

Board of Education Regular Meeting

Monday, August 12, 2013 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call to Order	Speaker (s) : Jan Clancy: Chair
II. Pledge of Allegiance	Speaker (s) : Jan Clancy: Chair
III. Approval of Minutes	Speaker (s) : Jan Clancy: Chair
IV. Public Comment	Speaker (s) : Jan Clancy: Chair
V. BOE Committee and Other Reports	Speaker (s) : Jan Clancy: Chair
VI. Principals' Reports	Speaker (s) : Jan Clancy: Chair
VII. Superintendent Reports, Recommendations, and Goals Update	Speaker (s) : Jan Clancy: Chair
VIII. BOE Expenditure/Projection Report	Speaker (s) : Jan Clancy: Chair
IX. Cafeteria Report	Speaker (s) : Jan Clancy: Chair
X. New Business	Speaker (s) : Jan Clancy: Chair
X.A. Votes Required	Speaker (s) : Jan Clancy: Chair
X.B. Discussion	Speaker (s) : Jan Clancy: Chair
XI. Old Business	Speaker (s) : Jan Clancy: Chair
XI.A. Votes Required	Speaker (s) : Jan Clancy: Chair
XI.B. Discussion	Speaker (s) : Jan Clancy: Chair
XII. Information	Speaker (s) : Jan Clancy: Chair
XIII. Date and Time of Next Meeting	Speaker (s) : Jan Clancy: Chair
XIV. Adjournment	Speaker (s) : Jan Clancy: Chair

Board of Education Regular Meeting

June 17, 2013 7:00 PM

PVMS Library

1. Call to Order

Jan Clancy called the meeting to order at 7:03PM. **Members Present:** Deborah Burke-Grabarek (Arrived 7:04PM), Pauline Andruskiewicz, Sandra Gauthier and Dan Harris (Left at 9:00PM). John Moulson and Charles Raymond were absent. **Also present:** Dr. Welch; Superintendent, Robert Sirpenski; Director of Finance and School Business Operations, Ivy Davis-Tomczuk; Principal PPMS and Director of Curriculum and Instruction, Ray Bernier; Principal PVMS, Gloria Homiski; Recording Secretary. **Audience:** Emile Levasseur; Technology Coordinator, Patricia Hibbard; Transportation Supervisor, Mike House; Supervisor of Buildings and Grounds, Christina Vanase, Dawn Riley, Rachel Tucker, Mr. and Mrs. Crary, Karin Davis and a representative from AC/DC.

2. Pledge of Allegiance

3. Approval of Minutes

Moved, to approve the May 13, 2013 regular meeting minutes of the BOE as presented. Andruskiewicz/Harris. Burke-Grabarek and Clancy also in favor. Gauthier abstained. Motion Carries.

Moved, to take the agenda out of order to discuss 10.1 New Business: Votes Required, 1. Lego League at PPMS. Andruskiewicz/Clancy. Unanimous. Motion Carries.

4. Public Comment

None

5. BOE Committee and Other Reports

Budget Sub Committee: did not meet

Community Relations Sub Committee: met 6/17/13 at 6:00PM. They reviewed the results of the homework survey. Teachers will continue to discuss these results at professional development.

Transportation Sub Committee: did not meet

Audit Sub Committee: did not meet

Preston Advisory Board: Karin Davis reported that the PAB recently revised their school compact agreement between children-staff-parents. They will send the compact home with students at the start of the school year. They will also be available on the website and at open house. Karin also explained that they have recruited new members and plan to have a training session in the Fall.

6. Principals' Reports

Ivy Davis Tomczuk: PPMS will have an Awards' Ceremony at 8:45AM Tuesday, June 18th. Field Day will be held at Ocean Beach on Wednesday June 19th. The 8th Grade Achievement and recognition Ceremony will be held on Thursday, June 20th at 4PM at PVMS.

