

Regular Meeting

Wednesday, June 3, 2015 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, National Anthem/Pledge of Allegiance, Moment of Silence**
2. **Staff and Student Recognition**
3. **Approval of Minutes - May 6, 2015 Regular Meeting Minutes**
4. **COMMITTEE REPORTS**
5. **Student Representative Reports**
6. **Superintendent Report**
7. **Consent Agenda**
 - 7.1. Personnel
 - 7.1.a. Teacher Retirement - Effective October 1, 2015*
 - 7.1.b. Teacher Request for an Unpaid Leave of Absence
 - 7.1.c. Coaching Appointments
 - 7.2. Grants
 - 7.2.a. Adult Education Program Improvement Project Grant
 - 7.2.b. IDEA Section 611
 - 7.2.c. IDEA Section 619
8. **Public Comment**
9. **Deliberated Items/District Leadership Team Reports**
 - 9.1. BCHS and BEHS Quebec Trip February 2016
 - 9.2. TEAM Mentors/Cooperating Teacher Applicants
 - 9.3. Healthy Food Certification Statement
 - 9.4. 2015-2016 Board of Education Budget
10. **Curriculum Revision**
 - 10.1. Revisions to the Early Childhood Curricula - Second Presentation
11. **Policy Revision**
 - 11.1. Policy #5131.81 - Electronic Devices - First Reading
 - 11.2. Policy 6141.328 - Bring Your Own Device (BYOD) and Protocol for the Use of Personal

Technology in School - First Reading

12. **New Business**

13. **Information - Liaison Reports**

14. **Adjournment**

BOARD OF EDUCATION
Bristol, Connecticut
May 6, 2015 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, May 6, 2015 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Lawrence Amara, Genard Dolan, Jennifer Dube, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Ellen Solek, Superintendent, Susan Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources, and Student Representatives Sophia Dtikas and Nick Savino

EXCUSED: Commissioner Jill Fitzgerald

CALL TO ORDER and PLEDGE OF ALLEGIANCE

Chairman Amara called the meeting to order at 7:00 p.m. and invited the audience to join him in reciting the Pledge of Allegiance and remain standing for the National Anthem. Flutists from Bristol Central High School performed the National Anthem.

STAFF AND STUDENT RECOGNITION

Recognition of Regional and All-State Musicians

Ken Bagley presented students with Regional and All-State Musician recognition certificates. Each year the Connecticut Music Educators Association sponsors music festivals in each of the four regions of the state as well as an All-state festival. Students audition to be part of these festivals by preparing solos, scales, and sight reading. Bristol is part of the northern region, and each year close to 2,000 students audition to be part of a festival Chorus, Band, Orchestra, or Jazz Band. Tonight we recognize the students from Bristol that have achieved this goal of being selected for a festival ensemble.

West Bristol Middle School

Benjamin Burrow	NR Chorus
Hailee Knapik	NR Chorus
Julia Radek	NR Chorus

Greene-Hills Middle School

Kaitlyn DelValle	NR Band
Emilie Dube	NR Chorus
Vanntey Heng	NR Chorus
McKenzie Lewis	NR Chorus

Chippens Hill Middle School

Pria Aggarwal	NR Band
Olivia Beaudoin	NR Chorus
Abbie Grant-Christie	NR Band
Trevor Mays	NR Chorus
Hannah Shapland	NR Chorus
Margaret Shapland	NR Chorus
Kaja Stanecki	NR Chorus

Northeast Middle School

Joshua Clark	NR Band
Marisa Drzewiecki	NR Chorus

Northeast Middle School – con't

Jalen Drzewiecki	NR Chorus
Abigail Fishbein	NR Band
Erin Gerard	NR Band
Erika Luukko	NR Band
Brandon Protinick	NR Chorus
Lewis Sinche	NR Chorus
Mikayla Strahowski	NR Chorus
Jacob Woznicki	NR Band
Noah Hickey	NR Orchestra
Sean Sullivan	NR Orchestra
Jade Udoh	NR Orchestra

Bristol Eastern High School

Spencer Malley	NR Chorus
Kara Friedman	All-State Orchestra

Bristol Central High School

Dorsye Cantarero	NR Band
Kayla Rozanski	NR Chorus
Simon Andrews	All-State Band
Angela Garcia-Clark	All-State Chorus
Molly Watstein	All State Chorus

Many of our high school music students are involved in applying their education tonight. Bristol Eastern is having their final dress rehearsals for their production of “Annie”, which opens tomorrow. Bristol Central Band students are having their dress rehearsal for their concert next week.

In addition to the CT Music Educators Association events, many of our students represented Bristol in other Ensembles:

- 8 Students from Bristol Eastern participated in the UCONN First Chair Honor Band
- 6 Students from BCHS – American School Band Directors Association Honor Band
- 8 students from CHMS and NEMS – CMEA Elementary Honors Choir – which is open to our 6th grade singers
- Simon and Philip Andrews performed in the Macy’s Day Thanksgiving Parade with the Great American Marching band
- Philip Andrews selected through a national search to perform with the U.S Army All-American Marching Band

All of these achievements would not be possible without the talent and dedication of our music staff. Our music teachers continue to serve on state and national committees and boards, and continue to distinguish themselves, and our town, by their professionalism; music teachers stood to be recognized.

Mr. Bagley left flyers regarding student performance for anyone interested in attending the spring concerts.

Dr. Solek congratulated the students and thanked the teachers and Mr. Bagley for their work with the students; she also thanked the students for taking the time to come and perform for the Board of Education throughout the year.

2015 Staff Achievement Award Recipients

Dr. Moreau presented the 2015 Staff Achievement Award Recipients. Each year the Board of Education selects staff members who go above and beyond the expectations of their job description to be honored with a Staff Award. A dinner in their honor will be held on May 20, 2015 at 5:30 p.m.

Staff Award Recipients:

Jeanine Audette – Director of Community & Business Relations
Kerry Desjardins – Grade 1 Teacher – Mountain View School
Bryan Haylette – Building Paraprofessional – Eastern High School
David Huber – Principal – Mountain View School
Sharon Jacques – Business Teacher – Eastern High School
Lea McCabe – World History Teacher – Central High School
Barbara McLean – Special Education Teacher – Hubbell School

CABE Student Leadership Awards – 2015

Peter Wininger introduced and presented the 2015 CABE Student Leadership Awardees to two Bristol Central Students: Haley Knox and Andrew Damon-Smith. The CABE Student Leadership Awards Program is designed to honor Connecticut High School and Middle School students who exhibit exemplary leadership skills. Leadership skills should include: Willingness to take on challenges, Capability to make difficult decisions, Concern for others, Ability to work with others, Willingness to commit to a project, Diplomacy, Ability to understand issues clearly, Ability to honor a commitment. Haley and Andrew are both members of the National Honor Society, InterAct Club where they have contributed numerous community services hours and both are multisport athletes. Haley is ranked in the top 10 of her class and will be attending Eastern Connecticut next year and Andrew was just named Valedictorian, and will be attending UCONN in the fall to study Actuarial Science. Haley and Andrew stood to be recognized and receive their CABE award.

APPROVAL OF MINUTES

On motion by Commissioner Hintz and a seconded by Commissioner Dolan it was unanimously

VOTED: That the Board of Education approve the April 1, 2015 Regular Meeting Minutes as written.

COMMITTEE REPORTS

Operations

Commissioner Hintz reported that the Operations Committee met on April 21st and received an update from Bristol Eastern High School on the grant money they are receiving to construct a press box; the committee will receive updates as they become available. The committee approved a request from Forestville Little League to install brick pavers around the flag pole at Greene Hills; this is a fundraiser for Forestville Little League to help them finish their field improvements; anyone who has ever participated with Forestville Little League may purchase a paver for \$75.00. The committee also approved the preschool grant funds to build playgrounds at Mountain View and South Side School and the committee discussed the discontinuance of Pine Street Terminus again; with the reconstruction of Route 72, we had to give up a portion of the road, which no one lives on and is not used, so we would not need a bus stop there.

Communications

Commissioner Vibert reported that the committee met on April 7th, there was only one agenda item which was to discuss the spring newsletter. Jeannie Audette has reached out to people for information, please get back to her quickly, the newsletter should be out in the next few weeks.

Personnel

Commissioner Dolan reported that the Personnel Committee is still negotiating with unions 2267, 881 and 3551.

Finance

Commissioner Morgan reported that the General Fund operating budget for the fiscal year July 1, 2014 through June 30, 2015 is \$106.8 million; Expenditures through March 31st total \$74.7 million with encumbrances and requisitions of \$7.9 million. Unplanned expenditures incurred for the period total \$658,696, offset by identified savings total of \$94,986 resulting in a net unfavorable variance from plan of \$563,710; Risk and exposure has been identified and projected through year end totaling \$3,073,867. Potential savings have been identified and projected through year end totaling \$2,680,977. The current reforecast for 2014-15 is projected at \$107.8 million or \$956,600 over plan. The Food Services Operation includes revenues YTD of \$1,563,036 and expenditures of \$1,762,935. The current reforecast for the Food Services Operation for the 2014-15 fiscal year is a projected operating deficit of \$208,669. Special Education expenditures continue to be volatile and significantly impacting the overall district results for the 2014-15 fiscal year. The current reforecast is \$23.8 million and 3.8% over plan. The State of CT has provided the projection for Excess Cost revenues for 2014-15; the projection is \$ 3,269,012 or \$669,012 over the 2014-15 budgeted revenue amount set by the City. This projection by the State will be finalized by May 2015 and will be adjusted accordingly. The prior year 1% reserve account of \$ 1,026,859 will be forwarded to the current fiscal year. The City's Joint Board is scheduled to vote on the City's 2015-2016 budget on May 18th. The Board of Education will vote to adopt its budget for 2015-2016 at the regular Board of Education meeting scheduled for June 3rd.

