must:

- ❖ have a five year life;
- ❖ be over \$50,000; and
- ❖ not be considered maintenance.

The Capital Improvement Plan document is divided into two sections described below:

Summary: The items in the summary are listed alphabetically by project. The summary provides a matrix of the requests included in the Capital Improvement Plan.

Detail: This section provides a description of each of the requests included in the Capital Improvement Plan. The format was requested by the Town Finance Director so that she can combine the projects requested by the Town and Board of Education into one document.

**Southington Board of Education  
Proposed Capital Improvement Projects  
Five Year Plan - By Project  
2020/21 THROUGH 2024/25**

Site	Project Type / Description	Year of Request	2020/21	2021/22	2022/23	2023/24	2024/25	Total Request - Five Years
<b>Air Conditioning - Elementary</b>		Pending	<b>TBD</b>					<b>TBD</b>
<b>Athletic Facility Projects</b>								
SHS	Updates to Softball Field - Estimated	2019/20	65,000					65,000
SHS	Repair Concrete Flooring in Fitness Center & Install New Rubber Mat Flooring	2019/20	63,416					63,416
SHS	Fitness Center Equipment Replacement	2018/19		82,668				82,668
SHS	Retrofit Turf Stadium Lights to LED	2018/19		110,250				110,250
SHS	Renovate Existing Tennis Courts	2018/19			432,600			432,600
SHS	Replace Bleachers on Turf Field	2018/19					TBD	TBD
SHS	Other Athletic Facility Plan Projects	Pending					TBD	TBD
	Subtotal		128,416	192,918	432,600	-	TBD	753,934
<b>Auditorium Sound System Project</b>								
SHS	Auditorium Sound System Replacement	2019/20	118,090					118,090
	Subtotal		118,090	-	-	-		118,090
<b>Masonry Project - Exterior</b>								
SHS	Silicon/Sealing Masonry, pricing updated 2019/20	2008/09		135,000				135,000
	Subtotal		-	135,000	-	-		135,000
<b>Paving Projects</b>								
SHS	Parking Lot Expansion, revised 2017/18	2007/08	217,390					217,390
SHS	Rear Parking Lots and Driveways Excluding Ag Sci Area, Revised 2018-19	2017/18		249,790				249,790
SES	Parking Lot Expansion	2014/15				81,485		81,485
HES	Reconstruct Paved Playground for Parking	2008/09					130,460	130,460
	Subtotal		217,390	249,790	-	81,485	130,460	679,125
<b>Roofing Projects</b>								
SHS	Replace 1995 Built-Up Roofing, 120,857 SF	2017/18	4,442,726					4,442,726
HES	Replace 1996 Roofing, 27,000 SF	2017/18		1,010,571				1,010,571
	Subtotal		4,442,726	1,010,571	-	-		5,453,297
<b>School Safety Improvement Projects</b>								
SYS	Elementary Security Camera System Upgrades	2018/19	TBD					TBD
SYS	Redesign Elementary and High School Entryways	2018/19	TBD					TBD
	Subtotal		TBD	-	-	-		TBD
<b>Underground Oil Tank Removals</b>								
SYS	Underground Oil Tanks - Removal (5) & Replacement (3)	2019/20	123,000		333,000			456,000
	Subtotal		123,000	-	333,000	-	-	456,000
<b>Subtotal Board of Education Capital Improvement Plan</b>			<b>5,029,622</b>	<b>1,588,279</b>	<b>765,600</b>	<b>81,485</b>	<b>130,460</b>	<b>7,595,446</b>

**Southington Board of Education  
Proposed Capital Improvement Projects  
Five Year Plan - By Project  
2020/21 THROUGH 2024/25**

Site	Project Type / Description	Year of Request	2020/21	2021/22	2022/23	2023/24	2024/25	Total Request - Five Years
<b>Phase III: Derynoski, Flanders, &amp; Kelley Building Projects</b>								
D/F/K	Phase III Building Renovation Project	2018/19			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
<b>Bleacher Replacement Project</b>								
DES	Gymnasium Bleacher Replacement	2001/02			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
<b>Fire Alarm System Replacement Projects</b>								
KES	Install Updated Fire Alarm System	2014/15			181,800			181,800
FES	Install Updated Fire Alarm System	2008/09			181,800			181,800
	Subtotal		-	-	363,600	-	-	363,600
<b>Paving Projects</b>								
DES	Playground and Pyne Center Rear Parking, Revised 2018/19	2006/07			878,900			878,900
FES	Parking Lot Expansion	2008/09			326,066			326,066
KES	Parking Lot Expansion	1998/99			293,520			293,520
	Subtotal		-	-	1,498,486	-	-	1,498,486
<b>Roofing Projects</b>								
DES	Replace Built-Up and Shingle Roofing, 87,856 SF	2018/19				2,011,755		2,011,755
	Subtotal		-	-	-	2,011,755	-	2,011,755
<b>School Fixture Replacement Projects</b>								
FES	Lavatory & Classroom Fixtures	2008/09			64,720			64,720
KES	Lavatory & Classroom Fixtures	2008/09			64,720			64,720
	Subtotal		-	-	129,440	-	-	129,440
<b>Window Replacement Project</b>								
DES	Cafeteria Window Wall	2008/09			68,350			68,350
	Subtotal		-	-	68,350	-	-	68,350
<b>Subtotal Phase III: Derynoski, Flanders &amp; Kelley Building Projects</b>			-	-	<b>2,059,876</b>	<b>2,011,755</b>	-	<b>4,071,631</b>
<b>Grand Total Board of Education Capital Improvement Plan</b>			<b>5,029,622</b>	<b>1,588,279</b>	<b>2,825,476</b>	<b>2,093,240</b>	<b>130,460</b>	<b>11,667,077</b>

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> AIR CONDITIONING - ELEMENTARY SCHOOLS
	<b>FISCAL YEAR PROPOSED:</b> TBD

**DESCRIPTION:**

The Board of Education Administrators are developing a plan to provide air conditioning or cooling stations at the Elementary Schools.  
The pricing and scope of this project have not yet been determined.

**PROJECT COST:** TBD

**TOWN OF SOUTHTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> ATHLETIC FACILITY PROJECTS
	<b>FISCAL YEAR PROPOSED:</b> 2020/21 Through 2024/25

**DESCRIPTION:**

**2020/21**  
**Updates to SHS Softball Field - Estimated**  
 The State Department of Education Civil Rights Facility Review Report of Southington High School indicated a number of areas that required code updates in order to comply with Title IV of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Administration is developing a plan to address the updates. A preliminary cost estimate has been added to address some of the updates, especially as they apply to Title IX of the Education Amendments of 1972 and the equity issues around the softball facility accommodations versus the baseball facility accommodations. This estimate includes the cost of the study and the potential costs of moving the field, replacing fencing, constructing dugouts and instituting related code updates to fully comply with the relevant statutes and regulations.  
**\$65,000**

**2020/21**  
**Repair Concrete Flooring and Install New Rubber Mat Flooring in HS Fitness Center**  
 The fitness room at the HS is constantly used by the physical education classes and the athletic teams. The concrete flooring in the fitness room is cracked and broken due to age and wear. This project would replace the existing flooring with new concrete and will install new rubber flooring.  
**\$63,416**

**2021/22**  
**Fitness Center Renovation at SHS**  
 The fitness center at the HS is constantly used by the physical education classes and the athletic teams. Once the flooring has been repaired, the existing equipment would be replaced with new fitness circuit machines and free weights.  
**\$81,093**

**2020/21**  
**Retrofit Turf Stadium Lights to LED**  
 This project would upgrade the current stadium lights to LED technology. This project would reduce our energy cost and reduce the cost of replacement bulbs for the existing system on the Turf Stadium. This project does not include the existing lighting on the baseball field.  
**\$110,250**

**2021/22**  
**Revovate Existing Tennis Courts at SHS**  
 This project would install a post tension concrete overlay on the seven existing tennis courts at Southington High School. The project also includes painting the existing fence posts, new chain link fencing, new net posts, nets and center net straps. The current courts are five feet short of the USTA guidelines. This project will not address the length of the courts.  
**\$432,600**

**TBD**  
**Replace Bleachers at Turf Field**  
 This project would replace the existing bleachers on the turf field. The scope and pricing of this project TBD.  
**TBD**

**Other Athletic Facility Plan Projects**  
 The SPS Administrators are evaluating the athletic facilities and will continue to present improvements as they are identified.  
**TBD**

**PROJECT COST: 752,359**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> AUDITORIUM SOUND SYSTEM REPLACEMENT
	<b>FISCAL YEAR PROPOSED:</b> 2020/21

**DESCRIPTION:**

2020/21

**Auditorium Sound System Replacement**

This project includes the hardware and professional services to replace the original 1989 audio system in the high school auditorium with a digital system. Also, this project addresses the Americans with Disabilities Act (ADA) code violation cited in the recent State Department of Education Civil Rights Review report by installing an Assistive Listening System. The Assistive Listening System provides listening devices to improve the sound experience for individuals with hearing disabilities and is now a code requirement. A similar system was included in the auditoriums of the recently renovated middle schools for purposes of code compliance.

This project is necessary as the existing sound system in the high school is thirty-one years old and is non-functional for all practical purposes and the purpose for which it was originally installed. The system is outdated and is no longer capable of handling the required sound amplification needed for the size and space of the auditorium. Currently, groups using the auditorium for large scale productions (school band, orchestra, drama clubs, dance groups, etc.) must rent sound equipment at an additional cost which is counter-productive. In addition, when using the outside sound rental systems, visibility and seating are adversely impacted.

**PROJECT COST: 118,090**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b>	<b>BOARD OF EDUCATION</b>	<b>PROJECT TITLE:</b>	<b>MASONRY PROJECTS - EXTERIOR</b>
		<b>FISCAL YEAR PROPOSED:</b>	<b>2021/22</b>

**DESCRIPTION:**

**2021/22**  
SHS - This project would provide masonry work and silicon sealing of the original 1974 facility which is approximately 200,000 square feet, as well as the auditorium and art wing.

**PROJECT COST: 105,408**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b>	BOARD OF EDUCATION	<b>PROJECT TITLE:</b>	PAVING PROJECTS
		<b>FISCAL YEAR PROPOSED:</b>	2020/21 Through 2024/25

**DESCRIPTION:**

**2020/21**  
SHS - Parking at the high school is inadequate. This project would expand the existing lot and provide ninety-four (94) additional spaces.  
**\$217,382**

**2021/22**  
SHS - This project would replace the asphalt paving in the rear of the high school (excluding the Ag-Science Building) from Pleasant Street through the back lot.  
**\$249,790 (updated quote received October 2018)**

**2024/25**  
HES - Reconstruct paved playground for parking off the east wing and driveway access to existing visitors parking lot and drop off area.  
**\$130,460**

**2023/24**  
SES - This project would provide an additional fifteen (15) parking spaces in the front parking lot along Marion Avenue  
**\$81,485**

**NOTE: See additional paving projects for Phase III Schools later in the Proposed Capital Plan.**

**PROJECT COST: 679,117**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> ROOFING PROJECTS
	<b>FISCAL YEAR PROPOSED:</b> 2020/21 THROUGH 2021/22

**DESCRIPTION:**

2020/21  
SHS - This project would replace the 1995 Built-Up roofing, 120,857 SF  
\$4,442,726

2021/22  
HES - This project would replace the 1996 roofing, 27,000 SF  
\$1,010,571

**NOTE:** An evaluation of the roofing on all school buildings was performed during 2016. The recommended replacement schedule for all roofs can be found on the following page. The schedule shows the replacements recommended for the next five years and those required beyond the five year cycle.

See also Phase III Roofing for Derynoski (DES) School later in Capital Plan

**PROJECT COST:** 5,453,297

SOUTHINGTON PUBLIC SCHOOLS  
5-YEAR ROOF REPLACEMENT SCHEDULE

REPLACEMENT YEAR	SCHOOL	YEAR INSTALLED	SF	REPLACEMENT COST ESTIMATE BASED ON 2017-18 EVALUATION	Replacement Cost Estimate for 2020/21
2020-2021	SHS - Built Up	1995	120,857	\$3,988,281	
	<b>Subtotal</b>			<b>\$3,988,281</b>	4,442,726
2021-2022	HES	1996	27,000	\$907,200	
	<b>Subtotal</b>			<b>\$907,200</b>	1,010,571
2023-2024	DES - Built Up	1993	38,692	\$1,310,400	
	DES - Shingle	1993	49,164	\$495,573	
	<b>Subtotal</b>			<b>\$1,805,973</b>	2,011,755
<b>Grand Total - NEXT 5 YEARS</b>				<b>\$6,701,454</b>	<b>7,465,051</b>

**BEYOND 5-YEARS**

REPLACEMENT YEAR	SCHOOL	YEAR INSTALLED	SF	REPLACEMENT COST ESTIMATE BASED ON 2017-18 EVALUATION	Replacement Cost Estimate for 2020/21
2027-2028	ALTA			\$235,200	
	TES	2002	62,000	\$2,083,200	
	<b>Subtotal</b>			<b>\$2,318,400</b>	2,582,570
2028-2029	HES	2003	45,000	\$1,350,001	
	SES	2003	55,370	\$1,860,432	
	<b>Subtotal</b>			<b>\$3,210,433</b>	3,576,246
2030-2031	FES	2000	31,663	\$1,310,400	
	KES	2000	31,663	\$1,310,400	
	<b>Subtotal</b>			<b>\$2,620,800</b>	2,919,427
2034-2035	Ag -Sci	2009	(blank)		
	PES	2009	26,000	\$780,001	
	SEES - Shingle	2009	52,500	\$147,000	
	SEES - Built up	2009	5,127	\$114,845	
	<b>Subtotal</b>			<b>\$1,041,846</b>	1,160,559
2039-2040	JAD	2014	90,690	\$2,031,456	
	JFK			\$2,031,456	
	<b>Subtotal</b>			<b>\$4,062,912</b>	4,525,861
<b>Grand Total - Beyond 5 Years</b>				<b>\$13,254,391</b>	<b>14,764,663</b>

**GRAND TOTAL ROOFING**

**22,229,714**

1. Roofs are scheduled for replacement on a 25-year cycle (typical unless otherwise noted)
2. Roofs should be re-evaluated yearly after 20 years for the opportunity to extend the life to a 30-year term
3. DES, FES & KES are currently scheduled for replacement at 30 years on this schedule

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b>	BOARD OF EDUCATION	<b>PROJECT TITLE:</b>	UNDERGROUND TANK REMOVAL AND REPLACEMENT
		<b>FISCAL YEAR PROPOSED:</b>	2020/21 Through 2022/23

**DESCRIPTION:**

Removal of all underground oil tanks is required. The BOE currently has five (5) underground tanks with three (3) currently in use for heating oil. This project would remove all five underground tanks and will replace the three in use with new above ground tanks per current regulations.