Ray Bernier: He thanked the PAB for their hardwork and dedication. He stated that PVMS completed year 1 of its PBIS implementation. On May 31st PVMS held a

family fun night: Kid Fit. PVMS Field Day was a huge success at Strawberry Park. The DARE graduation was held on June 5th. On June 6th the 5th graders went to Lake Compounce. On Thursday, June 29th an Awards' Ceremony will be held at PVMS.

7. Superintendent Reports, Recommendations, and Goals Update

1. Last Day of School: Friday, June 21st.

2. K enrollment: The projection called for 32 students in 2 sections. Thirty eight (38) students are enrolled to date. If we enroll as many as 40 students we will have to go to 3 sections.

3. Early Retirement Incentive Program: One teacher accepted the incentive. The position will not need to be filled.

4. Director of Finance and School Business Operations: Bob Sirpenski is leaving our district at the end of June. The board of education chair, board of finance chair, Tim Bowles and Dr. Welch met to discuss how to fill the position. The group has contracted CABA to help with the search. They are meeting with CABA representatives on June 26th. The contract with CABA will cost approximately \$7500 to \$10,000. Bob Sirpenski agreed to assist Preston throughout the summer. He will work after hours at half the price of an interim. If we do not have a permanent person in place by September, Dr. Welch does have an interim lined up. That person is available to work 2 days a week for the board of education.

8. BOE Expenditure/Projection Report

9. Cafeteria Report

Lunch sales are down. No further subsidy should be needed from the BOE for the balance of 2012-2013.

Bob would like to lock into fuel prices by the end of this month for 2013-2014.

Bob explained that the BOF wanted the BOE to use its surplus on Security Projects and then let them know the balance needed to complete the projects. Bob is comfortable to authorize an amount of \$357,000 and yet the surplus could be as much as \$400,000.

10. New Business

10.1. Votes Required

1. Lego League at PPMS: Hannah and Peter Crary and Jillian Irvine presented a powerpoint to the BOE. They talked about the computer they built last year and their hope to start a Robotics League at PPMS. The start up fee for this project would be \$1500.00. Dawn Riley will supervise the group. Eventually they will participate in exhibitions. They hope to have up to 10 members in their League.

Moved, to allocate \$1500.00 for the start up of the Lego League at PPMS. Burke-Grabarek/Andruskiewicz. Unanimous. Motion Carries.

Moved, to take the agenda out of order to convene in Executive Session to discuss an Appeal of Student Disciplinary Consequence (7:20PM).

Clancy/Andruskiewicz. Unanimous. Motion Carries.

Exited Executive Session at 8:00PM.

Returned to 5. BOE Committee and Other Reports.

2. Policy 1131.3: Resident Parking: Since the tragedy in Newtown we are more aware of vehicles on the property. This policy would require vehicles to have parking permits.

Moved, to adopt Policy 1131.3 as presented. Clancy/Burke-Grabarek. Discussion followed.

Pauline suggested that they have a second reading of the policy at the next meeting. Karin Davis asked how the policy would be enforced. Dr. Welch explained that it would be posted in the Pipeline, the newspapers and our webpage.

Dan Harris also in favor. Andruskiewicz opposed. Gauthier abstained. Motion Carries.

PK-8 Math Curriculum: Ivy presented the state information to the BOE and explained how it will be incorporated into our curriculum. Teachers will become familiar with the curriculum in 2013-2014 and materials will be ordered for the 2014-2015 school year.

FY 14 Non Union Wage Adjustments:

Pauline asked for the amounts of the increases in salaries. Dr. Welch explained that the majority of the non-union personnel would be receiving 2%. The Fiscal Assistant is budgeted to receive 9% in order to get her salary to a comparable rate. Last year her salary was bumped up somewhat but she was told that she would receive the balance of her increase in 2013-2014. The Transportation Supervisor is budgeted to receive \$5000.00 on top of her 2% increase in order to ensure that as an administrator, she is on a higher pay scale than her mechanic. **Moved, pursuant to Policy 4000, to adjust the salaries of non union personnel not to exceed the previously budgeted amounts.** Andruskiewicz/Burke-Grabarek. Gauthier also in favor. Clancy opposed. Motion Carries.