STUDENT REPRESENTATIVE REPORTS

Bristol Central - Nick Savino reported on Bristol Central activities. The performing arts were very busy, the band put on the annual jazz festival, members of the chorus sang at various events including one at Memorial Boulevard with the Whiffenpoofs. The Footlights put on the Spring Musical, The Little Shop of Horrors. The InterAct club put on Mr. BCHS raising over \$5,000 for Polio Plus and the Bristol Boys and Girls Club. Juniors will be interviewing for the Rambassador Program; it is a program where

seniors will be mentoring upcoming freshman allowing freshmen to become acclimated to the high school community. Last week for juniors and seniors there were prom assemblies, showing a mock accident and the dangers of drunk driving. Seniors and juniors also took the prom promise, which is the promise where they said no to drinking and no to drunk driving. The upcoming month will be Junior and Senior proms. SBA and AP testing are ongoing at the school and on May 21st a job and internship fair will be held. Also, spring sports started but were delayed due to poor field conditions; we had to play some home games at Bristol Eastern, and the tennis courts were in bad condition.

Bristol Eastern – There was no Student Representative Report Bristol Eastern report. Sophia Dzikas was unable to attend this evenings meeting.

SUPERINTENDENT REPORT:

Staff Accolades:

Our art show took place last night at the Board of Education; Dr. Solek congratulated Lori Eschner and her entire staff for providing us with such a wonderful exhibit of artwork and talent across the district.

Dr. Rosie Vojtek, Principal at Ivy Drive ES has been awarded as the 2015 Virtual Pioneer of the Year. Dr. Vojtek will be recognized at the ISTE Conference in late June.

BEHS Band Director Amy Dauphinais has won a competition to be one of only two conductors in the world to be part of the annual Cortona Sessions for New Music in Italy this summer.

Dr. Susan-Kalt Moreau, Deputy Superintendent has been named the Outstanding Bristol Family Resource Center Community Champion. She will be recognized at an upcoming FRC breakfast on May 22nd.

Bloomfield PS Collaboration: On Thursday April 2nd, DLT attended a workshop hosted by the Bloomfield Central Office Leadership Team. Superintendents and leaders from both districts shared ideas and processes regarding each district's plans for growth and success. The Bloomfield Leadership Team will join us on Monday June 8th at our weekly meeting to continue the dialogue. The Board will review the district's success plan in its entirety at its regular meeting on June 1st.

The Annual MS Robotics Competition was held here at the BOE Auditorium on Thursday April 9th. Over 300 students, staff and parents attended - Congratulations to Dr. Gagliardi and the district's Tech teachers and staff for a very successful event.

Transportation Cost Savings: On Monday April 13th, Gary Franzi, Transportation Director Greg Boulanger and I met with the CEO of First Student Bus Company to review procedures and to examine further cost savings measures through the possible consolidation of bus routes. More to come ...

Cisco Technologies representatives met with us last Friday to discuss further use and expansion of existing video conferencing capabilities in the district at no additional cost. To date, all of our district-wide leadership meetings are broadcast via video conference to meeting attendees across the city. Our goal is to expand this capability to classrooms so that students and teachers can make use of attending virtual field trips, online offerings, and more.

Parent Advisory Council: Met on Monday – developed the concept of Performance Snapshots in the form of quick 4-5 question surveys. One has already gone out this week via Blackboard Connect– The goal is to send these out quarterly. Questions will focus on a variety of educational performance areas. Responses to the surveys can be made using any electronic device and are completely anonymous. Results will be posted.

Student Advisory Council: will meet next Monday to publish its work on Bullying Prevention Interventions at the secondary school level.

Leadership Cohort II: met on Monday April 27th. Administrators reflected on rewards and challenges of being first year school leaders.

Alliance Grant

Dr. Moreau presented information on the Alliance Grant that will be submitted for the district. Commissioners will be voting on the grant, later on the agenda.

SBA Testing Presentation

Pamela Brisson, Director of Teaching and Learning presented an in-depth update on SBA testing. Dr. Brisson detailed how Bristol is responding to the test; and district strategies moving forward.

CONSENT AGENDA

Teacher Retirement - Effective June 30, 2015

On motion by Commissioner O'Brien, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education accept the following Teacher Retirement – Effective June 30, 2015:

Nancy Cirmo – EPH – Speech Language Pathologist

Arthur Costa – CHMS – Social Studies, Grade 7

Harold Kilby – CHMS – Social Studies, Grade 8

Teacher Resignations

On motion by Commissioner O'Brien, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education accept the following Teacher Resignations:

Kathryn O'Neil – STAF – Grade 2 – Effective June 30, 2015 (currently on leave of absence)

Michael Schleer – BCHS – Social Studies – Effective June 30, 2015

Molly Sullivan – WW – Math – Effective April 23, 2015

Coaching Appointments

On motion by Commissioner O'Brien, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the following Coaching Appointments:

Scott Chesmer – Softball Coach – CHMS – Effective 4/20/15

Joseph Miller – Softball Coach – CHMS – Effective 4/20/15

James Hahn – Baseball Coach – CHMS – Effective 4/20/15

Adam Sample – Baseball Coach – Greene-Hills – Effective 4/20/15

Erica Cahill – Softball Coach – Greene-Hills – Effective 4/20/15

Edward Riccio – Baseball Coach – NEMS – Effective 4/20/15

John Girard – Softball Coach – NEMS – Effective 4/21/15

Richard Klett – Baseball Coach – West Bristol – Effective 4/20/15

Matthew Gotowala – Softball Coach – West Bristol 4/20/15

Patricia Tomkil-Johnson - .5 Outdoor Track – BCHS – Effective 4/10/15

Taylor Plantamuro – Assistant Softball Coach – BCHS – Effective 3/23/15

Grants

On motion by Commissioner O'Brien, seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the following Grants:

Alliance District Grant – Year 4

BEHS Discover Pathways to Financial Success Grant

School Security Competitive Grant Program

State of CT – Early Childhood Bond Funds

Public Comment

No members of the public wished to address the Board.

Deliberated Items/District Leadership Team Reports

Secondary Summer School

Larry Covino presented the Secondary Summer School programs. He noted that each year secondary summer school switches between Bristol Central and Bristol Eastern, this is due to transportation and accommodating custodial staff, He also noted that secondary summer school is not an enrichment program; it is a credit recovery program.

Middle School: This program offers the opportunity for students to make up courses for which they did not receive a passing grade. Grade 6-7-8 students required to make-up courses attend on a non-tuition paying basis. This program will be held at Bristol Eastern High School.

High School: Courses offered in this program allow students to obtain credit for courses not successfully completed during the academic year. Grade 9 and 10 students required to make-up courses attend on a non-tuition paying basis. Students pay tuition for grade 11 and 12 classes. This program will be held at Bristol Eastern High School.

Costs: The Board of Education policy on summer school states that Bristol students in grades 6, 7, 8, 9, and 10, who are making up failed courses, will not be charged tuition. Bristol students making up failed courses from grades 11 and 12 and non-Bristol residents will be charged tuition. The BOE budget funds the teaching positions for make-up of failed courses in grades 6, 7, 8, 9 and 10 as per the BOE policy.

On motion by Commissioner O'Brien, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the Secondary Summer School programs.

2015-2016 Educator Evaluation and Support Plan Submission

Dr. Moreau presented the 2015-2016 Educator Evaluation plan that is required by the State.

On motion by Commissioner O'Brien seconded by Commissioner Morgan it was unanimously

VOTED: That the Board of Education approve the presented teacher and administrator evaluations plans and forward these to the Connecticut Department of Education for approval.

NEW BUSINESS

On motion by Commissioner Vibert, seconded by Commissioner Hintz it was it was unanimously

VOTED: That the Board of Education add the Odyssey of the Mind teams to the agenda.

Commissioner Vibert reported that Odyssey of the Mind teams from Greene Hills and Chippens Hill will be heading off to the Odyssey of the Mind Finals at the end of the month. Odyssey of the Mind is a wonderful competition involving teamwork, problem solving and fun; we have two strong teams heading to Michigan State and we wish them well, and look forward to hearing about how they did when they get back.

On motion by Commissioner Wilson, seconded by Commissioner Hintz it was it was unanimously

VOTED: That the Board of Education add a report on the Connecticut Coalition for Justice in Educational Funding to the agenda.

Commissioner Wilson reported that he attended the steering committee for the Connecticut Coalition for Justice in Educational Funding. They are in the discovery phase of the trial; it is slated to start on October 7, 2015. The legislature is not following its own formula in terms of ECS and there several districts that are dramatically underfunded; some by as much as 50% - Bristol is at 73%. The case is important; many municipalities and school boards are supporting it; because it is an issue of adequacy and what is an adequate education and how is it funded.