	<u>Removal &amp; Disposal of Tanks</u>	<u>Replacement Cost</u>	<u>Total Project</u>	<u>Proposed Year 2020/2021</u>	<u>Proposed Year 2022/23</u>
UST 1 - Alta @ Pyne Center	\$22,000	\$36,000	\$58,000	\$58,000	
UST 2 - Derynoski Elementary	\$65,000	\$0	\$65,000	\$65,000	
UST 3 - Hatton Elementary	\$42,000	\$0	\$42,000		\$42,000
UST 4 - Strong Elementary	\$55,000	\$87,000	\$142,000		\$142,000
UST 5 - Thalberg Elementary	\$62,000	\$87,000	\$149,000		\$149,000
	<u>\$246,000</u>	<u>\$210,000</u>	<u>\$456,000</u>	<u>\$123,000</u>	<u>\$333,000</u>

**PROJECT COST: \$ 456,000**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> SCHOOL SAFETY IMPROVEMENT PROJECTS
	<b>FISCAL YEAR PROPOSED:</b> TBD

**DESCRIPTION:**

**Elementary Security Camera System Upgrades**  
The BOE Administrators are developing a plan to improve the security camera systems at all Elementary Schools. The pricing and scope of this project are TBD.

**Redesign Elementary Schools and High School Entryways**  
The BOE Administrators are developing a plan to redesign the school entryways for improved school security. The pricing and scope of this project are TBD.

**PROJECT COST:** TBD

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> PHASE III-DERYNOSKI, FLANDERS, AND KELLEY BUILDING PROJECTS
	<b>FISCAL YEAR PROPOSED:</b> TBD

**DESCRIPTION:**

**Phase III Building Renovation Projects**  
The Board of Education is identifying the need for these sites as future building renovation projects. The pricing and scope of these projects have not yet been determined.  
**TBD**

**PROJECT COST: TBD**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> DERYNOSKI BLEACHER REPLACEMENT PROJECT
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<b>FISCAL YEAR PROPOSED:</b> 2022/23
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**DESCRIPTION:**

**2022/23**

DES - This project would replace existing bleachers in the gymnasium which date back to the original High School, with state-of-the-art aluminum/plastic.

**PROJECT COST: TBD**

**TOWN OF SOUTHTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

DEPARTME BOARD OF EDUCATION

PROJECT TITLE:

FIRE ALARM SYSTEM REPLACEMENT PROJECTS

FISCAL YEAR PROPOSED:

2022/23

**DESCRIPTION:**

**2022/23**

KES: The current fire alarm system at KES is vintage and in need of upgrading.  
This project would update and replace the existing system which dates back to 1966.

**\$181,800**

FES: The current fire alarm system at FES is vintage and in need of upgrading.  
This project would update and replace the existing system which dates back to 1966.

**\$181,800**

**PROJECT COST: 363,600**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> PHASE III SCHOOLS: PAVING PROJECTS
	<b>FISCAL YEAR PROPOSED:</b> 2022/23

**DESCRIPTION:**

**2022/23**

DES - The playground is in need of repaving, there are many cracks and separations. Staff parking is also in need of repaving at the JV Pyne Center. The asphalt paving has deteriorated over the years and has become difficult to plow and maintain. An updated quote was received in October 2018.  
**\$878,900**

FES - This expansion of the existing front parking lot would provide approximately forty-seven (47) additional spaces for staff and parents.  
**\$326,066**

KES - The construction of a 2,400 square foot parking area in front of the building.  
**\$293,520**

**PROJECT COST: 1,498,486**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

**DEPARTMENT:** BOARD OF EDUCATION

**PROJECT TITLE:**

PHASE III: ROOFING PROJECTS

**FISCAL YEAR PROPOSED:**

2023/24

**DESCRIPTION:**

2023/24

DES - Replace Built-up and Shingle Roofing, 87,856 SF

\$2,011,755

**PROJECT COST:** 2,011,755

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> SCHOOL FIXTURE REPLACEMENTS
	<b>FISCAL YEAR PROPOSED:</b> 2022/23

**DESCRIPTION:**

**2022/23**

FES - The existing fixtures are 1960's vintage and are showing their age. Surfaces of fixtures are scratched, corroded, showing wear, and there is some cracking. The faucets are also showing wear from years of exposure to cleaning agents and use. The water usage of the existing toilets is 4.5 gallons per flush compared to the new standard toilets that use 1.6 gallons per flush.

**\$64,720**

KES - The existing fixtures are 1960's vintage and are showing their age. Surfaces of fixtures are scratched, corroded, showing wear, and there is some cracking. The faucets are also showing wear from years of exposure to cleaning agents and use. The water usage of the existing toilets is 4.5 gallons per flush compared to the new standard toilets that use 1.6 gallons per flush.

**\$64,720**

**PROJECT COST: 129,440**

**TOWN OF SOUTHLINGTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b>	<b>BOARD OF EDUCATION</b>	<b>PROJECT TITLE:</b>	<b>CAFETERIA WINDOW REPLACEMENT PROJECT DERYNOSKI ELEMENTARY</b>
		<b>FISCAL YEAR PROPOSED:</b>	<b>2022/23</b>

**DESCRIPTION:**  
2022/23  
The wall of windows in the Derynoski school's cafeteria create excessive heat between the months of May and October.  
The window project would include insulating and reflecting panels to reduce area temperatures and to minimize heating requirements.

**PROJECT COST: 68,350**



**SOUTHINGTON PUBLIC SCHOOLS**

# **Capital Improvement Plan**

**PAGES REVISED AFTER FIRST READING**

**Southington Board of Education  
Proposed Capital Improvement Projects  
Five Year Plan - By Project  
2020/21 THROUGH 2024/25**

Site	Project Type / Description	Year of Request	2020/21	2021/22	2022/23	2023/24	2024/25	Total Request - Five Years
<b>Air Conditioning - Elementary</b>		Pending	TBD					TBD
<b>Athletic Facility Projects</b>								
SHS	Updates to Softball Field - Estimated	2019/20	65,000					65,000
SHS	Repair Concrete Flooring in Fitness Center & Install New Rubber Mat Flooring	2019/20	63,416					63,416
SHS	Fitness Center Equipment Replacement	2018/19		82,668				82,668
SHS	Retrofit Turf Stadium Lights to LED	2018/19		110,250				110,250
SHS	Renovate Existing Tennis Courts	2018/19			432,600			432,600
SHS	Replace Bleachers on Turf Field	2018/19					TBD	TBD
SHS	Other Athletic Facility Plan Projects	Pending					TBD	TBD
	Subtotal		128,416	192,918	432,600	-	TBD	753,934
<b>Auditorium Sound System Project</b>								
SHS	Auditorium Sound System Replacement	2019/20	118,090					118,090
	Subtotal		118,090	-	-	-		118,090
<b>Masonry Project - Exterior</b>								
SHS	Silicon/Sealing Masonry, pricing updated 2019/20	2008/09		135,000				135,000
	Subtotal		-	135,000	-	-		135,000
<b>Paving Projects</b>								
SHS	Parking Lot Expansion, revised 2017/18	2007/08	217,390					217,390
SHS	Rear Parking Lots and Driveways Excluding Ag Sci Area, Revised 2018-19	2017/18		249,790				249,790
SES	Parking Lot Expansion	2014/15				81,485		81,485
HES	Reconstruct Paved Playground for Parking	2008/09					130,460	130,460
	Subtotal		217,390	249,790	-	81,485	130,460	679,125
<b>Roofing Projects</b>								
SHS	Replace 1995 Built-Up Roofing, 120,857 SF	2017/18	4,442,726					4,442,726
HES	Replace 1996 Roofing, 27,000 SF	2017/18		1,010,571				1,010,571
	Subtotal		4,442,726	1,010,571	-	-		5,453,297
<b>School Safety Improvement Projects</b>								
SYS	Elementary Security Camera System Upgrades	2018/19	TBD					TBD
SYS	Redesign Elementary and High School Entryways	2018/19	TBD					TBD
	Subtotal		TBD	-	-	-		TBD
<b>Underground Oil Tank Removals</b>								
SYS	Underground Oil Tanks - Removal (5) & Replacement (3)	2019/20	123,000		333,000			456,000
	Subtotal		123,000	-	333,000	-	-	456,000
<b>Subtotal Board of Education Capital Improvement Plan</b>			<b>5,029,622</b>	<b>1,588,279</b>	<b>765,600</b>	<b>81,485</b>	<b>130,460</b>	<b>7,595,446</b>

**Southington Board of Education  
Proposed Capital Improvement Projects  
Five Year Plan - By Project  
2020/21 THROUGH 2024/25**

Site	Project Type / Description	Year of Request	2020/21	2021/22	2022/23	2023/24	2024/25	Total Request - Five Years
<b>Phase III: Derynoski, Flanders, &amp; Kelley Building Projects</b>								
D/F/K	Phase III Building Renovation Project	2018/19			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
<b>Bleacher Replacement Project</b>								
DES	Gymnasium Bleacher Replacement	2001/02			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
<b>Fire Alarm System Replacement Projects</b>								
KES	Install Updated Fire Alarm System	2014/15			181,800			181,800
FES	Install Updated Fire Alarm System	2008/09			181,800			181,800
	Subtotal		-	-	363,600	-	-	363,600
<b>Paving Projects</b>								
DES	Playground and Pyne Center Rear Parking, Revised 2018/19	2006/07			878,900			878,900
FES	Parking Lot Expansion	2008/09			326,066			326,066
KES	Parking Lot Expansion	1998/99			293,520			293,520
	Subtotal		-	-	1,498,486	-	-	1,498,486
<b>Roofing Projects</b>								
DES	Replace Built-Up and Shingle Roofing, 87,856 SF	2018/19				2,011,755		2,011,755
	Subtotal		-	-	-	2,011,755	-	2,011,755
<b>School Fixture Replacement Projects</b>								
FES	Lavatory & Classroom Fixtures	2008/09			64,720			64,720
KES	Lavatory & Classroom Fixtures	2008/09			64,720			64,720
	Subtotal		-	-	129,440	-	-	129,440
<b>Window Replacement Project</b>								
DES	Cafeteria Window Wall	2008/09			68,350			68,350
	Subtotal		-	-	68,350	-	-	68,350
<b>Subtotal Phase III: Derynoski, Flanders &amp; Kelley Building Projects</b>			-	-	2,059,876	2,011,755	-	4,071,631
<b>Grand Total Board of Education Capital Improvement Plan</b>			5,029,622	1,588,279	2,825,476	2,093,240	130,460	11,667,077

- New Project Added this year
- Projects carried forward from Prior Year Plan. Price adjusted by 5%
- New Projects - Pricing updated for December read
- Project's Pricing updated in the current year

**TOWN OF SOUTHINGTON  
CAPITAL IMPROVEMENT PLAN  
FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b> BOARD OF EDUCATION	<b>PROJECT TITLE:</b> ATHLETIC FACILITY PROJECTS
	<b>FISCAL YEAR PROPOSED:</b> 2020/21 Through 2024/25

**DESCRIPTION:**  
**2020/21**  
**Updates to SHS Softball Field - Estimated**  
 The State Department of Education Civil Rights Facility Review Report of Southington High School indicated a number of areas that required code updates in order to comply with Title IV of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Administration is developing a plan to address the updates. A preliminary cost estimate has been added to address some of the updates, especially as they apply to Title IX of the Education Amendments of 1972 and the equity issues around the softball facility accommodations versus the baseball facility accommodations. This estimate includes the cost of the study and the potential costs of moving the field, replacing fencing, constructing dugouts and instituting related code updates to fully comply with the relevant statutes and regulations.  
**\$65,000**

**2020/21**  
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 The fitness room at the HS is constantly used by the physical education classes and the athletic teams. The concrete flooring in the fitness room is cracked and broken due to age and wear. This project would replace the existing flooring with new concrete and will install new rubber flooring.  
**\$63,416**

**2021/22**  
**Fitness Center Renovation at SHS**  
 The fitness center at the HS is constantly used by the physical education classes and the athletic teams. Once the flooring has been repaired, the existing equipment would be replaced with new fitness circuit machines and free weights.  
**\$81,093**

**2020/21**  
**Retrofit Turf Stadium Lights to LED**  
 This project would upgrade the current stadium lights to LED technology. This project would reduce our energy cost and reduce the cost of replacement bulbs for the existing system on the Turf Stadium. This project does not include the existing lighting on the baseball field.  
**\$110,250**

**2021/22**  
**Revovate Existing Tennis Courts at SHS**  
 This project would install a post tension concrete overlay on the seven existing tennis courts at Southington High School. The project also includes painting the existing fence posts, new chain link fencing, new net posts, nets and center net straps. The current courts are five feet short of the USTA guidelines. This project will not address the length of the courts.  
**\$432,600**

**TBD**  
**Replace Bleachers at Turf Field**  
 This project would replace the existing bleachers on the turf field. The scope and pricing of this project TBD.  
**TBD**

**Other Athletic Facility Plan Projects**  
 The SPS Administrators are evaluating the athletic facilities and will continue to present improvements as they are identified.  
**TBD**

**PROJECT COST: 752,359**

**TOWN OF SOUTHLINGTON  
CAPITAL IMPROVEMENT PLAN  
FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

<b>DEPARTMENT:</b>	<b>BOARD OF EDUCATION</b>	<b>PROJECT TITLE:</b>	<b>AUDITORIUM SOUND SYSTEM REPLACEMENT</b>
		<b>FISCAL YEAR PROPOSED:</b>	<b>2020/21</b>

**DESCRIPTION:**

**2020/21**

**Auditorium Sound System Replacement**

This project includes the hardware and professional services to replace the original 1989 audio system in the high school auditorium with a digital system. Also, this project addresses the Americans with Disabilities Act (ADA) code violation cited in the recent State Department of Education Civil Rights Review report by installing an Assistive Listening System. The Assistive Listening System provides listening devices to improve the sound experience for individuals with hearing disabilities and is now a code requirement. A similar system was included in the auditoriums of the recently renovated middle schools for purposes of code compliance.