Bid Awards: The BOF decided that the BOE should handle all security items with their year end surplus. The Capital Projects would be paid out of the proceeds of the bond.

Security:

Moved, to award the bid entitled, "Construction of Administrative Office Space" in the amount of \$32,067 to FourSeasons, 85 Wall St., Madison, CT 06443. Gauthier/Andruskiewicz. Unanimous. Motion Carries.

Moved, to award the bid entitled, "Installation of Preston Public Schools' Security System" in the amount of \$254,601 to Security 101, 10 Pine St. Plainville, CT 06062. Andruskiewicz/Clancy. Unanimous. Motion Carries.

Moved, to award the bid entitled, "911 Panic Buttons" in the amount of \$9120 to Alarming Ideas, PO Box 842, Norwich, CT 06360. Clancy/Gauthier. Unanimous. Motion Carries.

Moved, to award the bid entitled, "Installation of Window Film" in the amount of \$27,829 to CT Window Film, 4 Hollis Drive, Oxford, CT 06478 Burke-Grabarek/Clancy. Unanimous. Motion Carries.

Moved, to award the bid entitled, "Installation of Chain Link Fencing" in the amount of \$51,420 to Citiworks, 20 Rutledge Dr., Attleboro, MA 02703 contingent upon the availability of said funds as determined by the Director of Finance and School Business Operations on June 27, 2013. Gauthier/Andruskiewicz. Burke-Grabarek also in favor. Clancy opposed. Motion Carries.

Emile Levasseur will serve as GC for the security system and Mike House will GC all other projects.

The installation of the pass thru trays in the school vestibules was awarded to Mattern Construction. The drawings for the admin office space bid was awarded to Lawrence Associates (\$7808.00).

Dr. Welch is applying for a grant for reimbursement for the security projects.

Capital:

Moved, to award the bid entitled, "Acquisition and Installation of Generator" at Preston Veterans' Memorial School in the amount of \$95,000 to AC/DC, PO Box 6023, 44 Yantic Flats Rd., Yantic, CT 06389. Andruskiewicz/Burke-Grabarek. Unanimous. Motion Carries.

The dual fuel generator (diesel and natural gas) would cost \$180,000 - \$200,000. This price does not include additional excavation. The technology for this system has only been out for about 5 years. It is currently being sold to hospitals and data centers. It is not recommended for schools.

Moved, to award the bid entitled, "Installation of Roof" at Preston Plains Middle School in the amount of \$28,500 to W. Orkney, PO Box 317, Groton, CT 06340. Clancy/Gauthier. Unanimous. Motion Carries.

Moved, to award the bid entitled, "Installation of Air Conditioning Units" in the amount of \$49,265 to Broad Brook Heating and Cooling, 405 Old Jewett City Road, Preston, CT 06365. Burke-Grabarek/Clancy. Unanimous. Motion Carries.

Grade 3-5 Playscape: An estimate was received that included labor to replace this playscape. The estimate is for \$27,000. Perhaps the excess from the teacher retirement could go towards this project. Another option would be to go back to the BOF for funding. In the meantime, the playground is taped off and will not be used until repairs are made.

10.2. Discussion

BOE Communication with Central Office: Please make every effort to get back to Gloria within 24 hrs when she contacts you.

Sub Committee Planning: Long range planning will be discussed after elections. Jan would like the Transportation Sub Committee to review the cost of keeping the transportation in house vs. outsourcing.

Student Standardized Dress: This will be placed on the next agenda. Students are sometimes inappropriately dressed at PPMS. Despite the fact that parents do not unanimously want uniforms, the BOE may need to address the situation.

Policy 5131.81: Use of Beeper: Good policy to enforce as it pertained to the executive session presented earlier.

Superintendent's Goals 2012-2013 #15: All goals will be included with the next agenda.