VOTE TO CONVENE INTO EXECUTIVE SESSION

On motion by Commissioner Morgan, seconded by Commissioner O'Brien it was it was unanimously

VOTED: That the Board of Education convene into Executive Session for the purpose of discussing Records, reports or statements of strategy or negotiations with respect to collective bargaining groups Local 2267 and Local 3351; pursuant to Connecticut General Statutes 1-200(6)E and 1-210(b)9.

Chairman Amara invited Dr. Solek and Bill Connan, Board Council to join Executive Session.

RECONVENE INTO PUBLIC SESSION

The Board voted to reconvene into Public Session to take any votes on items discussed in Executive Session. No votes were taken.

ADJOURNMENT

There being no other business to come before the Board of Education the meeting was adjourned. ***(9:45 p.m.)***

Respectfully Submitted

Susan P. Everett

Executive Secretary to Board of Education

Coaches Going Before the Board of Education for Approval

Name: John Hannon		Address: 146 Vaill Rd	
City: Watertown	State: CT		Zip: 06795
Current Occupation: V.P./General Manager Move Management& Relocation Services for Siracusa MS Allied Van Lines.			
Position: Asst. Football	School: BEHS		Level: Varsity/JV
Coaching/Playing Experience: Played football Asst. Football Coach	Level: HS and College HS	Years: 8 years 15 years	
Date Paperwork Completed for Human Resources: 5/21/15			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: 3/10/15 – 3/9/2020	
First Aid Current: Yes		Valid Dates: 3/18/15 – 3/18/17	
CPR Current: Yes		Valid Dates: 3/18/15 – 3/18/17	
Recommend to Hire Date: 5/22/15		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Salvatore Cintorino		Address: 295 Pennwood Place
City: Bristol	State: CT	Zip: 06010
Current Occupation: Assistant Chief Administrative Officer – Central Connecticut State University		
Position: Asst. Football	School: BEHS	Level: Varsity-JV
Coaching/Playing Experience: Football Playing Experience Wrestling Played Experience Football Coaching	Level: HS – College - Professional HS - College HS - College	Years: 9 years 8 years 25 years
Date Paperwork Completed for Human Resources: 5/21/15		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 7/28/13 – 7/27/18	
First Aid Current: Yes	Valid Dates: 8/22/13 – 8/22/15	
CPR Current: Yes	Valid Dates: 8/22/13 – 8/22/15	
Recommend to Hire Date: 5/22/15	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

**III.APPENDICES
APPENDIX A**

**APPLICATION COVER
FOR 2015 –16 ADULT EDUCATION PROGRAM IMPROVEMENT PROJECTS
Bureau of Health/Nutrition, Family Services and Adult Education**

Title Of Grant: Building Bridges for Success

Applicant Organization: Bristol Adult Education Center
210 Redstone Hill Road
Bristol, CT 06010

Initiated By: Lawrence S. Covino, Director- Bristol Adult Education
860-585-4368
lawrencecovino@ci.bristol.ct.us

Project Director: Lawrence S. Covino, Director- Bristol Adult Education

Submitted By: Ellen W. Solek, Ed.D
Superintendent of Schools
860-584-7002

**Signature of Superintendent of
Schools or Chief Executive
Officer of Agency:** _____

Priority Area	Code	Funds Requested	Matching Funds
Transition: Preparing for 21 st Century Careers– <i>Elementary ESL and ABE/GED</i>	AE-13-1E		
Transition: Preparing for 21 st Century Careers - <i>Secondary</i>	AE-13-1S		
Family Literacy – <i>Elementary ESL and ABE/GED</i>	AE-13-2E		
Family Literacy- <i>Secondary</i>	AE-13-2S		
Nontraditional Adult Education Instruction and Services	AE-13-3		
Expansion of the National External Diploma Program	AE-13-4	30,000	7,500
Transition: Post-Secondary Education and Training	AE-13-5	35,000	8,750
Transition: Integrated Basic Education and Skills Training (I-BEST)	AE-13-6		
English Language Acquisition/ Civics Education	AE-13-7	25,000	6,250
CT Adult Virtual High School	AE-13-8		
Total Funds Requested		90,000	22,500
Date Submitted: May 22, 2015	Date of Board/Agency Approval: June 3, 2015		

GRANTEE NAME: Bristol Public Schools		TOWN CODE: 00017		
GRANT TITLE: IDEA, PART B, SECTION 611				
PROJECT TITLE: IDEA, PART B, Section 611 ENTITLEMENT GRANT				
CORE-CT CLASSIFICATION:				
FUND: 12060		SPID: 20977	PROGRAM: 82032	
BUDGET REFERENCE: 2016		CHARTFIELD1: 170002		
CHARTFIELD2:				
GRANT PERIOD: 7/01/15 - 6/30/17		AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE:		CURRENT DUE:\$		
LOCAL BALANCE:\$		CARRY-OVER DUE:\$		
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	NON-INSTRUCTIONAL SALARIES	\$ 95,800		\$ 95,800
111B	INSTRUCTIONAL SALARIES	\$1,512,915		\$1,512,915
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$ 26,056		
321	TUTORS (INSTRUCTIONAL, NON-PAYROLL)			
322	IN-SERVICE			
323	PUPIL SERVICES (NON-PAYROLL)	\$ 152,807	\$ 26,000	\$ 178,807
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	EMPLOYEE TRAINING (NON-DIRECT SERVICES)			
341	AUDIT			
350	TECHNICAL SERVICES			
440	RENTALS			
450	CONSTRUCTION SERVICES			
510	STUDENT TRANSPORTATION SERVICES			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
600	SUPPLIES-TECHNOLOGY/INSTRUCTIONAL			
730	EQUIPMENT			
734	TECHNOLOGY RELATED HARDWARE			
735	TECHNOLOGY SOFTWARE			
917	INDIRECT COSTS			
	TOTAL	\$1,787,578	\$ 26,000	\$1,813,578

GRANTEE NAME: Bristol Public Schools		TOWN CODE: 00017		
GRANT TITLE: IDEA, PART B, SECTION 619 PROJECT TITLE: IDEA, PART B, Section 619 Preschool Entitlement CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20983 PROGRAM: 82032 BUDGET REFERENCE: 2016 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/01/15 - 6/30/17		AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE: LOCAL BALANCE:\$		CURRENT DUE:\$ CARRY-OVER DUE:\$		
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	NON-INSTRUCTIONAL SALARIES			
111B	INSTRUCTIONAL SALARIES	\$ 49,621		\$ 49,621
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS (INSTRUCTIONAL, NON-PAYROLL)			
322	IN SERVICE			
323	PUPIL SERVICES (NON-PAYROLL)			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	EMPLOYEE TRAINING (NON-DIRECT SERVICES)			
341	AUDIT			
350	TECHNICAL SERVICES			
440	RENTALS			
450	CONSTRUCTION SERVICES			
510	STUDENT TRANSPORTATION SERVICES			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
600	SUPPLIES-TECHNOLOGY/INSTRUCIONAL	\$ 8,758		\$ 8,758
730	EQUIPMENT			
734	TECHNOLOGY RELATED HARDWARE			
735	TECHNOLOGY SOFTWARE			
917	INDIRECT COSTS			
	TOTAL	\$ 58,379		\$ 58,379

Québec 2016



Bristol Central
High School & Bristol Eastern
High School

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BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

5/20/2015

(Date)

Information

Decision

AGENDA REPORTING FORM

TOPIC: Bristol Central & Bristol Eastern Trip to Quebec

BACKGROUND: Since 2004, Bristol students have enjoyed an active exchange with the La-Queue-lez-Yvelines in France. This trip has cost around \$1600.

In order to provide all students with the opportunity to experience immersion in French, we are requesting permission to take 20-30 students to Quebec on February 10, 2016 until February 14, 2016. Bristol Central High School has done similar trips in 2008, 2010 and 2012 and did a joint trip with Bristol Eastern in 2014. All trips were successful. During this trip, students will experience activities in French based on the Quebecois folkloric lifestyle and visit sites integral to the Quebecois experience. The tour group, Four Winds Travel and Tours, specializes in providing educational tours that enhance the world language classroom and focus on students speaking French. We will travel by bus, thus avoiding airport security levels.

COST: Appx. \$930 **FUNDING SOURCE:** Parents & students

RECOMMENDATIONS/COMMENTS:

The price decreases based on the number of students signing up for the trip.

ATTACHMENTS: Please see attached proposal, containing the trip's rationale.