This project is necessary as the existing sound system in the high school is thirty-one years old and is non-functional for all practical purposes and the purpose for which it was originally installed. The system is outdated and is no longer capable of handling the required sound amplification needed for the size and space of the auditorium. Currently, groups using the auditorium for large scale productions (school band, orchestra, drama clubs, dance groups, etc.) must rent sound equipment at an additional cost which is counter-productive. In addition, when using the outside sound rental systems, visibility and seating are adversely impacted.

**PROJECT COST: 118,090**

**TOWN OF SOUTHTON**  
**CAPITAL IMPROVEMENT PLAN**  
**FISCAL YEAR 2020/21 THROUGH FISCAL YEAR 2024/25**

**DEPARTMENT:** BOARD OF EDUCATION      **PROJECT TITLE:** UNDERGROUND TANK REMOVAL AND REPLACEMENT

**FISCAL YEAR PROPOSED:** 2020/21 Through 2022/23

**DESCRIPTION:**

Removal of all underground oil tanks is required. The BOE currently has five (5) underground tanks with three (3) currently in use for heating oil. This project would remove all five underground tanks and will replace the three in use with new above ground tanks per current regulations.

	<u>Removal &amp; Disposal of Tanks</u>	<u>Replacement Cost</u>	<u>Total Project</u>	<u>Proposed Year 2020/2021</u>	<u>Proposed Year 2022/23</u>
UST 1 - Alta @ Pyne Center	\$22,000	\$36,000	\$58,000	\$58,000	
UST 2 - Derynoski Elementary	\$65,000	\$0	\$65,000	\$65,000	
UST 3 - Hatton Elementary	\$42,000	\$0	\$42,000		\$42,000
UST 4 - Strong Elementary	\$55,000	\$87,000	\$142,000		\$142,000
UST 5 - Thalberg Elementary	\$62,000	\$87,000	\$149,000		\$149,000
	<u>\$246,000</u>	<u>\$210,000</u>	<u>\$456,000</u>	<u>\$123,000</u>	<u>\$333,000</u>

**PROJECT COST: \$ 456,000**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

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

Board Meeting Date December 12, 2019

Decision Requested X

Agenda Code 9 b

**AGENDA REPORTING FORM**

**Agenda Topic:** ELA – Grades 7 & 8 Curriculum– Second Reading

**Summary of Issue:** The Board of Education Curriculum & Instruction Committee reviewed the attached units for ELA – Grades 7 & 8.

**Background:** \_\_\_\_\_

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

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

**Funding Source:** N/A

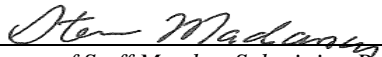
**Beginning Date of Program or Project:** N/A

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

**Recommendation or Comment:** The Board of Education Curriculum & Instruction Committee is bringing the ELA – Grades 7 & 8 Units to the full Board for a Second Reading.

**Titles of Attachments:**

1. ELA - Grade 7: Investigating Characterization and Essential Research Skills for Teens  
Grade 8: Literary Nonfiction and Dystopian Book Clubs

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

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

# **ELA – Grades 7 & 8 Curriculum**

Teachers College Reading and Writing Project  
Reading User's Guide, Grade 7, Unit 2a, 2019-2020

# A User's Guide for *Investigating Characterization:* *Author-Study Book Clubs* October/November

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Welcome

*Dear Colleagues,*

*This unit was published in the fall of 2018. We think that seventh grade teachers could teach this unit again this year without making many changes to the arc or specifics of the sessions. We've attached the Welcome to the Unit and the table of contents to support your planning. You'll find recommendations for assessments embedded in the seventh grade data calendar.*

*Best,*

*The Middle School Team at TCRWP*



# Investigating Characterization: Author-Study Book Clubs

Lucy Calkins, Series Editor  
Mary Ehrenworth and Katy Wischow

*Photography by Peter Cunningham*  
*Illustrations by Marjorie Martinelli*

HEINEMANN ♦ PORTSMOUTH, NH



# Contents

Acknowledgments • vi

An Orientation to the Unit • viii

## BEND I A Deep Dive into Perspective

Letter to Teachers—Day Zero • 5

*Before this unit begins, you'll want to take a few steps so you can jump right into the work of this unit on Day One. You'll want to organize an engaging, supportive classroom library, assess your readers, match them to books, and organize partnerships, preparing to set up clubs in Bend II.*

**1. Read-Aloud: Attending to Details that Illuminate Perspective • 8**

*Today you'll launch the bend with a read-aloud in which you especially show students how to read with attentiveness, alert to the ways that authors insert details at the start of a story that help the reader begin to understand the perspective of the main character(s).*

**2. Attending to Minor Characters and How They See the World • 20**

*Today you'll teach students that readers not only attend to details that give them insight about the main characters' perspectives, they also read between the lines to learn more about the minor characters, considering their perspectives—how these characters see the world.*

**3. Figuring Out Point of View—Who Is Telling the Story? • 27**

*Today you'll teach students that when readers are studying characters, it can be interesting to look at who is telling the story and what point of view is represented. You'll introduce students to studying types of narration, and then engage them in looking at a variety of texts with this lens.*

**4. Authors Lead Readers to Epiphanies • 35**

*Today you'll teach students that sometimes authors lead readers to think first one way and then another. With the video “Be Brave,” you'll investigate how the author's control of perspective can lead to moments of dramatic insight and epiphanies about characters.*

**5. Authors Channel Readers' Sympathy by Controlling Access to Characters' Inner Thinking • 40**

*Today you'll teach your students that one way authors control readers' sympathy is by giving or restraining access to inner thinking. You'll invite students to investigate this work in the read-aloud text and in their own short stories. As students read, you'll want to observe, thinking about possible pairing of partnerships into clubs.*

**6. Distinguishing Simultaneous, Multiple Perspectives • 46**

*Today you'll teach students that strong readers consider how different characters can have vastly different perspectives in the same moment and how readers try to better understand these differences. One way that they do this is to role-play the mind-set of a character.*

## 7. Reflecting across the Parts of a Reading Life • 53

Today you'll ask students to consider the parts of a powerful reading life. You'll provide some lenses for them to reflect on their work so far. Then you'll invite students to consider what's next for themselves as readers and ways to grow even more. You'll also spend a few minutes looking at partnerships' choices for author studies, and you'll use these and the work you did during the previous session to finalize your clubs.

## BEND II Author's Craft: Analyzing How Authors Bring Characters to Life

### 8. Read-Aloud: Noticing Moments that Give Readers Extra Insight into Characters • 62

Today you'll launch the second bend with the next chapter of your read-aloud text, and as you read aloud, you'll invite readers to notice moments in the story that give them extra insight into characters. You'll help students understand that even if they are unsure why a moment seems important, if that feeling is strong, it's worth rereading, pausing over, because often these moments are windows into characters.

### 9. Analyzing Smaller Moments to Get Even More Insight into Characters • 71

Today you'll teach your students that to deeply understand characters—or people in their lives—it is important to pay close attention to the small, revealing moments because they are often more telling than the big, dramatic events that people usually focus on.

### 10. Investigating Authors' Techniques • 78

Today you'll teach students that when readers get to know an author well, they start to recognize the author's distinctive way of writing, especially the ways of re-creating moments that bring a character to life. You'll get students started on a project of creating a technique chart specific to their author.

### 11. Reaching for Precise Words to Describe an Author's Technique • 85

Today you'll teach students that they can make their study of an author's technique more powerful by using, and sometimes inventing, more specific words and phrases to describe those techniques.

### 12. Read-Aloud: Investigating the Author's Goals, as Well as Techniques • 93

Today you'll continue the read-aloud text, teaching students that thinking about why an author makes choices is another part of understanding the author's writing style. You'll guide students to identify the author's possible goals in trying to create strong characters, as well as to continue thinking about the author's techniques and connecting them to his or her goals.

### 13. Rereading and Revising Initial Thoughts about an Author's Techniques and Goals • 103

Today you'll teach students that when they think about an author's techniques and goals, and often when they reread a text, they'll start to revise their own first thinking. Using a familiar part of the read-aloud text, you'll model how you push yourself to revise your own first thinking about the author's craft techniques and goals.

### 14. "Speed Dating" to Teach Others What You're Learning • 110

Today you could give students an opportunity to celebrate their hard work. Students have turned into readers who are hooked on a new favorite author, see authors' craft with new clarity, and see talking about authors' style as fun rather than just a school thing. You'll also build enthusiasm for Bend III and set the stage for the larger end-of-unit celebration—publishing their thinking about their author using digital media.

## BEND III Investigating Authorial Control

### 15. Read-Aloud: Authors Set Readers Up to Develop Intense, Evolving Relationships with Characters • 117

*Today through read-aloud, you'll teach students that authors set readers up to develop intense relationships with characters—relationships that evolve and change over time. You'll help readers realize that writers not only author the character, they also author the reader's relationship to the character.*

### 16. Authors Use Time Shifts to Deepen a Reader's Relationship with a Character • 129

*Today you'll teach students that one way authors deepen a reader's relationship with a character is through time shifts, which they use to embed backstory, suggest repeated narratives, and give hints about the future. You'll revisit the read-aloud text with students to explore how the author manipulates time in these ways to embed significant details about their character.*

### 17. Investigating Verb Tense and Its Relationship to Subtle Shifts in Time • 138

*Today you'll teach students that when readers study how authors use time shifts to develop a reader's relationship with a character, it's worth looking closely at authors' use of verb tenses to recognize subtle time shifts and how these shifts may suggest subtle new clues about the character.*

### 18. Readers' Experience of Characters Helps Them to Also Explore Themes • 146

*Today you'll suggest that if authors deliberately control readers' relationships with characters, channeling readers to feel differently about characters in different moments, readers can ask, "Why would the author do this?" The answer may relate to the larger messages the story conveys.*

### 19. Moving from Themes to Reinvestigating Authorial Techniques • 153

*Today you'll teach students that it can be interesting to consider the craft choices authors have made to develop the reader's relationship with characters and to develop themes, and that readers often find that individual authors tend to use particular techniques across their body of work.*

### 20 & 21. Rehearsing, Producing, and Sharing Video Author Talks: A Final Celebration • 161

*Over the next two days, you'll guide your students in developing and presenting their final project for this unit: a video book talk about the author they have studied.*

# An Orientation to the Unit

*The only way to explain who we are is to tell our own story, to select key events which characterize us and organize them according to the formal principles of narrative.*

—Mark Currie, *Postmodern Narrative Theory*

**I**N THIS UNIT OF STUDY, we put teens into realistic fiction, reading narratives by some of the greatest contemporary young adult authors. We suggest students read short stories and novels by Kwame Alexander, Meg Medina, Walter Dean Myers, Matt de la Peña, Gene Luen Yang, Jason Reynolds, Sharon Flake, Tim Tingle, Tim Federle, Ellen Oh, and Jacqueline Woodson. You can broaden this range, of course. Engage students in seeking and reading authors whose stories broaden the range of representation in your classroom.

We love fantasy, and historic fiction, and dystopian, and science fiction. We love the way these stories take readers to other worlds. And we love realistic fiction and how it helps readers cope with the world they inhabit. In this unit, we help readers fall more in love with the intricacies of realistic fiction. Readers apprentice themselves to characters, and there is an immediacy to characters who live in the same time that readers do. Their settings may be unfamiliar, their lives may seem different, but the world they live in is the same one that the reader does. In coming to know characters in realistic fiction novels, readers come to know more about perspective, about sympathy, and about the life lessons that characters learn and teach.

The unit focuses readers on studying not just characters, but characterization. When readers study characters, they tend to talk and write and *feel* about the characters as if they are real. They are heartbroken about Charlotte when she dies in her web. They are mad at the boy for hurting the Giving Tree. Thomas Pavel describes this process as one where “happenings inside

the novel are vividly felt as possessing some sort of reality of their own, and the reader can fully sympathize with the adventures and reflections of the characters” (1986, 11). It’s beautiful and painful.

The study of characters is delightful. It is the study of human weaknesses and strengths, of relationships and learning. The study of characterization is the study of how authors create these characters. It is the study of authorial techniques. It is more meta. The beauty of this work is that readers come to see more in the stories they read. They read like writers, appreciating the craft of the text as well as the story. The trick of this work is to pursue it in such a way that you hold onto the magic of reading. Too much meta-analysis, and you lose readers’ fervent engagement with characters. What we aim for in this unit of study is a perfect balance of slipping into the pages of a story, and then slipping out to reconsider and see more.

Because this unit is a launch unit, we pay particular attention to building readers’ habits as well as their interpretation skills. You’ll see that the shares and homework sessions coach students toward independence in jotting as they read, in preparing for book club conversations, in keeping up their volume of reading, and in choosing and applying strategies they learn in class. The small-group work also supports students in interpretation and reading habits. You’ll see that we offer small-group work often to support students who may need extra support. We also offer small groups for kids who are avid or powerful readers, so that these readers get extra attention as well. Tools, charts, and student exemplars to support instruction are in the online resources.

## OVERVIEW OF THE UNIT

### *Bend I: A Deep Dive into Perspective*

In Bend I of the unit, readers make a deep dive into perspective. Students will be reading a variety of short stories in this bend, by the authors whom

they'll study in clubs later in the unit. You'll teach students first to study their main character deeply, considering what shapes the perspective of the main character. Readers will work on noticing what kind of person this character is, and what details in the story most shape the reader's understanding of the character. This will be familiar terrain for your readers, as they sort out character traits and feelings, and explore why characters act the way they do and feel the way they do. Because the stories kids are reading are becoming ever more complex, you'll engage students in the study of minor characters as well, thinking about the perspectives of the minor characters.

Up to this point, the work will feel much like work readers have done before, though you are more insistent about readers noticing the details in the text that shape their thinking—the beginning of meta-analysis. Next, though, you lead readers to pay closer attention to point of view, both to who is telling the story and how this point of view shapes the reader's perspective. Now your readers are thinking from a more meta-stance, considering what the narrator knows and doesn't know, how the reader's understandings are filtered through the narrator, and differences in the perspective of the narrator and the reader. From there, you'll teach students that a primary way that authors control readers' sympathy is through access to inner thinking. Readers will consider which characters they sympathize with more, and what the author did to lead their sympathies in one direction or another. They'll realize that when readers have epiphanies, often they've been led to that epiphany by the author.

By the end of Bend I, readers choose the author they'd like to go on with, and they pair up with another partnership to get into author study clubs. You'll negotiate kids into these clubs, so that readers enjoy their club members and the books they'll read.

### *Bend II: Author's Craft—Analyzing How Authors Bring Characters to Life*

In Bend II of the unit, readers dive into the study of author's craft. They'll begin by considering moments in narratives as windows into characters. They'll return to moments that give readers insight into characters, and they'll consider how these moments lead readers to new thinking. From there, they'll do some rereading, reconsidering smaller moments as well, rethinking from the stance that the author had a reason for including these moments. Expect your readers to come to new insights about their characters and for them to begin to appreciate their authors as writers.