TOPIC PRESENTER: Anya Rochester & Kelly Lynne Thibodeau

CONTACT NUMBER: 584-7735 ext. 321

SUPERINTENDENT: Ellen Solek

Bristol Board of Education, Bristol CT

Presented at Board Meeting: _____

Approved: _____

Order Filed: _____

Referred to: _____

Bristol Public Schools

Field Trip Request Form for Travel Outside the Continental United States

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School: Bristol Central High School & Bristol Eastern High School

Date of Request: May 25, 2013

Trip to: Québec, Canada

Date of Proposed Trip: February 10-14, 2016

Number of students participating (approximately): 20-40

Name of teacher(s) making request: Anya Rochester (BCHS) & Kelly Lynne Thibodeau (BEHS)

Number and names of teachers and chaperones: *I will bring one more adult than is required*

- | | |
|---------------------------------|----------|
| 1. <u>Anya Rochester</u> | 5. _____ |
| 2. <u>Kelly Lynne Thibodeau</u> | 6. _____ |
| 3. <u>Additional Chaperone</u> | 7. _____ |
| 4. <u>Additional Chaperone</u> | 8. _____ |

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: Bus Train _____ Plane _____ Car _____

Other _____

Are fund-raising activities planned? No. If so, describe _____

Name of Travel Agency: EF Smithsonian travel

Lodging: Hotel/Motel: Hotel Private Home: _____ Other _____

Insurance Arrangements for Staff and Students: We will buy travel insurance; appx. cost - \$60 per person
(Insurance should be provided by Travel Agency)

Please attach a copy of the travel agency's insurance coverage.

Cost per student (approximately): \$800-\$1100

Proposed Itinerary: Attached in proposal

Please write a brief narrative explaining the purpose and educational value of the proposed trip. Included in proposal

Trip to Québec: Anticipated Expenses

**We always budget for the highest price. Money will be refunded if it is not used when we return. The total cost listed below is for 20 students, but would change with more students. The overall cost would be higher but the individual cost would be lower.*

Category	Cost	Final Cost	Total Cost
1. Trip experience; includes bus, hotel, and breakfast every day. Includes dinner one day.	\$935 (20 students)-----> \$860 (25 students) \$810 (30 students)	\$935	\$18700
2. Tips for driver & tour director		\$300	\$300
3. Emergency fund	\$30 per student (x20)	\$600	\$600
4. Travel & medical insurance	\$60 per person (x20)	\$1,200	\$1,200
TOTAL COST			\$20,800
Divided by 20 students			\$1,040.00

Students will need about \$100 as spending money because they will pay for two lunches and one dinner and will want to buy souvenirs.

In addition, students will need a passport, which may cost about \$120.

**Board of Education
Quebec Trip
Trip Rationale**

The essence of world language instruction is to provide as many authentic opportunities for communication as possible. In most cases, we are able to simulate situations in class where students can role play being in a restaurant or in a foreign high school. There are times, however, when we are presented with the opportunity to give our students the opportunity to experience a different country, an extraordinary event, and use the language they are studying. A trip to Quebec, half the price of the French Exchange and by bus, provides more students with this important opportunity.

The world language curriculum is based on the five C's, the Standards for Foreign Language Learning. They are communication, cultures, connections, comparisons and communities. Communicating in languages other than English, gaining knowledge and understanding of other cultures, connecting with other disciplines and acquiring information, developing insight into the nature and language of culture and participating in multilingual communities at home and around the world; this trip to Quebec that we offer gives our students a unique opportunity to experience all of these 5 C's in four days. Our power standards, based on the national standards, state frameworks and the NEASC report, stress the importance of authentic interactions with other languages and cultures.

We have attached the trip itinerary for your reference. We will follow the Board of Education policy for enrichment field trips outside of the continental U.S. including the Rules of Conduct and the selection of students.

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

Section 1 – Background

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

Section 2 – Certification Statement

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

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

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

- will** *(must complete Sections 3 and 4 on page 2)*
- will not** *(sign below and return form)*

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

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

Signature: _____ **Ellen Solek, Superintendent**
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

 Superintendent of Schools _____
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

Section 3 – Exemption Statement

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

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

- will**
- will not**

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

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

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

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

Bristol Board of Education, Bristol Public Schools

(Name of the Board of Education or Governing Authority)

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

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

Signature: _____ **Ellen Solek, Superintendent** _____
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools

_____ _____
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

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

Chief Financial Officer

_____ _____
Title *Date*

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



Bristol Public Schools

DEPARTMENT: Early Childhood Education

COURSE: Comprehensive Early Childhood Program

COURSE DESCRIPTION:

The comprehensive early childhood program covers all pre-academic skills that students need to be successful in school age settings. It includes language and literacy, mathematics, personal/social/emotional development, physical health, creative arts, science, and social studies content areas and is provided to all students' ages three to five years old. The curriculum is developmentally appropriate and is presented to students through various instructional methods, including individual, classroom and small group instruction and in collaboration with a variety of stakeholders, most predominately parents.

The National Association for the Education of Young Children (NAEYC) standards is embedded in our work: NAEYC 2. A. 10. a.-f. The curriculum guides teachers to incorporate content, concepts and activities that foster development of social, emotional, physical, language, cognitive (areas) and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health & safety and social studies.

DEPARTMENT GOALS:

Through a planned and developmentally appropriate curriculum, Bristol Public Schools strives to educate each student in conjunction with the Connecticut Early Learning and Development Standards, Common Core State Standards and the National Association for the Education of Young Children (NAEYC) criteria. The goal of the curriculum is to help all students achieve the desired competencies and prepare for school age success. Content and skill development are delivered through developmentally appropriate play, structured intentional lessons and activities throughout the year.

DEPARTMENT PHILOSOPHY:

The comprehensive early childhood program philosophy is predicated on the belief that each student is a unique, developing, capable individual who will learn from a variety of enriched experiences and opportunities, both in and out of the classroom, to grow developmentally, socially and educationally. Early childhood educators provide a comprehensive child-centered learning program which fosters and supports all students in acquiring the necessary skills, knowledge and experiences to succeed as lifelong learners.

PHILOSOPHY OF INSTRUCTION

The early childhood program is implemented through individual, whole group and small group instruction. Methods of instruction include experiential and hands on learning experiences, teacher directed activities, peer learning and individual exploration.

PHILOSOPHY OF ASSESSMENT

The early childhood program utilizes a variety of assessment tools including the Preschool Assessment Framework, (draft CT ELDS Assessment), Bristol Letter Identification assessment, Concepts About Print (CAP) assessment as well as observations and anecdotal records. The primary tool for our assessment of skill is observation.

BACKGROUND AND ACKNOWLEDGEMENTS

The Bristol Early Childhood Program curriculum was last revised in 2004. While the preschool curriculum was in need of revision, the state adopted Common Core in 2010 and then began the work toward creating the Connecticut Early Learning and Development Standards (CT ELDS) in 2014. Bristol's Supervisor of Early Childhood was a member of the state committee to develop the CT ELDS. The curriculum revision team agreed to wait until the state created their draft document in 2013 before embarking on our early childhood curriculum revision. The preschool staff was provided ongoing professional development from 2010 to 2013 to understand the major shifts in learning with the new Common Core State Standards.

These changes in state standards, combined with a greater emphasis on student data, formed the basis of early childhood learning in language and literacy, mathematics, personal/social/emotional development, physical health, creative arts, science, and social studies content areas for children ages 0-5.

The changes in our curriculum were made to incorporate the Connecticut Early Learning Development Standards and to reflect the evolving needs of our students and community. In addition to aligning our early childhood curriculum with the Common Core State Standards for kindergarten, the standards included in this document reflect state and national standards (NAEYC) incorporated by the Connecticut Early Learning Development Standards (2014).

CURRICULUM WRITING COMMITTEE:

2014-2015

Kathleen Clute, Anne Gobes, Hannah Kaletski, Meghan Nadeau and Diane Pratt.

2013-2014

Kathleen Clute, Anne Gobes, Hannah Kaletski, Diane Pratt, Sandra Sylvester and Kristen Varano

<u>SUBJECT</u> Cognition		
NAEYC connection: 1. C. 04. Teaching staff support children as they practice social skills and build friendships by helping them enter into play, sustain play and enhance play.		
Connecticut Early Learning Standards and Development <u>Strand A:</u> Early learning experiences will support children to develop effective approaches to learning.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> C. 60. 5. Plan and complete a learning activity with a peer.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Awareness of others • Sharing concept • Turn taking 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Begin to have instructional control • Wait to take turns • Listen • Share 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate the ability to engage in and complete a learning activity with my peers.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to effectively demonstrate the ability to work with others? What turn taking practices can I model for my students?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • C.48.4 Engage in and complete learning activities with peers • Develop sharing and turn taking skills 	<ul style="list-style-type: none"> • Small group turn taking activities (such as simple games) • Provide opportunities for experiencing role playing and turn taking in various centers. • Model brainstorming and ways to organize ideas • Provide opportunities for students to experience leader and follower roles 	<ul style="list-style-type: none"> • Staff observation • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Cognition		
<u>NAEYC connection:</u> 2. F. 03. Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.		
Connecticut Early Learning Standards and Development <u>Strand B:</u> Early learning experiences will support children to use logic and reasoning.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> C. 60.8. Compare relative attributes of objects, people, events, sounds (i.e. louder, more, less).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Vocabulary: same, different • How to describe an object by looking at it and talking about it 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Match objects • Label attributes • Sort objects by type i.e. color, size • Demonstrate understanding of similarities and differences 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate the ability to identify similarities and differences in a variety of situations.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to identify similarities and differences? Do my students understand concepts of same and concepts of different?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g. same or different colors, loud or soft sound) 	<ul style="list-style-type: none"> • Encourage sorting activities with and without visual models including musical and rhythmic patterning activities • Experimenting with a variety of manipulatives that differ in attributes (size, color, shape, type) 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Cognition		
<u>NAEYC connection:</u> 2. D. 06. Children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal and related to the world.		
Connecticut Early Learning Standards and Development <u>Strand B:</u> Early learning experiences will support children to use logic and reasoning.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> C. 60.11. Try multiple strategies to solve a problem and draw on multiple resources (i.e. look at what a peer is doing for ideas).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> Realize that their first attempt to problem was not successful Other strategies are available and how to use them 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> Take things apart and put them back together again Engage in trial and error Identify and employ several problem solving strategies 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate the ability to employ a variety of problem solving techniques.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to effectively utilize problem solving strategies? What opportunities can I provide to help my students develop resiliency?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful Show how they figured out a solution to a problem Tell how they figured out a solution to a problem Watch and learn from peers, adults 	<ul style="list-style-type: none"> Model think out loud strategies to solve problems Puzzles Provide examples and demonstrate using classroom resources (peer behavior, classroom environment) Read stories with problems and provide discussion to finding a solution Video modeling- view to identify problems and ways to fix it 	<ul style="list-style-type: none"> Staff observation/anecdotal notes Informal assessment Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Cognition		
<u>NAEYC connection:</u> 1. D. 02. Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans and activities.		
Connecticut Early Learning Standards and Development <u>Strand C:</u> Early learning experiences will support children to strengthen executive function.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> C. 60. 20. Typically resists impulses and can wait longer to respond in more structured settings (i.e. circle time, group activity/game).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Why rules are needed to follow • Turn taking • Wait time/Patience • Acceptable versus not acceptable behaviors in self and peers 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Use listening skills • Appropriate response to prompt • Employ wait time strategies • Hold thoughts in their mind while waiting 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate the ability to listen and wait my turn.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to demonstrate students understanding of self-control? How can I model wait time and increase opportunities for my students to use self control?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • C.36.15 With adult support resist impulses in structured settings, for brief, but increasing periods of time • C.48.18 With adult reminders briefly inhibit initial response (e.g. stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting) 	<ul style="list-style-type: none"> • Prompting by using a visual timer that will increase period over time • Provide verbal and visual cues • Provide incentives for successfully waiting or requesting adult help 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Social and Emotional Development		
<u>NAEYC connection:</u>		
1. D. 02. Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans and activities.		
Connecticut Early Learning Standards and Development		
<u>Strand C:</u>		
Early learning experiences will support children to develop self-regulation.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
SE. 60. 7. Recall and follow daily routines with little support, including adapting to changes in rules and routines.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Why we have basic rules • Classroom routine/schedule 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Engage in listening skills • Adapt to change • Regulate emotions • Begin to display empathy 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will demonstrate my ability to make transitions and follow basic rules and routines.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to function appropriately in the school setting?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • Accept redirection from adults • Control behavior by responding to choice and limits set by adults • Respond to interference of play by school interruptions, peers and adults • SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders 	<ul style="list-style-type: none"> • Provide visual classroom schedule • Encourage students to interact and identify events in their daily classroom schedule 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Social and Emotional Development		
<u>NAEYC connection:</u>		
1. D. 04. Teachers help children talk about their own and others' emotions. They provide opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.		
Connecticut Early Learning Standards and Development		
<u>Strand D:</u>		
Early learning experiences will support children to develop, express, recognize and respond to emotions.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
SE. 60. 8 Describe emotions and feelings to trusted adults and peers.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Its ok to have a variety of moods and feelings • Self identification of emotions 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Express appropriately a variety of moods and feelings 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to describe my emotions to help me in the classroom setting.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to appropriately express emotions? How do my students express themselves?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • SE. 48. 6 Express emotions experiences in typical daily routines (e.g. frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways 	<ul style="list-style-type: none"> • Explain what emotions are and different • Read books about emotions • Create a bar graph to show how students are feeling are a given day. • Discuss different events and how it makes students feel (personal-connection) • PERSONAL-SOCIAL/EMPATHY curriculum • PBIS (Positive Behavioral Instructional Strategies) 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Social and Emotional Development		
<u>NAEYC connection:</u>		
3. B. 11. Teaching staff create a climate of mutual respect for children by being interested in their ideas, experiences and products.		
Connecticut Early Learning Standards and Development		
<u>Strand H:</u>		
Early learning experiences will support children to develop social relationships.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
SE.60.17. Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • How to cooperate with peers • How to accept others ideas/thoughts 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Engage in sharing • Be able to use turn taking • Attend to a activity • Use flexible thinking 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be a caring friend to my classmates.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to successfully work and play cooperatively with peers?		
How do I set up opportunities for students to engage in cooperative play?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • SE.36.14 Seek out other children and interact with them using common materials • SE. 48. 13 Interact with one or more children (including small groups) beginning to work together to build or complete a project 	<ul style="list-style-type: none"> • Facilitate and scaffold positive peer interactions • Read stories about friends and identify characteristics of what it takes to be a good friend 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Physical Development and Health		
<u>NAEYC connection:</u>		
2. C. 04. Children have varied opportunities and are provided equipment to engage in large motor experiences.		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to develop gross motor skills.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
PH. 60. 2. Coordinate more complex movements, with increasing control, balance and accuracy.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • How to imitate simple gross motor activities (run, jump, hop, skip) • Need to engage in crossing the mid line activities with balance 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Control body movements • Attend to directive while engaging in gross motor movements • Use dominant hand, foot patterns 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to control my body movements in a safe way to grow and be healthy.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to follow a variety of gross motor directives? How do I incorporate large muscle activities in my schedule?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • PH 48. 2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives • Use large muscles to imitate an action such as throwing a ball, jump with two feet; recreate a yoga body movement with adult modeling and support 	<ul style="list-style-type: none"> • Provide a variety of gross motor experiences including balance beam, hop scotch, run and jumping, playing catch, climbing and sliding 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Physical Development and Health		
<u>NAEYC connection:</u>		
2. C. 03. Children are provided varied opportunities and materials that support fine-motor development.		
Connecticut Early Learning Standards and Development		
<u>Strand B:</u>		
Early learning experiences will support children to develop fine motor skills.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
PH. 60. 3. Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Simple fine motor skills (cutting, pencil grasp, pincer grasp) 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Appropriately hold writing utensils, scissors, pegs, and other small objects • Establish a dominate hand choice 	
Big Ideas		
<i>Student's statements of enduring ideas</i>		
I will be able to hold and use my school tools to color, draw and write my ideas.		
Essential Questions		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to successfully demonstrate fine motor skills? Am I supporting students with the appropriate verbal path for successful modeling of skills?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • PH 48. 6 Use smaller objects with precision (e.g. put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) 	<ul style="list-style-type: none"> • Provide a variety of experiences for students to utilize writing utensils. • Provide cutting projects • Lacing and stringing beads • Peg boards • Geo boards • Puzzles • Coloring and drawing • Stencils • Stamp art • Play Dough 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Physical Development and Health		
<u>NAEYC connection:</u>		
2. C. 03. Children are provided varied opportunities and materials that support fine-motor development.		
Connecticut Early Learning Standards and Development		
<u>Strand B:</u>		
Early learning experiences will support children to develop fine motor skills.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
PH. 60. 4. Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (i.e. may write their own name since this is familiar).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Simple fine motor skills (pencil grasp, pincer grasp) • Basic shapes/pictures/objects • Some letters 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Appropriately use writing utensils • Recognize/replicate basic shapes, some letters and familiar objects 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will use my writing tools to draw simple recognizable images.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to appropriately use writing tools to produce simple drawings?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • PH. 48. 7 Uses writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft 	<ul style="list-style-type: none"> • Stencils • Tracing their name • Daily writing practice • Signing in • Writing materials in every center • Shared writing experiences to model 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Physical Development and Health		
<u>NAEYC connection:</u>		
2. K. 01. Children are provided varied opportunities and materials that encourage good health practices.		
Connecticut Early Learning Standards and Development		
<u>Strand C:</u>		
Early learning experiences will support children to acquire adaptive skills.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
PH. 60. 8. Typically manage own dressing, toileting and basic hygiene.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • How to manage toileting independently (pull garments up/down) • How to manage coat and seasonal attire independently • Steps of appropriate hand washing 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Go to the bathroom independently • Put on coat including closures • Follow through appropriate steps for hand washing 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to independently care for myself and my personal belongings.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to successfully manage personal care?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • PH. 48. 10 Manage most aspects of dressing, toileting, and hand washing independently with minimal caregiver reminders to guide and support 	<ul style="list-style-type: none"> • Provide a routine and reinforcement of proper hand washing techniques • Step by step posters 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment. • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Language and Literacy		
<u>CCSS connection:</u>		
CC. K. L. 5.c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to understand language (receptive language).		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
L. 60. 1. Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic texts.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • letters make words • objects have names 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Identify some environmental print signs/labels • Understand vocabulary words 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to tell you familiar words and signs in my environment.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to effectively understand some words and signs in the educational environment?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 1 Understands words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts • Understand some familiar words and signs in their environment 	<ul style="list-style-type: none"> • Word walls • Introducing and discussion vocabulary as it is presented in stories • Demonstrate new vocabulary using real life objects or Smartboard visuals 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Language and Literacy		
<u>CCSS Connection:</u>		
CC. K. L. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to understand language (receptive language).		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
L. 60. 3. Understand increasingly complex sentences that include 3-4 concepts (E.g. Plants are living things that will not survive without soil, sunlight and water).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Understand common vocabulary • Understand 2-3 concepts • Can follow 2 and 3 step directions 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Attend to verbal discussions, stories, sharing of experiences, • Complete assigned tasks • Remember concepts which increase in complexity • Show understanding of positional words, in, on, above, next to, etc. 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to listen to my teachers and friends ideas that include more than one part.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What concepts are needed to demonstrate understanding of complex sentences?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 2 Understand increasingly complex sentences that include 2-3 concepts (e.g. "Put the blue paper under the box.") • L. 36. 2 Follow 2 step directions 	<ul style="list-style-type: none"> • Model and prompt complete sentences • Providing discussion and conversation opportunities • Scaffold by building upon what student say to model complex sentences which include multiple concepts • Read literary books which provide details and concepts 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Language and Literacy		
<u>CCSS connection:</u>		
CC. K. L. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to use language (expressive language).		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
L. 60. 5. Use more complex words learned through books and personal experiences.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • How to label common vocabulary • Listen to shared experiences • How to • Can follow 2 and 3 step directions 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Attend to verbal discussions, stories, sharing of experiences, • Remember concepts which increase in complexity • Show understanding of positional words, in, on, above, next to, etc. • Use words that are not part of regular vocabulary 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to listen to my teachers and friends experiences and stories.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What concepts are needed to demonstrate understanding of complex sentences? How do I model and build my students vocabulary use?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48.5 Begin to use some words that are not part of everyday conversational speech but are learned through books and personal experiences • L. 48.4 Use simple pronouns i.e. (I, me, you, mine, he, she) • L. 36.3 Use nouns and verbs to label experiences, actions or events 	<ul style="list-style-type: none"> • Facilitate and provide opportunities for students to hear and use increasingly complex language • Provide definition and a clear understanding of new vocabulary learned through books and experiences 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Language and Literacy		
<u>CCSS connection:</u> L.K.1.f. Produce and expand complete sentences in shared language activities.		
Connecticut Early Learning Standards and Development <u>Strand B:</u> Early learning experiences will support children to use language (expressive language).		
Connecticut Early Learning Standards and Development <u>Indicator:</u> L. 60. 8. Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • How to use a combination of words put together to convey their needs • Combine words to speak in simple complete sentences 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Produce intelligible words in a simple complete sentence to communicate • Share thoughts, ideas and concepts to peers and adults 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will be able to share my ideas with my classmates and teachers.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to successfully communicate with others?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 9 Use speech that is mostly intelligible to familiar and unfamiliar adults 	<ul style="list-style-type: none"> • Intentional teaching of vocabulary • Utilize circle time to scaffold conversations • Provide synonyms to develop more complex vocabulary 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Language and Literacy		
<u>CCSS connection:</u> CC. K. SL. 1.b. Continue a conversation through multiple exchanges.		
Connecticut Early Learning Standards and Development <u>Strand C :</u> Early learning experiences will support children to use language for social interactions.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> L. 60. 9. Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • How to wait until it's your turn to speak • Understanding the elements of a conversation • How to maintain joint attention 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Know how to take turns • Listen and respond • Attend to a topic of others 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will be able to take turns and to participate in a variety of conversations with my friends and teachers.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to understand the elements of a conversation?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 10 Maintain a topic of conversation over the course of several turns 	<ul style="list-style-type: none"> • Model how to be an active listener • Demonstrate how to use questions appropriately in order to gain more information. • Model ways to end a conversation appropriately 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Language and Literacy		
<u>CCSS connection:</u>		
CC. K. SL. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
Connecticut Early Learning Standards and Development		
<u>Strand C:</u>		
Early learning experiences will support children to use language for social interaction.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
L. 60. 10. Use language to share ideas and information.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know:		<u>Skills:</u> Need to be able to:
<ul style="list-style-type: none"> • What is a question • What does who, what, where and why mean 		<ul style="list-style-type: none"> • Know how to ask a question • Respond to a question appropriately
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will share my ideas and answer questions.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to effectively answer "Wh" questions?		
How do I support students to effectively communicate their ideas and questions?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 11 Answer simple who, what, where, and why questions 	<ul style="list-style-type: none"> • Modeling conversations • Opportunities for show and tell • Questioning students to enhance details that they provide • Dramatic play experiences • Provide opportunities for students to verbally share personal experiences 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Language and Literacy		
<u>CCSS connection:</u>		
RF.K.1b. Recognize that the spoken words are represented in written language by specific sequences of letters.		
Connecticut Early Learning Standards and Development		
<u>Strand E:</u>		
Early learning experiences will support children to gain knowledge of print and its uses.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
L. 60. 17. Recognize words as a unit of print and that letters are grouped to form words.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Letters make up words • Recognize that print represents spoken words. 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Recognize words in the environment • Making a connection of spoken words into written language 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I can show that I understand that spoken words can become written words.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to show an understanding that words can be printed words? How do I effectively expose my students to a wide variety of experiences with written text?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 17 Recognize that print represents spoken words (e.g. first name in print, environment labels) 	<ul style="list-style-type: none"> • Teach individual letters and their sounds • Demonstrate how letters can be used to make different words (letter magnets) • Explore sight words. • Display environmental or name words walls • Learn to spell their names 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Language and Literacy		
<u>CCSS connection:</u> CC. K. R. F.1.d. Recognize and name all upper and lowercase letters of the alphabet.		
Connecticut Early Learning Standards and Development <u>Strand E:</u> Early learning experiences will support children to gain knowledge of print and its uses.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> L. 60. 20. Recognize and name known letters of the alphabet in familiar and unfamiliar words.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Identify upper and lowercase letters • What letters are • Difference between upper and lower • Knowing the letters of the alphabet • Know that letters make words 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Differentiate between letters • Begin to make some letter – sound connections • Respond orally when asked to identify upper and lower case letters • Respond receptively when asked to identify upper and lower case letters 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I can identify letters of my name and friends. I will demonstrate the ability to identify upper and lowercase letters		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to learn the letters of the alphabet?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 19 Recognize some letters especially those in one's own name • L. 60. 20 Recognize and name known letters of the alphabet in familiar and unfamiliar words • L. 60.21 Begin to make some letter – sound connections 	<ul style="list-style-type: none"> • Letter hunts around the room and in books • Practice writing letters • Letter puzzles • Word wall • Reciting/singing alphabet • In whole and small groups read alphabet books • Focus on introducing a letter a week and integrating into classroom activities throughout the week. • Provide kinesthetic and sensory activities related to each letter. • Environmental print walls 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Monitor students progress and provide additional individual/small group support as needed • Administer a district letter id assessment per schedule • Monitor students progress and provide additional individual/small group support as needed • Informal assessment of letter knowledge