You'll then lead readers to consider authorial techniques they've studied before, looking at how their author uses some of these techniques in the novel they are reading. This is where your readers really begin to think and talk like readers who also read as writers. They'll work to link the author's techniques with the author's goals, studying the effect of some of the writerly craft moves on the reader. You'll expand this work by inviting students to create their own checklist of authorial techniques. A lot of students will recognize places in the text where they see the writer doing something, but they won't have the literary language to describe these techniques. Without going into a graduate-level course on literary theory, you'll help your students reach for more precise language to describe the techniques their author tends to use to develop characters.

By the end of this bend, readers will have read one short story and a novel by their author, and most of your readers should be starting their second novel. If some readers struggle with this volume, they could read another short story instead of a novel in the following bend. You'll also coach in to clubs in this bend, helping readers jot as they read, prepare for clubs, and support each other as readers.

### *Bend III: Investigating Authorial Control*

In Bend III, readers investigate authorial control. Some of this territory brings students back to earlier work in the unit. They'll reconsider how the writer authors the reader's relationship with a character. To do this, they'll think about how the author leads the reader in one direction or another, using scenes to reveal new sides to characters. You'll teach your readers that as authors develop characters, they are often also developing life lessons or themes through those characters. You'll send your readers back into their stories to consider possible themes, and the path toward those themes inside their novels.

A lot of the thinking work students will do in Bend III will be rereading and rethinking work, as they look back on their stories with a more meta lens. You'll teach your readers to pay closer attention to time, so that they notice how their author tucks in backstory through flashbacks, or how shifts in time allow the author to embed new and suggestive details. Building on this close reading work, you'll lead your readers to notice verb tenses, and how writers use verb tense to shift time in ways that help shape characters. Finally, you'll

invite your readers to reconsider all the techniques their author uses, across their stories, leading them to talk like experts about their author.

At the end of Bend III, clubs will produce short video author talks on the author they studied, which they'll videotape and upload as QR codes that you can attach either to the novels or to the basket of books featuring that author. (See the Bend III online resources for "how-to" guides on teacher setup, QR codes, and uploading videos.) Future readers can watch these videos, and they'll be lured to read books by this author as independent reading or in clubs. 🌟

## GETTING READY

There are a few things to do to get ready for this unit. First and foremost is to consider if this is your launch into reading workshop, or if you want to consider the curriculum calendar "Maintaining an Independent Reading Life" that is referenced in Chapter 4, "Launching and Sustaining Independent Reading," of *A Guide to the Reading Workshop: Middle School Grades*. If your kids are newer to workshop, or need a reboot into reading after summer, you may want to spend two or three weeks getting them back into high-volume reading, letting them read anything and everything under the sun, and then dive into this unit, where they will narrow their focus to author studies. 🌟

As you look ahead to this unit, you'll want to gather stories and novels for kids to read across the unit. We suggest stories by the authors in *Flying Lessons* including: Kwame Alexander, Kelly J. Baptist, Soman Chainani, Matt de la Peña, Tim Federle, Grace Lin, Meg Medina, Walter Dean Myers, Tim Tingle, and Jacqueline Woodson. (Short stories by these authors are also included in Ellen Oh's *Fresh Ink*, both books are available through *We Need Diverse Books*.) Of course, you can and should expand this range, and any author who has written short stories and young adult novels would be great for this unit. Your students can help nominate and gather authors for this unit of study as well. You may want to stick with realistic fiction, as we already have book club units on dystopian and historical fiction.

You will see, just before Session 1, a "Day Zero." This session helps you to get students into books, pair them up as partners, and channel them to begin keeping some kind of record of what they read. Of course, there is a lot more to say about all of those moves, and you can read more specifically about assessing readers, establishing partnerships, matching kids to books, and using reading logs to reflect on volume in *A Guide to the Reading Workshop*:

*Middle School Grades*. Here are a few big-picture items to consider as you prepare for the unit.

## Marking Up and Rehearsing the Read-Aloud—and Your Reading Notebook

We anchor this unit of study with a short story that is almost a novella, by Matt de la Peña. It's called "How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium," and it's published in the collection of YA short stories, *Flying Lessons*. Matt is an incredible writer, and the story is riveting and complicated. It's long enough that you'll read it in parts across the three bends, which is great, because the sense of discovery readers will make across that story will mimic the sense they'll have in their longer novels.

The read-aloud is one of the most strategic opportunities for instruction. You'll see that we've narrated how the read-aloud might go in the upcoming sessions. We've also included a marked-up text in the online resources. Even though your kids may want you to just "keep reading," don't! The places where you stop are strategic, so that you can lead kids through different kinds of thinking, getting them to see more, to think more deeply, to reconsider. You'll return to excerpts of the read-aloud in your minilessons. 🌟

The kids don't need a copy of the read-aloud text, and they shouldn't have it in their hands as you read. Instead, you want them hanging on your words. You're teaching them to listen hard and to learn from a spoken voice—crucial academic skills. For kids who you worry will struggle with comprehension during read-aloud, giving them the printed text makes it harder, not easier. Instead, you might introduce the story and the characters ahead of time, giving these students a storyboard to anchor their reading. We've provided one in the online resources. 🌟

The pace of the read-aloud goes like this. First, you prompt readers with a lens, so they are listening closely with that lens in mind. Then, you invite readers to turn and talk with a partner, and you listen for how they apply that lens. Then you give them feedback, often in the form of a tip. What's important here is that you alert readers to upcoming thinking work before you read the next part of the story, so that they are listening alertly. As you proceed through the read-aloud each time, you begin to read longer sections, and you invite readers to be more independent in applying what you've taught. There is a marked-up text in the online resources. 🌟

Save a little time for independent reading at the end of read-aloud, so that kids can immediately transfer some of what they've learned in the read-aloud text to their short stories or novels. Even ten minutes of reading will help with transfer.

We also embed some short videos in a few minilessons. These are included in the pacing chart and the Getting Ready sections of those sessions, with links in the online resources. Using digital texts helps create multiple pathways for this high-level reading work. 🌟

You may decide to read aloud a different story. If you do so, first divide that story up into sections that will anchor each bend, and then replace the excerpts of Matt's story that we use in each minilesson with excerpts from your new story. We love Matt's story, but it's important that you love the story you'll read aloud because it will run across your whole unit. And as YA writers continue to publish, there will be other, new stories that we'll all want to try. Or maybe you have two grade levels teaching this unit. Swapping in a different read-aloud dramatically changes a unit.

Your kids will keep reading notebooks across the unit. As you rehearse your read-aloud, you might consider creating sample notebook pages as well, from the read-aloud text. You can use these in your minilessons and in your conferring and small-group work, to demonstrate various strategies, or simply to remind students of the read-aloud story and prior thinking work. We've included a couple of samples in the online resources. 🌟

### ***Preparing What Kids Will Read: Partner Short Texts and Author Novels***

What matters most about the books kids are reading in this unit is that readers choose them, readers love them, and the books are at the outer edge of readers' zone of proximal development. Here's why these things matter. Choice matters because it leads to increased engagement. Engagement leads to increased achievement. That they love their books matters because one goal of the unit is to get kids to read more. So you want them in books that make kids want to read. We begin the unit in Bend I with students reading a variety of short texts from the collection, *Flying Lessons*, in partnerships (though partners don't have to read the same story at the same time). More of these kinds of great short texts can also be found in Ellen Oh's most recent *Fresh Ink*. We love these collections for their mission (We Need Diverse Books) and for the quality and range of the stories. If you're seeking more short stories, by these and other YA authors, we've included a list of some great YA short story

collections on the online resources. These collections could also be helpful if you have some readers who may struggle with volume, and instead of reading another novel in Bend III, they may read another short story.

Kids read a variety of short stories in Bend I. Then, they choose an author and they go on, reading novels by that author (probably two novels) in Bends II and III. If you have enough books for students to read the same novels in their author clubs, that would be ideal. If not, club members can swap books, so that everyone is reading a novel by the same author, if not at the same time. That means you'll need to choose authors who have written short stories and novels. We suggest the authors who are represented in *Flying Lessons* and *Fresh Ink* (and the on- and below-benchmark Middle School Reading shelves in the Teachers College Reading and Writing Project Classroom Libraries published by Heinemann to accompany this unit).

You can also ravage your classroom library, ask your librarian, and have kids bring in books to get even more titles and a greater range of authors. One way to go is to look at other short story collections, and then have students gather books by some of those authors. We've included a list of collections of short stories in the online resources. 🌟

You can match any of the short texts you and your students love to paired novels by that same author to build author study text sets. You might substitute other short texts and novels by authors you love, or who feel particularly culturally relevant to the students in your care. Have an eye toward the levels of the texts and the levels of your readers, as you do so. That the books are at kids' outer edge of proximal development matters because you are not only striving to get kids to read more, you also are striving to move them up text levels, so they are able to read increasingly complex novels with interest, ease, and expertise.

In this unit of study, right from the start, students get a reading partner, and together, partners embark on an exploration of short stories, so that they are ready to choose their author study by the end of the bend. Knowing your books and your readers, you'll spend this time getting to know your readers, so you are coaching them toward productive book choices. You'll also be looking for partnerships that can combine into thoughtful book clubs.

### ***Previewing the Pacing of Sessions***

We expect that you have about forty-five minutes for reading workshop, and the unit is paced for this schedule. This whole endeavor is going to be easier if you take a little time to preview the sessions and create some kind of pacing

calendar. Ultimately, you'll probably want to have a clear start and end date for the unit, and you'll want to mark which days you'll be doing read-aloud and which days you'll be teaching a minilesson, and what text you need for each day. You might want to also mark if there are any charts or tools that you might need, and print those from the online resources. Some of these tools will be for the conferring and small-group work. If you have the tools printed out and in a folder, you're probably more likely to teach those small groups. The online resources include a list of teaching points, session by session, which many teachers find useful as they plan out their read-alouds and minilessons. 🌟

The read-alouds are divided across days (at the start each bend) so you can read part of the story, engage kids in partner talk, and give them a few minutes in their own novels, in a forty- to forty-five-minute period. After the read-aloud session, you'll return to the text in upcoming minilessons.

A few minilessons use videos. With the vagaries of school Internet access, we suggest you have these downloaded and cued up in advance. The titles of the videos are listed in the Getting Ready sections of the sessions, with links in the online resources. 🌟

The shares of each session are usually matched to the homework, and the homework is often used in the following day's minilesson. So you might want to glance at these and add a small note to your pacing calendar.

## ASSESSMENT

There is a lot to say about assessing readers in middle school. For a much fuller discussion, turn to *A Guide to the Reading Workshop: Middle School Grades*, where we talk about the pros and cons of running records, tracking reading levels, and the kinds of data you can collect on kids as readers in middle school. For this unit of study, you may be interested in assessing the things that are explicitly taught in this unit. The largest terrain will be kids' skills at analyzing characterization (especially perspective, author's craft

techniques, and authorial control). But you may also be interested in reading volume, writing about reading, and club conversation.

To assess kids' analytical skills, you might, at the end of the unit of study (or at the end of a bend), give readers a short story, and ask them to annotate it, using the analytical lenses you've taught. You may or may not suggest that students use the anchor charts as reminders of lenses for analyzing. If you'd like to see how students develop their thinking by writing, you could then ask readers to write long from one or two of their annotations. To assess club conversations, you could ask students to film a few minutes of their club conversation.



Of course, then you'll need some kind of checklist or rubric to assess these artifacts. We've been encouraging students to engage in creating their own checklists and rubrics, and you could try this at the end of a bend. "What would skilled work look like?" is the question to pose. Then have students create a progression, probably using Post-its®, of what novice, apprentice, and master work might look like. You'll see an example of this work in Session 18.

One teacher who piloted this unit tried an interesting assessment. She gave students a set of new short stories with no authors on them. Then she asked them to figure out which story was by their author, and why. Students spend most of their time in the unit investigating the particular techniques of one author. They'll read at least three stories, including short stories and novels, by this author. They'll study this author's characters, the way this writer develops these characters, and specific techniques that come up in more than one story. It's a clever assessment. If that feels too tricky, you could let students know the author, but have students annotate and then justify why this story and this main character are typical (or not) of that author.

At the end of the unit, clubs create book talks on their authors on video. These videos will also give you a lot of information about student engagement, knowledge, and collaborative interpretation. Your readers will look back over the stories they've read, and the thinking work they've done in the unit, and will create an author talk, in which they lure other readers toward their author.

### READ-ALOUD PACING GUIDE

Bend 1	Read-Aloud Text: "How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium," by Matt de la Peña, from <i>Flying Lessons &amp; Other Stories</i> , edited by Ellen Oh
Session 1 Read-Aloud	Read aloud the beginning of the story, then the chapters "The Fate of Your Hoop Development" and "There's Only Today," ending with this line, "Here is where you will learn the world."

Session 2	Revisit part of the chapter, "There's Only Today," from the story.
Session 3	
Session 4	Show the video, "Be Brave." A link to this video is available in the online resources. 
Session 5	Revisit part of the chapter, "The Fate of Your Hoop Development," from the story.
Session 6	Show the video, "Snack Attack." A link to this video is available in the online resources. 
Session 7	
<b>Bend II</b>	<b>Read-Aloud Text: Continue reading "How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium," by Matt de la Peña.</b>
Session 8 Read-Aloud	Read aloud the chapter, "Sentenced to the Bleachers."
Session 9	Revisit part of the chapter, "The Fate of Your Hoop Development."
Session 10	Revisit part of the chapters, "The Fate of Your Hoop Development" and "Sentenced to the Bleachers."
Session 11	Revisit part of the chapter, "Sentenced to the Bleachers."
Session 12	Read aloud the chapter, "Don't Just Sit There Like a Punk."
Session 13	Revisit part of the chapter, "The Fate of Your Hoop Development."
Session 14	
<b>Bend III</b>	<b>Read-Aloud Text: Revisit excerpts from and continue reading "How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium," by Matt de la Peña.</b>
Session 15 Read-Aloud	Revisit part of the read-aloud text from the chapter, "Don't Just Sit There Like a Punk." You will also hand out snippets of the chapter to students. Then finish reading the rest of that chapter. Read aloud the chapter, "What You Did This Summer."
Session 16	Revisit the story intro and excerpts from chapters titled "The Fate of Your Hoop Development" and "Don't Just Sit There Like a Punk." You will also hand out additional snippets to students.
Session 17	Revisit excerpts from the chapters, "Don't Just Sit There Like a Punk" and "What You Did This Summer."
Session 18	Revisit an excerpt from the chapter, "Don't Just Sit There Like a Punk." You will also hand out snippets of the chapter from Session 15 to students.