<u>SUBJECT</u>		
Language and Literacy		
<u>CCSS connection:</u>		
K. W. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
Connecticut Early Learning Standards and Development		
<u>Strand G:</u>		
Early learning experiences will support children to convey meaning through drawing, letters and words.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
L. 60. 26 Use early developmental spelling. May use one letter for the initial or final sound to represent the whole word.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • What is writing • Why do we write 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • How to handle a writing utensil • Make some kind visual to represent thought 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will create a drawing or write to represent my ideas.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge is needed to demonstrate their ability to represent thoughts through writing and/or drawing?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • L. 48. 23 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g. make pretend list or use their words to dictate a message to communicate with others • L 36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble • L. 48. 24 Write in a manner that is distinct from drawing. Combine scribbles with letter like forms 	<ul style="list-style-type: none"> • Provide a variety of writing center activities (lists, notes, invitations, stories, captions on pictures) • Magnetic letters to create words or messages 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Creative Arts		
<u>NAEYC connection:</u> 2. J. 01. Children are provided varied opportunities to gain appreciation of art, music, drama and dance in ways that reflect cultural diversity.		
Connecticut Early Learning Standards and Development <u>Strand A:</u> Early learning experiences will support children to engage in and enjoy the arts.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> CA. 60. 4. Create music using their voices and/or a variety of instruments and materials.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: • What is music?	<u>Skills:</u> Need to be able to: • Ability to respond to music	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will make and respond to music.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to participate in musical experiences?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> CA. 48. 4 Spontaneously sing songs and/or participate in songs with gestures 	<ul style="list-style-type: none"> Expose students to a variety of music that differ in tones, genres, and diversity Music center for students to experiment with instruments that create a variety of tones and rhythms Sing songs from a variety of sources 	<ul style="list-style-type: none"> Staff observation/anecdotal notes Informal assessment Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Creative Arts		
<u>NAEYC connection:</u> 2. J. 01. Children are provided varied opportunities to gain appreciation of art, music, drama and dance in ways that reflect cultural diversity.		
Connecticut Early Learning Standards and Development <u>Strand A:</u> Early learning experiences will support children to engage in and enjoy the arts.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> CA. 60. 5. Use a variety of tools and materials to represent ideas through the visual arts.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Understanding how to manipulate art materials and tools • Purpose of tools and materials 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Fine motor skills • Eye-hand coordination • Scissor skills 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate the ability to create personal art. <u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to effectively express self through art creations?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • CA. 48. 5 Use different materials and techniques to make art creations that reflect thought, feelings, experiences, knowledge 	<ul style="list-style-type: none"> • Collage boxes in the art center. • 3-D and 2-D art supplies • Books on art available in the art center • Visual examples of a variety of forms of art 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Creative Arts		
<u>NAEYC connection:</u>		
1. C. 04. Teaching staff support children as they practice social skills and build friendships by helping them enter into play, sustain play and enhance play.		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to engage in and enjoy the arts.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
CA. 60. 6. Assume elaborate roles in dramatic play (i.e. may play multiple roles or may stay in character for extended periods of time).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know:	<u>Skills:</u> Need to be able to:	
<ul style="list-style-type: none"> • Role playing 	<ul style="list-style-type: none"> • Dramatize everyday roles 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will use my imagination and pretend play during dramatic play time.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to successfully dramatize familiar roles?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • CA. 48. 6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play 	<ul style="list-style-type: none"> • Model role playing • Facilitate extending students role playing by questioning/commenting or providing ideas • Provide various materials (clothing, foods, utensils/tools) to align with classroom themes • Utilize doll house materials (furniture/people) to extend and scaffold role playing 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Mathematics		
<u>CCSS connection:</u> K. CC. 1. Count to 100 by ones and by tens.		
Connecticut Early Learning Standards and Development <u>Strand A:</u> Early learning experiences will support children to understand counting and cardinality.		
Connecticut Early Learning Standards and Development <u>Indicator:</u> M. 60. 1. Say or sign the number sequence up to 20.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Rote count numbers 1-10 • Orally count to 20 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Know number names 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will count up to at least 20.		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to illustrate my understanding of counting past ten and up to twenty?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • M. 48. 1 Say or sign the number sequence up to at least 10 	<ul style="list-style-type: none"> • Songs about counting • Utilizing counting in circle time and snack and throughout the day • Model counting in a variety of situations and settings • Utilize technology to provide opportunities for students to practice counting 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Mathematics		
<u>CCSS connection:</u>		
K. CC. 4 a. b. c. Understand the relationship between numbers and quantities; connect numbers to cardinality.		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to understand counting and cardinality.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
M. 60. 2. Count up to at least ten objects using one to one correspondence, regardless of the configuration, using the number name of the last object counted to represent the total number of objects in a set.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Rote count to 10 • Showing 1 to 1 match to 10 using manipulatives 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Demonstrate 1 to1 match • Use pointer or finger for counting 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will demonstrate the ability to count objects up to 10 using 1:1 correspondence.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to apply the concept of 1:1 correspondence up to 10 objects?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • M. 48. 2 Count up to at least five objects using one to one correspondence, using the number name of the last object counted to represent the total number of objects in a set 	<ul style="list-style-type: none"> • Model how to count objects using 1:1 correspondence. • Utilize technology activities to count objects • Provide manipulatives for students to count • Demonstrate how to put objects in 1:1 correspondence 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Mathematics		
<u>CCSS connection:</u>		
K. CC. 4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		
Connecticut Early Learning Standards and Development		
<u>Strand A:</u>		
Early learning experiences will support children to understand counting and cardinality.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
M. 60. 4. Recognize written numerals up to at least ten.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Rote count to 10 • Read and recognize numbers 1-10 in random order 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Count to 10 • Identify numbers 1-10 • Recognize symbols in print 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will demonstrate the ability to recognize numerals 1-10.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to recognize and identify written numerals up to 10?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • M. 48. 4 Recognize written numerals up to at least five 	<ul style="list-style-type: none"> • Provide visuals throughout the classroom environment • Say and point to numerals as being said or sung • Music about numerals • Utilize technology activities 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Mathematics		
<u>CCSS connection:</u>		
K. MD. 3. Classify objects into given categories; count the number of objects in each category and sort the categories by / count.		
Connecticut Early Learning Standards and Development		
<u>Strand C:</u>		
Early learning experiences will support children to understand the attributes and relative properties of objects.		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
M. 60. 12. Sort and classify a set of objects on the basis of one attribute independently and can describe the sorting rule. Can re-sort and classify the same set of objects on a different attribute.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • What sorting means • Knowing same and different • How to identify an object by describing 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Have knowledge of sorting skills • Have knowledge of how to classify 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i>		
I will be able to classifying objects by at least one attribute.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i>		
What skills and knowledge are needed to effectively understand sorting?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • M. 48. 10 Sort and classify objects by one attribute into two or more groups (e.g. color, size, shape) 	<ul style="list-style-type: none"> • Sorting visuals (bowls, charts, mats, etc.) • Manipulatives which can be sorting by one or more attribute • Model using vocabulary to describe explanation of sorting rules 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Mathematics		
<u>CCSS connection:</u> K. G. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.		
Connecticut Early Learning Standards and Development <u>Strand D:</u> Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).		
Connecticut Early Learning Standards and Development <u>Indicator:</u> M. 60. 13. Use relational vocabulary of proximity (i.e. beside, next to, between, above, below, under, and over).		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> Understand and use positional vocabulary 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> Listen and comprehend oral directions 	
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate my comprehension of positional vocabulary. <u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to effectively understand positional vocabulary?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> M. 48. 11 Use positional vocabulary (e.g. up/down, in/out, on/off, under) to identify and describe the location of an object 	<ul style="list-style-type: none"> Read books that explain positional words Obstacle courses that utilize positional words in directions Model concepts and use vocabulary 	<ul style="list-style-type: none"> Staff observation/anecdotal notes Informal assessment Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u>		
Mathematics		
<u>CCSS connection:</u>		
K. G. 2. Correctly name shapes regardless of their orientations or overall size.		
Connecticut Early Learning Standards and Development		
<u>Strand D:</u>		
Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).		
Connecticut Early Learning Standards and Development		
<u>Indicator:</u>		
M. 60. 14. Identify and describe a variety of 2-dimensional shapes and 3 dimensional shapes with mathematical names (such as ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size.		
Unwrapped Performance Standards		
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • 4 basic shapes (circle, square, triangle, rectangle) • Shapes have different dimensions 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Match shapes • Identify shapes • Recognize 2 and 3 dimensional shapes in environment 	
<u>Big Ideas</u>		
<i>Student's statements of enduring ideas</i> I will identify shapes in dimensions.		
<u>Essential Questions</u>		
<i>Teacher's guiding questions</i> What skills and knowledge are needed to recognize shapes in different orientations and sizes?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • M. 48. 12. Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes 	<ul style="list-style-type: none"> • Provide visuals of different shapes throughout the classroom • Provide real life objects for each shape • Utilize technology • Songs about shapes 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

<u>SUBJECT</u> Science	
<u>NAEYC connection:</u> 2. G. 02. Children are provided varied opportunities and materials to learn key content and principles of science.	
Connecticut Early Learning Standards and Development <u>Strand C:</u> Early learning experiences will support children to understand patterns, process and relationships of living things.	
Connecticut Early Learning Standards and Development <u>Indicator:</u> S. 60. 7. Group and classify living things based upon features, providing evidence to support groupings.	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know: <ul style="list-style-type: none"> • Basic features of living things 	<u>Skills:</u> Need to be able to: <ul style="list-style-type: none"> • Identify features of living things

<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> I will demonstrate my ability to identify physical characteristics of self and others		
<u>Essential Questions</u> <i>Teacher's guiding questions</i> What skills and knowledge are needed to successfully identify physical characteristics?		
Learning Objectives <i>The students will be able to:</i>	Instructional Strategies <i>Early Childhood professionals will instruct through:</i>	Assessments/Common Learning Experiences <i>Early Childhood professionals will:</i>
<ul style="list-style-type: none"> • SS. 48. 1 Identify physical characteristics of self (e.g. eyes, hair, skin, etc.) • SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers) 	<ul style="list-style-type: none"> • Using technology, take virtual fieldtrips to explore other countries and peoples • Books, pictures and music • Learn about similarities and differences of students and their families 	<ul style="list-style-type: none"> • Staff observation/anecdotal notes • Informal assessment • Monitor students progress and provide additional individual/small group support as needed

Students

Electronic Devices

The Board of Education shall consider the special needs of parents and students in determining whether to restrict the student possession or use of cellular telephones.

Students may be in possession of a cellular telephone. However, cellular telephones may not be turned on during the school day. Use of the device shall be limited to the period before classes begin in the morning and after the student's last class in the afternoon. Such devices shall not be used during instructional time or in the passing between classes unless there is a bona fide health or safety emergency.

Except for situations involving a bona fide health or safety emergency, electronic communications devices are not to be used during class or instructional time, or during the passing time between classes, unless specific permission has been granted by the building Principal.

In no case will any personal communication device be allowed to be in use during the school day that provides for a wireless, unfiltered connection to the Internet, transmission of text or voice, or which has the capability to take photographs of any kind. Standard photographic equipment is permitted with teacher and subject permission.

Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.

Students may possess and use a paging device if the student or his parent or guardian establishes to the satisfaction of the Principal that a reasonable basis exists for the possession and use of the device such as: a disabled student using portable pagers for medical reasons; visitors on school property for an authorized program, meeting or function; a student who is a member of a volunteer fire company, ambulance or rescue squad; or a student who has the need due to the medical condition of an immediate family member.