Teachers College Reading and Writing Project  
Reading Curricular Calendar, Grade 7, Unit 3, 2019-2020

# Essential Research Skills for Teens

November/December

*We anticipate the release of this unit in late summer of 2019.*

*Please see below for a preview.*

## Welcome to the Unit

Welcome! This unit of study for Social Studies, Science, and ELA teachers, is exciting--and challenging too, in the best of ways. We have never seen students rise to the work with such enthusiasm as they did in the pilots of this unit, often surprising their teachers by bringing to light brilliant new ways of being media savvy and by being thrilled to get even savvier. (After all, which teens aren't happy to become more expert than her elders?) This unit is all about learning well in today's world and then sharing that knowledge with others-- the most fundamental and joyous of human intellectual experiences. We hope you enjoy it as much as we have.

In this unit of study, you'll engage students in forming study groups to research a topic of contemporary and/or scientific or historical significance. The first bend is an immersion in essential study habits. In this bend your students will learn to build background knowledge independently, to function as effective study partners, and to keep powerful research notes. In the next two bends of the unit, your students will move into critical literacy skills: learning to research authors and groups as well as content; studying how search engines and the internet respond to research; and becoming more alert to connotative language, confirmation bias, and fake news. As they gain expertise in their topic, students will also begin to study the disputes and arguments inside their topic, coming eventually to informed positions which they will present in flash debates and then in Ted Talks.

### A Summary of Teaching inside *Essential Research Skills for Teens*

		What will students learn to do?	What will students make or do?
BEND 1	<b>Essential Study Habits</b>	Build background knowledge independently Be an effective study partner Take lean and effective research notes	<b>Infographic</b> explaining the context of an issue or topic



BEND 2	<b>Critical Literacy Skills</b>	Research authors, sources & content Take deeper, more comprehensive notes Work with search engines' non-neutrality Note, compensate for connotations &, confirmation bias Check sources & discern "fake news"	<b>Flash-debate</b> both sides of an argument
BEND 3	<b>Turning Research into Activism</b>	Analyze a mentor text for purpose, structure & craft Structure and craft their research and points Practice public-speaking skills	<b>Teen "Ted Talk"</b> to present a position, to bring others to a shared stance on an argument

## Overview

### Bend I: Essential Study Habits - Building Background Knowledge, Lean Note-taking, and Becoming an Effective Study Partner

In bend one of the unit, you'll instill the deep study habits that will help your students be successful in high school and college. You'll begin with a read aloud that leads students to consider how more complex nonfiction teaches implicit as well as explicit ideas. Students will begin their research in study groups, which they'll maintain across the unit of study. Each study group will study a topic together, and in this bend, the group will work collaboratively to build background knowledge. That means that readers need to immerse themselves in their topic, reading fast and furious. You'll teach students, then, to take lean notes in order to read more, and to process much of what they learn through talk with a partner (a partner from inside their study group).

Along the way, besides teaching students to build background knowledge rapidly, you'll also be engaging students in an inquiry of how to be an effective study partner. You'll consider the role of introverts and extroverts, and you'll build a repertoire of ways that students can contribute to a study group.

Two important skills that you'll teach in this bend, along with lean note-taking, are vocabulary collection and synthesis notes. You'll see that we rely on Elfrieda Hiebert's research on vocabulary acquisition, which suggests that rather than frontloading vocabulary (which privileges memorization), that instead, students acquire vocabulary terms from their reading, and they work with these terms through a variety of conceptual sorts (which privileges conceptual understanding). Then, building on our research on successful high school students, which shows that students who go back into their notes learn more as well as do more thinking about what they've learned, you'll teach students to create synthesis pages and then infographics to consolidate their knowledge. We suggest some software tools for infographics - though of course students

can work by hand if it's faster and easier. The goal is for students to pull together what they've learned so far, and teach others, using their consolidated notes.

## Bend II: Ethical Research Practices and Internet Literacy

In bend two of the unit, you'll launch with another read aloud that leads students to consider the internal disputes and arguments inside of topics. Study groups, then, will consider the arguments inside of their topics that they find relevant and fascinating - and researchable. As they go off to research with this narrower focus, you teach students that ethical research doesn't involve researching only one side of an argument. Instead, ethical researchers find out more about multiple sides and perspectives. You'll teach students to keep a continuum of their sources, so they can assess the fairness of their research.

Students' note-taking practices need to deepen as they do more focused research. We've provided a set of mentor notebooks, from science and social studies and ELA research classes in middle and high school, for students to study. Usually this kind of inquiry inspires students to take their own note-taking more seriously, as they see how other students diagram, annotate, sketch, and write to hold onto information and develop new thinking.

Once students are researching and note-taking with zeal and focus, you'll lead them into a deep study of bias - bias inside of texts, bias in search engines, and bias in the researcher. You'll teach students to study connotative language, to research authors and groups and their agendas, and to be alert to the non-neutrality of search engines. Finally, you'll coach students to be alert to the possibility of fake news, so they are more alert to distortion in the media they consume.

You'll finish the bend with flash-debates, in which students test out the positions they've come to through their research. Think ahead to which students are good at arguing, as you'll need students who can argue both sides for these debates, even if they are going to ultimately support one side. Arguing the opposite side helps researchers consider counter-claims and alternate perspectives. The goal of these debates is not only help students strengthen their evidence-based argument skills. It's to move them from arguing to win to arguing to learn.

## Bend III: From Research to Activism - Teen Ted Talks

Bend three is a short bend, and its goal is to give students an opportunity to turn their research into activism. The bend begins with a read aloud which is an inquiry into teen Ted Talks. Students will watch some Ted Talks given by teens to think about how Ted Talks go - their purpose and structure and craft. Then they'll work with their study group to think through how their own Ted Talk might go. We suggest that your students Ted Talks will be three minutes in length - long enough to say something significant, and short enough that they need to sort through their research and make choices about what to include.

The structure of Ted Talks is less formal than many of the argument essays that are written for school, and you'll help students grapple with structure, so that study groups can work on developing an underlying structure for their talks. Then you'll have a day of centers, in which students can choose to study: the parts of successful Ted Talks (a return to structure); public-speaking skills; and craft techniques of this genre.

You'll wrap up the unit with Ted Talks. We've taught these kinds of quick Ted Talks a lot, and so we give some pointed advice in the letter for this session on ways to structure the filming, the audience role, and so on. We also provide some assessment tools for the Ted Talks and for student notebooks, for the end of the unit. The Ted Talk celebration will be somewhat messy and also inspiring, as you see your students speak



up about issues they know a lot about and care a lot about. Think ahead about whether you want to invite others to these talks.

### What Kids Will Read

As you look ahead to this unit you will want to familiarize yourself with the Topics and Issues that we provided for you in our digital resources. Our digital resources have been strategically curated to include a combination of both video and shorter articles. In addition, we suggest that you supplement our digital resources with copies of trade books for each Topic and Issue by talking with your school librarian and reaching out to content area teachers. Keep in mind it is well worth seeking out a few easier texts for your students, so they can build on the knowledge from those to access increasingly harder texts.

We've prepared digital text sets on eighteen topics, six each inside of civics, historical topics, and science topics. We suggest that you use these text sets as starter sets, knowing that we want kids to spend lots of time reading, not lots of time surfing the internet. Of course, you can create your own text sets on other topics, especially local ones. Our colleagues in Seattle, for instance, have created text sets on salmon fishing, our colleagues in Japan have looked at whaling, and so on. If you want to share your text sets, or ask about others, the Units of Study facebook page is a great resource.

Historical Topics	Contemporary Civics Issues	Science Studies
Immigration Free Speech Voting Rights Segregation Gun Control Rights of Indigenous Peoples	Immigration Bias Racial Bias Gun Violence War on Drugs Gender and Sexual Identity Equity Climate Change	Plastics Pollution Ecosystem Preservation Fishing Rights Green Energy Choices Water Rights Climate Change

### The Read Aloud

There are three read alouds in the unit - at the start of Bend One, Bend Two, and Bend Three. All of the texts relate to the teacher-demonstration research topic for the unit, which is Freedom of Speech. We chose this topic for the texts used in minilessons and read aloud for the whole class, as no matter what topic a researcher cares about, knowledge of free speech will inform how one goes about informing and persuading others. Free speech is going to be relevant to ELA and social studies teachers, we know. If you are a science teacher, the first and third read alouds are related to climate impact. We make a suggestion for an alternate second read aloud, of a text related to free speech and science.

The first read aloud, in session one, is a video about teen activist, Xiuhtezcatl Tonatiuh. It's called "The fifteen-year old suing the government over climate change," and it's about how Xiuhtezcatl and his group of young activist companions raise their voices in activism, and use their knowledge of free speech to get their message across.

The second read aloud, which launches Bend Two, is a *New York Times* article, "High School Tells Student to Remove Anti-War Shirt." The article is about a high school student who tested the boundaries of free speech by wearing a shirt to school that was a political critique.



The third read aloud launches Bend Three. In this read aloud session you'll show two videos, "Our Campaign to Ban Plastic Bags," a Ted Talk presented by teens Melati and Isabel Wijsen, and a TedX talk, "Hackschooling Makes Me Happy," presented by Logan LaPlante.

## Preparing your Research Notebook

Across the unit of study, students will take their notes and notebook work seriously. They'll begin with lean note-taking. They'll incorporate vocabulary acquisition. They'll learn to create synthesis pages and infographics. They'll move to deeper note-taking and a study of mentor notebooks.

We've provided an array of mentor notebook pages to inspire students. Your demonstration notebook will also model for students how a researcher moves from lean notes to deeper notes. Your notebook doesn't have to be real - it can be a pure demonstration text, in which you demonstrate how you do some jotting during the read aloud, and you share some sample pages where you've kept track of sources, created some synthesis pages, and so on. It's really helpful for students if you have samples of these kinds of pages in your demonstration notebook:

Lean notes - the kind you take when you are building background knowledge and reading fast and furiously

Vocabulary acquisition - a system for collecting vocabulary which you can then sort conceptually

Synthesis pages - where you consolidate your knowledge, often with diagrams or infographics

Annotation - where you go back into your notes to add new thinking, make connections, pose questions

Long writing - where you reflect on how your thinking has changed

Deeper notes - where you are working toward a project, in this case, doing ethical research on sides of an argument

Sources - we suggest a continuum, which helps you keep track of sources and assess the fairness of your research

Mentor text studies - jottings that show the influence of a mentor text

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## Assessment

We've provided two assessment tools for the unit. One is a checklist and rubric for the research notebook work. The checklist version of it looks like this (it's available on the online resources, as is the more detailed rubric):

### Research Notebook Assessment Checklist

Research Notebooks	Somewhat	Consistently	Yes!
1. I kept track of sources, developing a system that let's me return to texts and reference them accurately			
2. I developed a system for collecting significant vocabulary terms and concepts			

3. I went back into my notes, annotating, re-organizing, synthesizing			
4. As my research progressed, I took deeper, more detailed notes, varying my note-taking structures to match my purpose			
5. My notes show evidence of how my thinking developed and changed over time - writing to think, reflection, analysis			
6. My research notes show the fairness of my research - I researched multiple perspectives			
7. My notes indicate process toward my project - study of mentor texts, suggestions from my study group, preparation for Ted Talk			

We suggest that at the end of bend one, students self-assess their research notebooks for the first three items on this checklist. You might collect research notebooks, then, either near the end or at the end of bend one, and also assess for these three qualities. Near or at the end of bend two, you can follow the same protocol for items 4, 5 and 6. Near or at the end of bend three, you can assess item 7. This way, you won't have to assess all of their notebook work at one time, and students will also get feedback along the way.

There are of course, alternate ways kids could show their learning. It may be that some kids can film themselves talking about their topic. Some of our science teacher colleagues have made video-taping an option, and kids who weren't writing, or showing what they have learned, now are showing that they've learned a lot. Consider asking your kids how they might best show the thinking they've done.

### Conferring and Small Group Work

We've made recommendations and tools for small groups and conferences for each session. Knowing that you may want to preview these and make decisions across a whole bend of the unit, these are also collected as one document on the online resources. They are attached to the letter that launches each bend

### Student Exemplars: Notebook Pages and Video

There are several collections of mentor notebook pages available for you to share with your students. One is a collection of 'lean notes' that demonstrate what note-taking might look like while researching. A second is a collection of 'synthesis pages,' that demonstrate what notebook pages might look like when researchers have time to go back into their notes to consolidate and share their thinking.

We've also included a collection of more accessible notebook pages as mentors for students who might want simpler mentor texts. And we provide some video of students sharing their learning by videotaping their talk, for students for whom writing does not fully capture their thinking.

In addition, we provide a collection of infographics that students created using a variety of software programs, as possible mentors for students.



# Dystopian Book Clubs

Lucy Calkins and Mary Ehrenworth, Series Editors  
**Katy Wischow**

*Photography by Peter Cunningham*

HEINEMANN ♦ PORTSMOUTH, NH



# Contents

**Acknowledgments** • v

**An Orientation to the Unit** • vii

## BEND I Reading Dystopia in the Shadow of Literary Traditions

**1. Read-Aloud: Letting Genre Guide Your Reading Work** • 5

*Today, through read-aloud, you'll teach students that readers of dystopian texts orient themselves to a new text not only by considering how dystopian stories go, but also by paying close attention to small details and trying to make sense of them to grow initial ideas about how that world has gone awry.*

**2. Understanding Characters' Responses to Power in a Dystopian World** • 17

*Today you'll teach students that readers of dystopian fiction think about how characters respond to power to understand more about those characters and the world they're in.*

**3. Noticing Dystopian Archetypes** • 27

*Today you'll teach students that readers of dystopia think about how closely characters fit the common archetypes of the genre, and when those characters diverge from the archetypes, readers use those differences to push their thinking further.*

**4. Understanding the Complexity of Archetypal Characters** • 36

*Today you'll teach students that readers think about the complexity of archetypal characters to better understand them and the dystopian world those characters live in.*

**5. Thinking about Characters' Responses to Systemic Problems** • 43

*Today you'll teach students that readers of dystopian fiction think about the systemic problems that characters face and consider how those characters might resolve them.*

**6. Doing More Wondering** • 50

*Today you'll teach students that readers understand that in dystopian fiction, things are revealed more slowly, so readers push themselves to wonder and ask questions to give themselves more ideas to explore.*

**7. Seeking Emerging Symbolism in Dystopian Texts** • 57

*Today you'll teach students that readers expect to find symbolism in dystopian texts, so as they read, they look for potential symbols, studying objects, actions, and phrases that could be important, and consider possible meanings.*

**8. Welcoming Students to the Dystopian Club** • 64

*Today you could teach students that as readers become more familiar with dystopian fiction, the more easily they will recognize the conventions that fit the genre.*

## BEND II Investigating the Challenges of Series Reading

**9. Figuring Out What Makes Series Reading Complex** • 71

*Today you'll teach students that readers understand that book series can get complex, so they find ways to track the significant parts of the story to clear up confusion.*

iii



## BEND III Bridging the World and Dystopian Novels

### 10. Using Your Notebook to Better Understand a Reading Series • 78

*Today you'll teach students that readers use their notebooks to help them understand when the stories—and series—they read get complex.*

### 11. Connecting Scenes across a Series • 85

*Today you'll teach students that readers know that when they encounter seemingly random events, they can look to earlier events in the story for the connections to understand that the events are not random at all.*

### 12. Understanding the Pressures and Motivations that Lead to Character Change • 92

*Today you'll teach students that experienced series book readers know that characters can change over time, so readers take time to study how external pressures and internal motivations can lead to those changes.*

### 13. Studying How the Meaning of Symbols Can Shift across Series • 99

*Today you'll teach students that readers pay careful attention to symbols, understanding that their meaning may change over the course of a book or a series.*

### 14. Celebrating Thinking with a Gallery Walk • 106

*Today you could teach students that readers find joy in thinking deeply, saying more about their thinking, and sharing their thinking—and they live differently because of how, and what, they read.*

### 15. Understanding What Dystopian Fiction Reveals about Our World • 113

*Today you'll teach students that readers of dystopia tend to study their texts with the world in mind, looking for connections between their lives and experiences and the text.*

### 16. Considering Connections between Dystopian Worlds and Our Own Society • 121

*Today you'll teach students that in addition to noticing how their texts connect to their experiences, dystopian readers can pay attention to how current events and social issues may be reflected in their novels.*

### 17. Read-Aloud: Supporting Transfer and Independence • 129

*Today you'll lead a read-aloud of "Harrison Bergeron" by Kurt Vonnegut that encourages students to make choices and draw on a repertoire of strategies as they listen.*

### 18. Thinking about How Symbols Move between Dystopian Worlds and Our Own • 142

*Today you'll teach students that the meaning of symbols can shift when readers read with the world in mind, and you'll help them study how the real-world context of a symbol might affect the meaning of the symbol in the story.*

### 19. Celebrating Growth, Inspiration, and Empowerment • 148

*Today you could celebrate with your students and give them a chance to share their best thinking—and invite them into the larger conversation both about the texts they're reading and the world they're living in.*



Registration instructions to access the digital resources that accompany this book may be found on p. xii.



# An Orientation to the Unit

**Y**OU'VE SEEN IT IN YOUR CLASSROOMS—kids can't put down books like *Divergent* and *The Hunger Games* and *The Maze Runner*. You've seen it at the box office—the movie versions of those books do a brisk business. As publishers and movie producers have learned, there's something extremely compelling to teenagers about dystopian literature.

Writers and publishers have spent a great deal of time wondering why teenagers seem so drawn to dystopian and other dark literature. Maggie Stiefvater, a writer of young adult dystopian fiction, wrote in *The New York Times*, "Teenagers want to be able to fight for what's right—but finding out what's right is now 90 percent of the battle. If only the evil in the world was named Voldemort, we could get down to the business of slaying it." Dystopia is a genre where anyone could be a hero. The protagonists in dystopian novels rarely are born to be heroes, ready to fulfill their destinies. They are generally regular people thrust into a complicated world who have to make the decision to step up, to become a hero by their own choice, and to fight back against not just active oppression but against the temptation to let things go, to not make waves. What could be more appealing to your teen readers?

This unit is for teachers whose classes could benefit from a deep study of an incredibly engaging genre. It will support classes who could learn to talk more deeply about their reading and push themselves to read with greater volume. It will also pay off for teachers who want to take advantage of the power of a popular genre to lure kids into studying complexity and symbolism and allusions.

It's likely that this isn't the first unit in your year. This unit is written with the assumption that you'll have taught some other units before beginning this one. If that's not the case, you'll want to embed some work on routines and habits of reading workshop into the early lessons. Assuming you've taught other units this year, or assuming your students come to you steeped in reading workshop practices, you'll want to dive in and hold students accountable

for remembering and enacting routines you expect. One of those routines is working with partners and clubs. There is an emphasis on talk in this unit, and getting students engaged in productive, academic conversation will make a huge difference. If your readers have had difficulty with this before, this unit could work as a reset button. Take a look at the sections on partnerships and book clubs in *A Guide to the Reading Workshop: Middle School Grades* for tips on these structures, and provide some time to explicitly reset expectations with your students.

During the unit, you'll help readers develop their skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis, understanding story arcs, reading critically with questions in mind. Meanwhile, you'll be strengthening students' work with reading notebooks, building their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers. Most importantly, you'll model, encourage, and expect that this unit will be fun, and that readers will love the books they're in as well as the intellectual engagement in the lessons you teach.

## OVERVIEW

### *Bend I: Reading Dystopia in the Shadow of Literary Traditions*

Bend I asks readers to think about the genre of dystopia—what makes it unique and fascinating, and what work readers can do as a result. Reading with a specific emphasis on genre is the kind of work that allows readers to become avid fans, predicting what will happen in unfamiliar texts and talking knowledgeably across different authors and stories. By making this work explicit, you'll be inviting kids into the dystopian "club" and, more broadly, into the world of literary analysis that depends in part on genre knowledge. To do



this, readers will study how things have gone awry in the dystopian worlds they are exploring, consider character archetypes that do and do not fit, identify systemic obstacles as well as personal ones, and investigate symbolism. All of these reading skills are heavily relied on in the genre and will pay off in the books kids are reading now as well as future books they pick up.

Along the way, readers will learn to push themselves to wonder and question more, deliberately transfer their learning from previous school years and previous units, and engage in literary conversation with peers in book clubs. They'll continue work they've more than likely already begun, like tracking their reading and using their records to analyze their own patterns and set goals, and annotating and jotting as they read.

As Bend I culminates, you'll invite readers to do a few things: reflect on their club experience to set goals for the upcoming bends, join the dystopian genre "club" by looking at satire of the genre, and hold a final, perhaps longer, club meeting to celebrate the work of the bend.

### *Bend II: Investigating the Challenges of Series Reading*

Bend II moves readers toward investigating the special challenges of series reading and how readers can tackle those challenges. Readers will begin the bend by launching an inquiry into these questions that will span the bend. Specific challenges that students will examine include keeping track of multiple plots and many characters, connecting scenes with others from further back in the series, understanding elaborate character changes, and noticing when the meaning of symbols shifts or expands across a series.

Readers will also devote some attention to their notebooks, thinking about how jots and notebook entries can help to tackle the challenges they are studying. You'll work to support their independence in using their notebooks and making decisions about how best to work toward a particular skill. The bend wraps up with a gallery walk that will invite kids to create and share the most intriguing writing about reading that they can.

### *Bend III: Bridging the World and Dystopian Novels*

In Bend III, readers will take on the work of considering how their dystopian series connect with the world. They'll consider how their books reflect the real world of their schools and communities, then how their books might reflect wider concerns like social issues and current events. They'll look at how symbols in their books gain meaning when they're considered in light of

the real world. Along the way you'll continue to support students' work with transfer, questioning, willingness to try out theories, and independence.

Near the end of the bend you'll conduct a repertoire read-aloud, in which readers have a chance to review the reading work they've done by making choices about which work feels most important to take on as they listen to a new story. This supports all the work you've done throughout the unit on transfer and independence, as readers will take charge of their own thinking work in the read-aloud. Finally, you'll end with a day for celebration, providing students time for literary roundtable conversations about dystopian literature and the world. Throughout the unit, most readers will read three to four novels in their series, with some readers in shorter novels finishing four to six books.

## **ASSESSMENT**

You'll want to think about how you will assess students within this unit. If this isn't your first unit of the year, you probably already have a good sense of students' reading levels, though if you have students reading well below grade level, you'll want to reassess them with more frequency so you can be sure they are making strides. There are running records available for this purpose on the Teachers College Reading and Writing Project website.

You'll also want to know about your students' current understandings of the major skills within the unit, and keep an eye on how those are developing. You might develop a brief performance assessment, highlighting one or two of the most critical skills in the unit. To do this, take a short text where students could practice this particular skill, develop a question tied to that skill, and then set aside some time for students to try it. For example, you could use the story "The Lottery" by Shirley Jackson or "All Summer in a Day" by Ray Bradbury (or just an excerpt from one) and ask, "What symbols do you notice the author using? What do they seem to mean?" You could choose to ask questions that target more skills, but you will probably find that it pays off to be selective, saving more time for teaching and avoiding overwhelming yourself and students with too much testing.

Throughout the unit, the most crucial assessment will be the day-to-day assessment you do as you observe and meet with students. During minilessons and read-alouds, you'll listen closely and note the students who may need additional reinforcement or instruction. You will also probably study your students' annotations and notebook entries, looking for depth of thinking, risk taking, and students' confidence in taking on the new work you introduce.



Additionally, listening in on student book clubs will provide you with a lot of information about how students' reading skills are developing.

Any assessment is only as useful as the instruction that it drives, so gathering data will be the most useful when it is followed by targeted teaching and feedback to nudge readers forward. Much of this will probably happen in small groups and conferences. The conferring and small-group work sections in each session will be helpful to you as you plan for this.

## GETTING READY

There are a few things to do to get ready for this unit. One especially important thing is to get your readers into book clubs, provision them with appropriate books, and get book clubs off the ground. Here are a few of the most important big-picture things to consider as you prepare for the unit.

### *Getting Book Clubs Up and Running*

You'll want to think ahead about how book club work will be structured in your classroom, if this is your first book club unit of the year, or if you need to make some changes to how book clubs have gone in the past. Chapter 13 "Practical Help with Books Clubs" in *A Guide to the Reading Workshop: Middle School Grades* will be an invaluable resource for you as you do this. Below are some tips to get started.

Before the unit begins, we suggest getting your readers into clubs and organizing who will read what. There are tips below about what clubs will read, but you'll also need to think about who will be in which club. One easy way to do this is to combine two existing partnerships into a club. In general, you'll want clubs to be reading at similar levels, though if you have a class where most kids read in the X/Y/Z range or higher, it may be more important to form clubs with shared reading interests or whose personalities mesh well. Clubs will often need to talk during the minilesson, so you may want to make it an expectation that clubs sit near each other for the minilesson (though they might disperse around the room to read) and that they know who their partner is within the club so you can easily request turn-and-talks with partners and with clubs without a lot of hassle.

Homework throughout the unit is often planned within clubs. This will mean two things: first, that clubs know what page they've agreed to read up to by the next day, and second, that clubs often are in charge of deciding

what sorts of jotting or thinking they will do for homework. Many teachers have found it helpful to give clubs a blank calendar at the start of the unit and provide time for clubs to make at least a rough draft of the number of pages that they'll read each day. This might need to be tweaked, but it is a helpful starting point. Other teachers have clubs make that decision each day. Similarly, to support clubs in deciding what kinds of thinking to do, teachers typically rely on the anchor charts and unit supports to help clubs make this choice, but other teachers put up a chart with examples of club-made homework assignments that work, for clubs to use as a scaffold for their decision making. There is an example of this kind of chart in the online resources. ✨

You'll also want to plan when clubs will meet. Often, we find that clubs work well when they meet every two or three days, not every day. If you have a roomy schedule, it could be tempting to have clubs meet daily, but sometimes this means that kids run out of steam for talking and the club meetings no longer feel fresh and exciting. You'll see that specific shares throughout the book are designated for club meetings, which might take 7–10 minutes and give readers a chance to discuss ideas at more length. Other shares are more typical, and shorter, lesson closures and might give clubs just a moment to touch base about homework before leaving class.

When clubs do meet, you'll be circulating around the room, stopping to listen a bit at one club before moving to the next. It can be overwhelming to think about supporting and providing feedback for so many different clubs in a short span of time. One thing that helps is to have some predictable feedback in mind in advance. Many clubs, for instance, might need coaching at the beginning to push each other to provide evidence and explain their thinking, rather than just nodding and accepting what peers say. Later in the unit, your clubs might benefit from some cheerleading around questioning and trying on new and challenging ideas. It will also help to know in advance that you won't want to feel like a member of any particular club, as the idea of a book club is all about student independence. That means, of course, that student club meetings won't always go perfectly—but they will get stronger.

### *What Kids Will Read*

Since this is a book club unit, the decisions you'll make about what kids are reading are paramount, and will probably be limited by the book club sets you have available. You'll want each club of readers to dive into a dystopian series, so you'll need multiple copies of, say, the *Divergent* series, the *Maze*



Runner series, and so forth. Series are important because we know the power of series books in hooking readers, and if a student reads and loves book one of a series, he or she is now set up on a path that will keep reading momentum and volume high for a while. Series also give kids the chance to practice the work of synthesizing across many pages, which is work they'll be doing for years to come as readers of longer, more complex texts. In this unit, series books will also be crucial to provide so that you can take advantage of the teaching in Bend II, which is all about helping kids tackle the unique complexities of long series.

If you're finding it hard to round up enough book club sets, you'll find it useful to plan ahead, reaching out to school librarians, local libraries that sometimes loan sets to schools, and to kids and families for support in gathering texts. All of this works better when you have a bit of time to do this resource-gathering, so there's no reason to wait to begin this. You'll find suggested series in the online resources, and in addition, the Teachers College Reading and Writing Project Classroom Libraries would be a powerful resource to use to build your collection of dystopian texts (Heinemann 2016). You'll want to take representation into account, too, as with all your classroom library selections, and be sure that your book club choices include authors and protagonists of different races and ethnicities.

Ideally, kids will have some choice about which series they read. We know that choice is a powerful force to help turn kids into avid, lifelong readers. And when kids read books they love, often books they choose, they are likely to read far more than we could ever assign. Given the incredibly strong correlations between volume of reading and reading achievement, this is a goal worth working toward. That said, in a book club unit you may find that you're trading some choice to get other benefits, like the social benefits of club work, the engagement that comes from reading with a group of peers, and the intellectual rigor of discussing ideas at length. If you can bridge this gap, do so. Some teachers form clubs first, then offer each club two or three options, get their input, then provide books. Other teachers booktalk the options to the whole class, then let students submit a ballot with their top three or four choices—allowing you to socially engineer clubs while still giving kids one of their top choices.