A "paging device" is defined as a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. A "portable telephone" is defined as a cellular phone or comparable communication device that is not connected to a standard telephone outlet or permanent connector.

Students shall not use a laser pointer and attachments, unless under teacher supervision for instructional purposes or a remotely activated paging device while on school property, on school transportation or while attending a school sponsored activity on or off school property.

Students

Electronic Devices (con't)

“Walkie Talkies,” portable CB radios, portable “HAM” radios, portable police scanning devices, or portable games or toys that transmit a signal more than 20 feet or through walls, shall not be used or turned on during the school day under any circumstance unless proof is offered that such a device is necessary for health emergency purposes and permission is granted for their use by the building Principal.

A person who discovers a student in possession of a laser pointer or a paging device, without the written permission of the Principal, or using or having a mobile phone in the “on” position during the regular school day, without the approval of the Principal, shall report the violation to a school administrator who shall confiscate the device and contact the parent/guardian. Repeated violation of this policy shall result in confiscation of the device and its forfeiture to the District.

Students found to be using any electronic communications device in any way to send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists.

Students violating this policy shall be subject to disciplinary action, up to and including suspension and/or expulsion.

The administration shall promulgate rules to enforce this policy at the building level.

Legal Reference: Connecticut General Statutes
 10-233j Student possession and use of telecommunications devices
 PA 95-304 An Act Concerning School Safety
 PA 96-108 An Act Concerning Student Use of Telecommunication Devices
 and the Establishment of Graduation Dates
 PA 99-256 An Act Concerning AAC Laser Pointer

Policy Adopted: August 17, 2005

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Students

Electronic Devices

Use of Private Technology Devices by Students

Students may possess privately owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools. The Bristol Board of Education (“Board”) considers allowing students to bring to school such devices to be a privilege and not a right. The Board reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board’s acceptable use and student discipline policies.

Definitions

Board Technology Resources

For the purposes of this policy, “Board Technology Resources” refers to the Board’s computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, “Privately Owned Technological Devices” refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, smart phones, Chromebooks, Kindles, Nooks, cellular telephones, radios, and walkie-talkies, personal data assistants, I-Phones and other electronic signaling devices.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by Policy # 6141.328 Bring Your Own Device and Protocol for the use of Personal Technology in the Schools. Cellular telephones may not be turned on during the school day. Use of the device shall be limited to the period before classes begin in the morning and after the student’s last class in the afternoon. Such devices shall not be used during instructional time or in the passing between classes unless there is a bona fide health or safety emergency.

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene or contains pornography;
- Cyberbullying;
- Taking pictures without the specific permission of the subject of the picture;
- Using a privately owned technological device to violate any school rules, including the unauthorized recording (photographic or audio) of another individual without the permission of the individual or a school staff member; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school. Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Students shall take full responsibility for their device and shall keep it safely stored when not in use. Classroom teachers will determine the best storage location for such devices. Students are required to take home their privately owned technological devices at the end of each school day.

Students

Electronic Devices (continued)

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or in a manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

It is the policy of the Bristol Board of Education to permit students, using their privately owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and that any privately owned technological devices access same.

Students

Electronic Devices (continued)

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct at School and Activities)

(cf. 5131.8 – Out of School Misconduct)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5143. – Academic Integrity/Cheating)

(cf. 5145.5 – Sexual Harassment)

Legal References: Connecticut General Statutes
 10-233j Student possession and use of telecommunications devices
 31-48d Employees engaged in electronic monitoring required to give prior
 notice to employees.
 53a-182 Obstructing free passage: Class C misdemeanor.
 53a-183 Harassment in the second degree: Class C misdemeanor.
 53a-250 Definitions.
 Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.
 Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
 Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.
 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562
 (1988)
 Bethel School District v. Fraser, 478 US 675 (1986)
 Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:

cps 7/12

rev 3/14

Instruction

Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools

The Bristol Board of Education is committed to aiding students and staff in creating a modern and contemporary learning environment. Therefore students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Definition of "Device"

For purposes of BYOD, a "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, e-Readers, cell and smart phones.

Internet

The only internet gateway that may be accessed while in the Bristol Public Schools is the one provided by the District. Any device brought to the District will not be permitted to use outside internet sources.

Personal internet connective devices, such as but not limited to cell phones/cell network adapters, are not permitted to be used to access outside internet sources at any time.

Software

Many software packages are now available as web browser applications. This negates the need to have required programs loaded onto student computers. Students can access what they will need through any web browser. Therefore, there is no required software necessary to take part in the Bring Your Own Device program.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. The Bristol Public School District is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

Instruction

Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools (continued)

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Bring Your Own Device/Technology Student and Parent Agreement

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy. Access to personal devices is a privilege and not a right.

Based on the belief that power cords stretched out in classrooms become a safety issue both for the students and devices, charging the device in any classroom, hallway, or any other location that may be a safety concern will not be allowed.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms, and classrooms unless *a certified District employee authorizes the student to do otherwise*. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

The use of these devices, as with any personally owned device, is strictly up to the teacher.

(cf. 5114 – Suspension/Expulsion)

(cf. 5131.81 – Electronic Devices)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5131 – Conduct)

(cf. 6141.321 – Acceptable Computer Use Policy)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy adopted:

Instruction

Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools

The following guidelines shall govern the manner in which the Bring Your Own Device/Technology (BYOD/BYOT) policy and program are to operate within the District.

Teachers' Role

1. Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students' personal devices in the classrooms. They will educate and provide guidance on how to use a device and troubleshoot simple issues, but they will not provide technical support. This responsibility resides at home with parents/guardians.
2. Teachers may communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices at home. Parents will need to assist their younger children with downloads if they wish to follow teachers' suggestions. No applications are to be downloaded at school.
3. Teachers are to closely supervise students to ensure appropriate use of technology in the classrooms.
4. It is understood that not every student has his/her own electronic device. To ensure equal accessibility to technology resources, teachers will provide students with technology available within the school.
5. The use of these student personal devices, as with any personally owned device, is strictly up to the teacher.

Security and Damages

1. The District, or any of its schools, is not liable for any device that is stolen or damaged. Responsibility to keep the device secure rests with the individual owner. If a device is stolen or damaged, it will be handled through the administrative office as other personal items are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.
2. Personal devices cannot be left on campus before or after school hours.

Instruction

Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools

Operating Principles for Use of Personal Devices on School Campus

1. Devices cannot be used during assessments, unless otherwise directed by a teacher.
2. Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.
3. Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
4. Personal devices must be charged prior to bringing them to school and run off their own batteries while at school.
5. To ensure appropriate network filters, students will only use the District's wireless BYOD/BYOT connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network.
6. Students must be instructed that bringing devices on campus or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy, alter, or provide access to unauthorized data or information is in violation of the District's Acceptable Use Policy and will result in disciplinary actions.
7. The District has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.
8. Students must be instructed that possessing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of the Acceptable Use Policy and will result in disciplinary actions.
9. Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.
10. Printing from personal devices is not permitted at school.
11. Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.
12. Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.
13. Personal devices may not be used to send inappropriate e-messages during the school day.

Instruction

Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools

Operating Principles for Use of Personal Devices on School Campus (continued)

Standards of Responsible Use

All students in District schools must adhere to the following standards of responsible use:

- The District may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.
- Students must log in and use the District filtered wireless network during the school day on personal electronic devices.
- Students must not access, modify, download, or install computer programs, files, or information belonging to others.
- Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- Students must not alter computers, networks, printers or other equipment except as directed by a staff member.
- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of the District.
- Students must not release personal information on the Internet or electronic communications.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.
- Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

Regulation approved:

Bring Your Own Device Student Agreement

The use of technology to provide educational material is a privilege at school that we wish all students to have beginning in grade nine (9). When abused, privileges will be taken away. When respected, they will benefit the learning environment tremendously.

Students and parents who bring their own device must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. Additionally, students must adhere to the following:

Devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to make personal phone calls, not to send text messages, and not to post information, photos, or videos not authorized by the teacher.

Students acknowledge the following:

- Only the school's Internet will be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The school District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- The backing up the data through a jump drive, an external drive, or another media device regularly is strongly encouraged.
- As we are working to achieve a more paperless environment, printing from personal laptops will not be possible.
- As we do not have enough outlets for students to charge their devices in classrooms, each student must charge his or her own device prior to bringing it to school daily.
- Using a personal device to transmit or share inappropriate content during the school day will result in the loss of BYOD privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Using a personal device at unauthorized times will result in the loss of BYOD privileges. Use of these devices in the cafeteria, gymnasium, locker rooms, hallways, and bathrooms is strictly prohibited. The purpose of BYOD is purely for the extension and enrichment of the learning environment.
- Devices cannot be used during assessments, unless otherwise directed by a teacher. Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.

Bring Your Own Device Student Agreement

- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
- Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.
- Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.
- Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.
- Personal devices may not be used to send inappropriate e-messages during the school day.

As a student, I understand and will abide by all on this agreement. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines. I have read and discussed them with him/her and he/she understands the responsibility he/she has in the use of their personal device.

Signature of Student: _____ Signature of Parent: _____

Printed Name: _____ Printed Name: _____

Date: _____ Date: _____