Above all, provisioning kids with enough books to keep their volume high is incredibly important. You will want to plan ahead for how to support readers who tend to read much faster than the pace of their club. Assuming the club

is still meeting reasonable goals, you'll probably want to support those faster individual readers by suggesting that they have a second book going to read independently to supplement their reading lives. Of course, many of your most avid readers won't need this suggestion! But for some, your encouragement will make a world of difference.

### Marking Up and Rehearsing the Read-Aloud

There is one primary read-aloud text—a compelling dystopian short story—that threads throughout all three bends. Additionally, a second short story and video clips from the popular *The Hunger Games* movie support the work of Bend III. Read-aloud is a critical component of this unit and gives you an opportunity to give, and get, feedback about kids' learning and thinking in a rigorous, strategic way. To prepare, you'll want to read over the read-aloud texts, marking them up with the prompts you'll give students, the think-aloud work you'll model, and what you might expect to hear in their talk as you prompt them. Even marking some of the likely feedback you'll give kids will help make your read-alouds go more smoothly.

I've included a copy of my read-aloud text, with notes, in the online resources as an example. Taking the time to prepare and rehearse the read-aloud will make it go more smoothly and allow you to take in all the data you're gathering from listening to student talk, rather than worrying about what comes next.

The read-aloud texts are:

- “Ponies” by Kij Johnson (currently available in the collection *At the Mouth of the River of Bees*)
- Video clips from *The Hunger Games* and *Catching Fire* films
- “Harrison Bergeron” by Kurt Vonnegut (in *Welcome to the Monkey House*)

### Preview the Pacing of Sessions

You'll want to get a bird's-eye view of the unit before beginning. To do this, you could skim over the inside front cover and the Table of Contents, then begin to put sessions on actual calendar dates. In particular, you'll want to think about start and end dates for the unit, and perhaps checkpoints for yourself so you know that the unit is progressing the way you hoped! You will



**READ-ALoud PACING GUIDE**

<b>READ-ALoud Text: "Ponies" by Kij Johnson from <i>At the Mouth of the River of Bees</i></b>	
<b>BEND I</b>	
Session 1 Read-Aloud	Read aloud the entire story.
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	
Session 7	Read aloud "This Is Just to Say," a short poem by William Carlos Williams. Show a short video clip from <i>The Hunger Games</i> .
Session 8	Show a short video clip from <i>Saturday Night Live</i> .
<b>BEND II</b>	<b>Read-Aloud Text: "Ponies," by Kij Johnson from <i>At the Mouth of the River of Bees</i></b>
Session 9	
Session 10	
Session 11	
Session 12	
Session 13	Show two short video clips from <i>The Hunger Games</i> . Revisit an excerpt from "Ponies."
Session 14	
<b>BEND III</b>	<b>Read-Aloud Texts: "Ponies," by Kij Johnson from <i>At the Mouth of the River of Bees</i> and "Harrison Bergeron" by Kurt Vonnegut from <i>Welcome to the Monkey House</i></b>
Session 15	Revisit excerpts from "Ponies."
Session 16	Revisit excerpts from "Ponies."
Session 17	Read aloud "Harrison Bergeron" in its entirety.
Session 18	Show a short video clip from <i>The Hunger Games</i> .
Session 19	

also want to mark days when clubs will have a longer meeting, because that will impact your planning, versus days when clubs may just briefly check in about their homework.

You might also take time to quickly sketch out how much reading you'll expect clubs to get done, so you're ready to model for them what that would look like. For instance, if you look at a typical dystopian book kids may be reading, like *Legend* by Marie Lu, one hardcover version has 305 pages. So you could imagine that on Day One, between school and home, kids would likely have read 30–50 pages, and more on subsequent days, making it very likely that kids will have read the entire novel in six or seven days. Marking this on your calendar, along with your planning, could be helpful as you work to keep kids' reading volume high.

With a sense of the actual calendar dates your bends will start and finish on, you can more easily begin preparing the resources you'll need for particular sessions. In some cases, there are resources to support small groups and conferences that you'll want to print and have ready before you start, to help make your conferring and small-group time as productive as possible.

The Read-Aloud Pacing Guide will give you an overview of the pacing, to help you plan.



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date December 12, 2019

Decision Requested \_\_\_\_\_ Agenda Code 9 c.

**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



# Special Education Continuum of Services

Southington Public Schools

# Continuum of Services in Special Education (Least Restrictive Environment)

- ▶ Co-teaching
- ▶ Resource Rooms
- ▶ Extended Resource Rooms
- ▶ District Programs
- ▶ Out of District Programs



Least Restrictive

More Restrictive

# Integrated Preschool



Grades PK3-PK4 district wide program with peer models at HES and SES



Students with special education needs identified through B-3 referrals, or through district screening practices



Integrated service model, address IEP needs



Opportunity for time with non-disabled peers



Parent-community-school partnerships

# LAUNCH

Language,  
Autism Support,  
Unique Programming,  
Nurturing Environment,  
Community Building,  
High Expectations)



GRADES K-5 SELF-CONTAINED DISTRICT PROGRAM AT HES



STUDENTS WITH SIGNIFICANT AND MULTIPLE DISABILITIES



HIGH STAFF TO STUDENT RATIO



DEVELOPMENTALLY APPROPRIATE CURRICULUM IN FUNCTIONAL COMMUNICATION SKILLS, ACADEMIC SKILLS, LIFE SKILLS AND SOCIAL SKILLS



OPPORTUNITIES FOR TIME WITH NON-DISABLED PEERS AS APPROPRIATE



PARENT-SCHOOL-COMMUNITY PARTNERSHIPS WITH HIGH LEVELS OF COMMUNICATION AND PLANNING.

# LIDS

Learn,  
Improve,  
Develop  
Skills)



Grades K-2 self-contained district program at KES (LIDS-primary)



Grades 3-5 self-contained district program at HES (LIDS-intermediate)



Students with interfering behaviors due to developmental delays and/or significant social-emotional deficits that impact their ability to access learning in typical ways



High staff to student ratio with specialized training in behavioral supports



BCBA program consult and support, specialized behavioral programming



Opportunities for time with non-disabled peers

# EASE

## *Education Adaptive Social Experiences*



Grades 6-8 self-contained district program at JFK



Students with significant and multiple disabilities



High staff to student ratio



Developmentally appropriate curriculum in functional communication skills, academic skills, life skills and social skills



Opportunities for time with non-disabled peers as appropriate



Parent-school-community partnerships with high levels of communication and planning.

# TEAM

## Therapeutic Education Alternative Model



Grades 6-8 school-based clinical intervention district program at JAD



Students with complex behavioral or mental health issues at risk for outplacement



High staff to student ratio with specialized training in behavioral supports



Strong connections between schools, family supports, outside providers, and behavioral health systems



Full-time school psychologist



BCBA consult and support, specialized behavioral programming

# ACHIEVE

Adult Daily Living Skills,  
Community Awareness,  
Health & Safety Training,  
Instruction in Social Skills,  
Education in  
Vocational  
Experiences



Grades 9-12 self contained district program at SHS



Students with significant and multiple disabilities



High staff to student ratio



Developmentally appropriate programming in academic skills, life skills, adult daily living skills, transition skills, communication skills, safety skills, social skills and community experiences



Opportunities for time with non-disabled peers as appropriate



Parent-school-community-agency partnerships with high levels of communication and planning.

# CLP

## Collaborative Learning Program



Grades 9-12 school-based clinical intervention district program at SHS in partnership with Wheeler Clinic



Students with complex behavioral or mental health issues at risk for outplacement



High staff to student ratio with specialized training in behavioral supports and physical/psychological management techniques (PMT)



Strong connections between schools, family supports, outside providers, and behavioral health systems



Full-time licensed clinician from Wheeler Clinic providing group and individual counseling

# STELLAR

## *Southington Transition and Education in Life- Learning Adult Responsibilities)*



Ages 18-22  
district-wide  
community based  
transition program  
at Abby Park  
Building,  
Downtown  
Southington



Students with  
developmental  
disabilities who  
have met SHS  
graduation  
requirements



High staff to  
student ratio



Developmentally  
appropriate  
programming in  
the many skill  
areas need in  
order to become  
independent  
within their  
employment,  
independent living  
activities,  
community  
participation, and  
post-secondary  
connections



Opportunities for  
time with non-  
disabled peers  
within the  
community and  
work settings



Student/parent-  
school-  
community-agency  
partnerships with  
high levels of  
communication  
and planning

# Meeting the Future Needs of Students with Disabilities

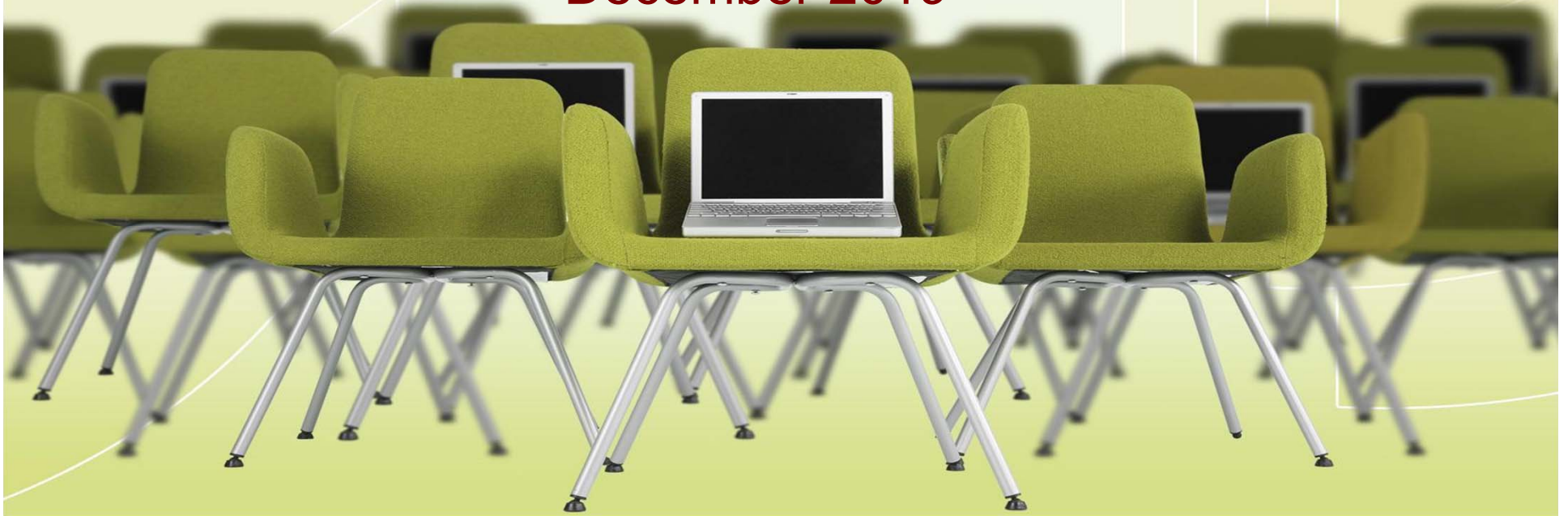
- ▶ Continuous monitoring of projected student needs based on enrollment trends and student specific profiles that will impact current district resources:
  - ▶ Increased preschool population
  - ▶ Current programming operating at maximum capacity
  - ▶ Control and fiscal management of in-district programming options
  - ▶ Current Trends: Increase in the number of students with the educational disability of ASD (36.6% between 2013-2019)





# Technology Update

Southington Public Schools  
December 2019



# Challenges of technology

- The Southington Public Schools network has grown and matured greatly over years
- Gaps developed as new technology was deployed and older systems were not decommissioned
- Increase in the amount of devices in the district
- Keeping up with security and process controls
- Expanding our Wi-Fi solution at Southington High School
- Budget limitation



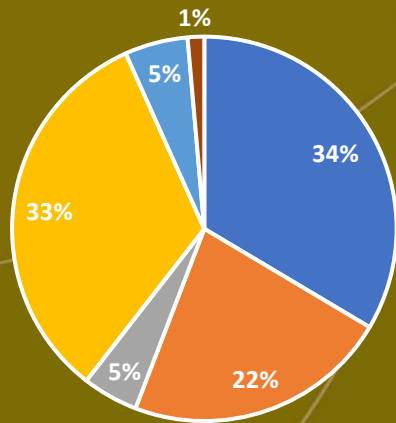
# Apple Lease Financing

- The Apple Lease program assists us in meeting our technological goals
- Provides Southington Public Schools with flexible financing and a technology refresh option to support our current and future goals
- Keeps our equipment fleet up to date
- Allows the purchase of Apple and non-Apple gear and services

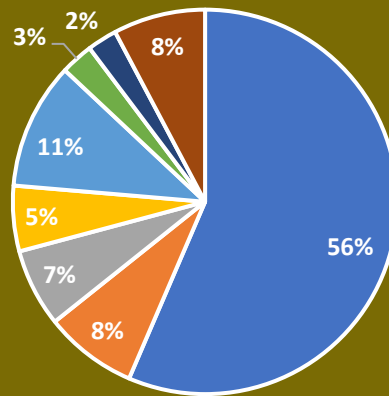


# Apple Lease Purchases

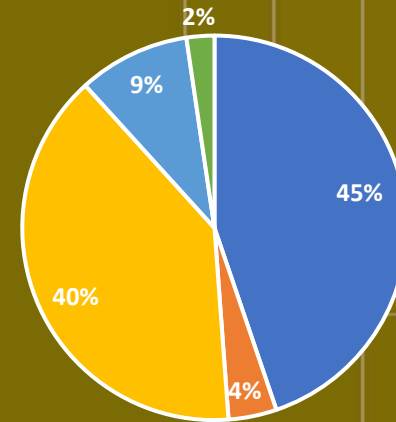
Lease 10



Lease 11



Lease 13



■ Chromebook ■ Desktop ■ iPad ■ Laptop ■ Misc Equip ■ Projector ■ Smart TV ■ Storage

## Equipment Lifecycle/Replacement Schedule

Asset	Years
Teacher Laptops:	5
Teacher Desktops:	6 (where applicable)
Office Staff Desktops:	6
Computer Lab Desktops:	6
Classroom Desktops:	6 (almost none, as we have moved to Chrome)
Chromebooks:	6
iPads:	6-7
Interactive Projectors:	N/A
Interactive Whiteboards:	N/A
Wireless Access Points:	7-8
Network Switches:	8-10
Servers:	6-8



## Current Project – Wifi @ SHS

- Our current wireless solution (Aerohive) was installed with minimal configuration; When combined with the growth of wireless dependency our network was unable to deliver appropriate capacity.
- Wireless audit was performed which indicated areas of weak signal and interference. Aerohive Access Points (APs) were reconfigured which increased connection reliability and efficiency. The creation of heat map is scheduled which will poll signal strength and identify dead zones, and help us continue to improve wireless coverage.



## Current Project Update – Wifi @ SHS

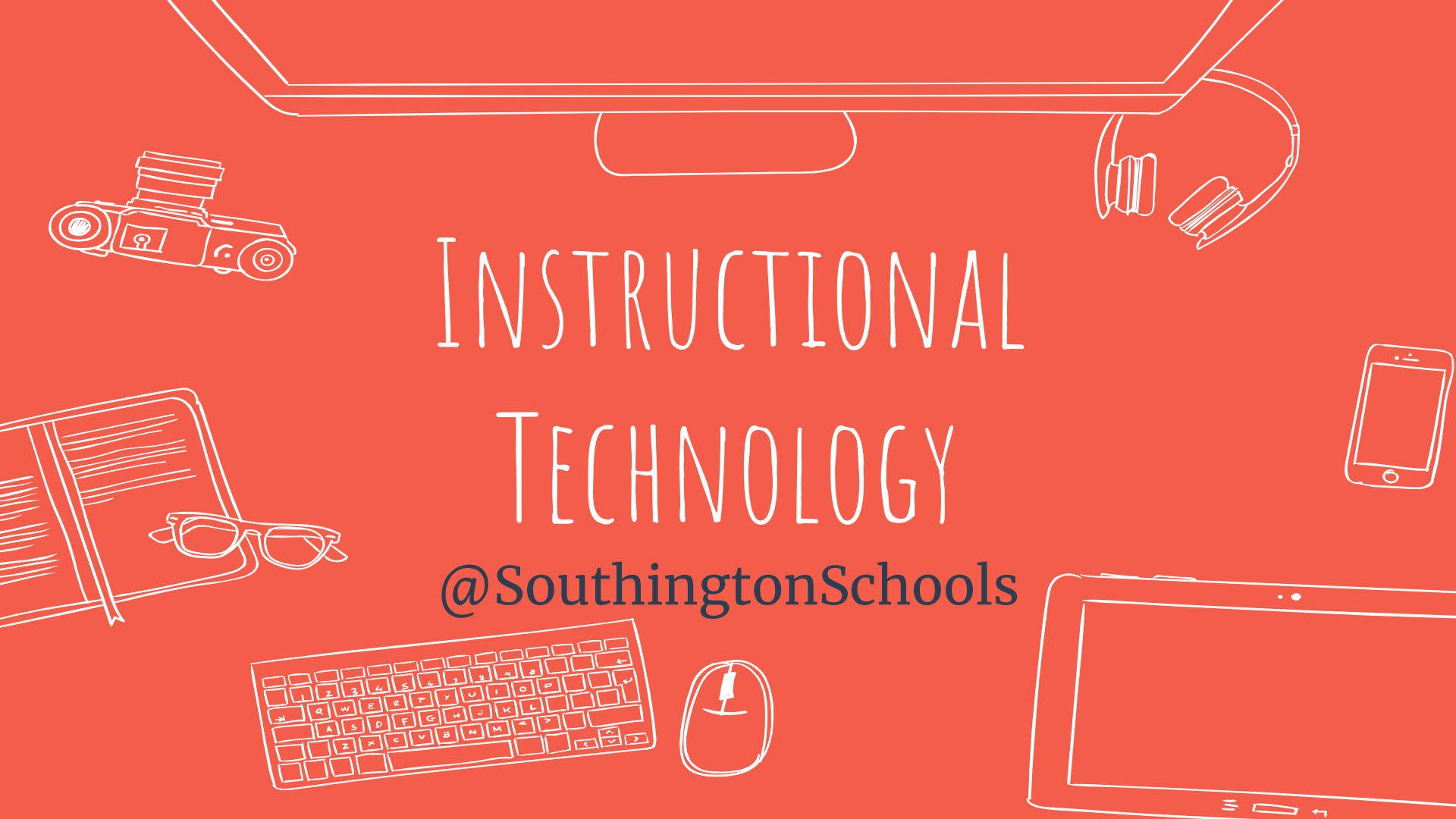
- Based on wireless audit we added 50 new access points while reconfiguring the pre-existing devices
- Wi-Fi Quality survey created for all SHS staff
- Additional adjustments/moves made to numerous pre-existing access points
- Currently adding an additional 19 access points





# Questions?





# INSTRUCTIONAL TECHNOLOGY

@SouthingtonSchools



## LINKS TO PREVIOUS INFORMATION

This is an update to the previous presentations.

✘ [What is Instructional Technology?](#)





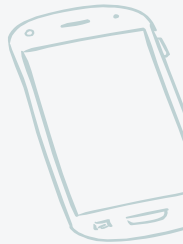


- May, 2017

✘ [Canvas @ SPS](#)

- December, 2018



## INSTRUCTIONAL TECHNOLOGY GOALS

- 
- 
- 
- 
- 
- 
- 
1. Increase teacher & staff input regarding technology use.
  2. Increase awareness and capacity of current district technology.
  3. Create targeted professional development opportunities.
  4. Increase capacity in Canvas.
  5. Make connections between the Vision of a Graduate and instructional opportunities using technology.

The background features several white line-art illustrations: a pair of glasses at the top left, a pen at the top center, a notebook with a pen at the top right, a watch at the bottom left, and a keyboard at the bottom center.

## INSTRUCTIONAL TECHNOLOGY COMMITTEE

The Instructional Technology Committee meets in grade band groups to discuss the training needs of classroom teachers and staff.

They provide input on:




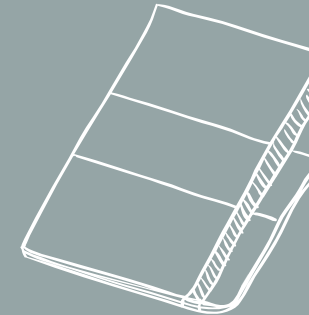
- ✘ Professional Development topics
- ✘ Time, day, location of PD
- ✘ Use and issues regarding current software/hardware
- ✘ Current best practices in the classroom



## INCREASE CAPACITY AND USE THROUGH PD



Targeted professional development is offered throughout the school year in these areas:

- ✗ Canvas - Learning Management System
  - ✗ Google Drive
  - ✗ STAR Reporting
  - ✗ Student Data Warehouse
  - ✗ Presentation options
  - ✗ Student Data Privacy Law
- 
- 
- 
- 



## STUDENT DATA WAREHOUSE


Access to student data in a timely and convenient fashion results in informed teaching decisions.

This year we introduced a new student assessment database, used to track and monitor assessments so that interventions can be done earlier.




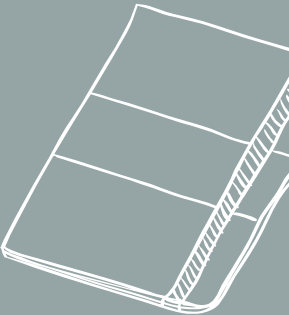
Training in this database is ongoing, but initial feedback is that it is easy to navigate and has already resulted in more frequent check-ins to drive daily instruction.



## INCREASE CAPACITY AND USE THROUGH PD



Summer Tech Camps: In-depth summer PD sessions were offered to teachers looking to increase their technology use in their classrooms

- ✗ More than 85 teachers in grades 6-12 attended a summer session for Canvas
  - ✗ More than 30 teachers in grades K-5 attended a summer session for other technology services
- 
- 
- 
- 



## INCREASED USAGE IN CANVAS

### Middle School

- ✗ 51 courses
- ✗ 1,177 Assignments
- ✗ 50 Discussion Topics
- ✗ 779 Media Recordings
- ✗ 6,825 Files Uploaded

Most heavily used for  
Quizzes

### High School

- ✗ 53 courses
- ✗ 1,254 Assignments
- ✗ 317 Discussion Topics
- ✗ 71 Media Recordings
- ✗ 1,751 Files Uploaded

Most heavily used for  
Assignment Submissions

✨ These course numbers are up from \*12\* at this time last year ✨



## INCREASED USAGE IN CANVAS

### Future Planning

- ✘ Assessments that match state test format in Science
- ✘ Open Educational Resources & Curriculum in MS Math
- ✘ Media recordings for feedback in world language
  
- ✘ Automated feedback in Quizzes and Tests
- ✘ Organization of resources and documents
- ✘ Clubs and Organizations adding “courses” for notifications and updates



## ELEMENTARY TECHNOLOGY

The classroom desktops have been replaced with Chromebook Tech Tubs. This has allows flexibility and increased access to:

- ✕ Splash Math
- ✕ RAZ Kids
- ✕ Google Apps for Education
- ✕ Typing Club
- ✕ Google Classroom



## ELEMENTARY TECHNOLOGY

Students are learning how to navigate their Google account in classrooms as young as kindergarten.

Classrooms in grades K-5, teachers are introducing students to Google Classroom as a way to organize and manage online resources. Use of Docs, Slides, Sheets, and Forms only increases as students move up in our system.



## TECHNOLOGY NEEDS

Two obstacles to highly effective technology use:

1. Number of student devices available in our classrooms, particularly in grades 6-12, so that teachers can rely on consistent access when planning lessons.
  - a. The expectation is that the number of teachers utilizing Canvas, as well as other technology tools, will increase by 50% by the end of the 20-21 school year. This number is estimated based on the interest and participation in current professional development.



# TECHNOLOGY NEEDS

Two obstacles to highly effective technology use:

2. Professional development in the area of technology.
  - a. Ensuring that the technology is not just “something extra” that is added to a lesson, teachers and staff need time and training in how to manage classrooms with increased devices, design and implement digital curriculum and assessments, create formative assessment protocols, and identify the most appropriate tool that meets the instructional need.
  - b. This is a shift from the one-size-fits-all approach to technology professional development to a highly personalized strategy.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date December 12, 2019

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

**AGENDA REPORTING FORM**

**Agenda Topic:** Proposed 2020-2021 School Calendar ~ First Reading

**Summary of Issue:** The attached school calendar is provided to the Board for their comments and recommendations.

**Background:** The calendar will be brought back to the Board for approval at the January 9, 2020 Board meeting.

**Alternative Strategies:** 1) Modify starting date; 2) Modify recess periods;  
3) Modify professional development days

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

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

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

**Recommendation or Comment:** Board members may wish to comment on the Proposed School Calendar for the 2020-2021 School Year.

**Title of Attachment**

1. Proposed School Calendar for the 2020-2021 School Year

*Timothy J. Connellan*

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

# Southington Public Schools

2020



2021

FIRST DAY OF SCHOOL: AUG 27

## PROPOSED SCHOOL CALENDAR

SCHOOL ENDS: JUNE 9

M	T	W	TH	F
<b>AUGUST 2020</b> 3 DAYS				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
WD	PD	PD	FD	28
31				

<b>SEPTEMBER 2020</b> 21 DAYS				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	<PD>	23	24	25
28	29	30		

<b>OCTOBER 2020</b> 21 DAYS				
			1	2
5	6	7	8	9
12	13	14*	15	16
19	20*	21	22	23
26	27	28	29	30

<b>NOVEMBER 2020</b> 16 DAYS				
2	PD	4	5	6
9	10	11	12	13
16	17	18*	19	20
23	24	25	26	27
30				

<b>DECEMBER 2020</b> 17 DAYS				
	1*	2*	3	4
7	8	9	10	11
14	15	16	17	18
21	22	<23>	24	25
28	29	30	31	

<b>JANUARY 2021</b> 19 DAYS				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26*	27	28	29

AUG 24	Work Day/Professional Development Day
AUG 25	Professional Development Day
AUG 26	Professional Development/Convocation
AUG 27	FIRST DAY OF SCHOOL ~ FULL DAY
SEPT 7	Labor Day
SEPT 22	Professional Development Day—Early Dismissal
OCT 12	Columbus Day
OCT 14*	SHS Early Dismissal PSAT Administration
OCT 20*	Elem/Mid School Prof. Dev. - Early Dismissal
NOV 3	Election Day/Prof. Dev. Day
NOV 11	Veterans Day
NOV 18*	High School Conferences - Early Dismissal
NOV 25-27	Thanksgiving Recess
DEC 1*	Elem/Mid.School Conf./HS PD – Early Dismissal
DEC 2*	Elementary School Conferences - Early Dismissal
DEC 23	Early Dismissal for Students
DEC 24 -	Holiday Recess
JAN 1	(Includes Christmas and New Year's Day)
JAN 18	Martin Luther King Day
JAN 26*	Elem/Mid School Prof. Dev. - Early Dismissal
FEB 12	Professional Development Day - Early Dismissal
FEB 15	Presidents' Day
FEB 16	Professional Development Day
MAR 2	Professional Development - Early Dismissal
MAR 15-16*	Elementary School Conferences - Early Dismissal
MAR 24	SAT Day Southington High School- Full Day
APR 2	Good Friday
APR 12-16	Spring Break
APR 27	Professional Development – Early Dismissal
MAY 18	Professional Development – Early Dismissal
MAY 31	Memorial Day
JUNE 9	Projected Last Day



= Holiday/School Recess - No School for Students and Staff

PD

= Professional Development – No School for Students

<PD>

= <PD> Professional Development – Early Dismissal for Students

< >

= Early Dismissal for Students

\*

= Early Dismissal Only for Designated School

M	T	W	TH	F
<b>18 DAYS FEBRUARY 2021</b>				
1	2	3	4	5
8	9	10	11	<PD>
15	PD	17	18	19
22	23	24	25	26

<b>23 DAYS MARCH 2021</b>				
1	<PD>	3	4	5
8	9	10	11	12
15*	16*	17	18	19
22	23	24	25	26
29	30	31		

<b>16 DAYS APRIL 2021</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	<PD>	28	29	30

<b>20 DAYS MAY 2021</b>				
3	4	5	6	7
10	11	12	13	14
17	<PD>	19	20	21
24	25	26	27	28
31				

<b>7 DAYS JUNE 2021</b>				
	1	2	3	4
7	8	<LD>	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

### Projected Last Day ~ JUNE 9

If weather or other emergencies require the closing of school, these days will be made up after the projected last day to June 30<sup>th</sup>. If additional weather-related days are needed beyond these 14 days we will begin with April 16<sup>th</sup> and move backward.