11. Old Business

11.1. Votes Required

11.2. Discussion

12. Information

13. Executive Session

1. Appeal of Student Disciplinary Consequence

2. CSEA Contract

Moved, to convene in executive session at 10:15PM in order to ratify the proposed CSEA contract. Clancy/Andruskiewicz. Unanimous. Motion Carries.

Exited Executive Session at 10:20PM.

Moved, to accept the contract between the BOE and the CSEA reflecting a 1% salary change for 2013-2014. Clancy/Burke-Grabarek. Unanimous. Motion Carries.

14. Date and Time of Next Meeting

TBD

15. Adjournment

Moved, to adjourn the meeting at 10:24PM. Andruskiewicz/Clancy. Unanimous. Motion Carries.

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
7/23/2013	131048
AMOUNT	ACCOUNT CODE
\$31,300.00	1-101-0040-0430-2600-0000

PURCHASE ORDER COPY

COPY

BL Companies
355 Research Parkway
Meriden, CT 06450

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:

Superintendent of Schools
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (203) 630-1406 Vendor Fax (203) 630-2615 Vendor Code B16043

Delivery Required	F.O.B.	Requested by: J. Welch	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	FY 2013-2014 Ground Water Monitoring	\$31,300.00	\$31,300.00
TOTAL			\$31,300.00	\$31,300.00

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
7/1/2013	131004
AMOUNT	ACCOUNT CODE
\$6,207.03	1-101-0080-0734-2230-0000

PURCHASE ORDER COPY

COPY

XDF Computer Systems Integration and Se
P.O Box 33
New Britain, CT 06050-0033

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:

Technology Coordinator
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (860) 612-1047 Vendor Fax (860) 612-1048 Vendor Code B1097

Delivery Required	F.O.B.	Requested by: Emile	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Supply three 220V Battery Backup UPSs, one per each data closet, per your quote # 306032	\$6,207.03	\$6,207.03
TOTAL			\$6,207.03	\$6,207.03

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
7/1/2013	131005
AMOUNT	ACCOUNT CODE
\$12,000.00	1-101-0080-0734-2230-0000

PURCHASE ORDER COPY

COPY

XDF Computer Systems Integration and Se
P.O Box 33
New Britain, CT 06050-0033

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:

Technology Coordinator
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (860) 612-1047 Vendor Fax (860) 612-1048 Vendor Code B1097

Delivery Required	F.O.B.	Requested by: Emile	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Supply three Cisco enterprise-level chassis switches, one for each data closet per your quote #306024	\$12,000.00	\$12,000.00
TOTAL				\$12,000.00

ACCOUNTS PAYABLE

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
6/24/2013	130537
AMOUNT	ACCOUNT CODE
\$27,829.00	1-101-0040-0450-2600-0000

PURCHASE ORDER

CT Window Film
4 Hollis Drive
Oxford, CT 06478

- Purchase Terms and Conditions**
1. Include Material safety data sheets, if applicable
 2. Purchase Order # must appear on all packages
 3. Packing slips are essential for proper payment
 4. District must approve all price increases
 5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:
Superintendent of Schools
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

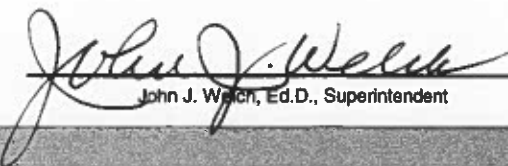
Vendor Phone	Vendor Fax	Vendor Code B11078
Delivery Required	F.O.B.	Requested by: J Welch
		# Attachments 0

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Installation of Window Film	\$27,829.00	\$27,829.00
TOTAL			\$27,829.00	\$27,829.00

Special Instructions:

PURCHASE ORDER AUTHORIZATION

If checked, payment is with this order.


John J. Welch, Ed.D., Superintendent

VENDOR

Silver's Solar Solutions LLC

Invoice

dba CT Window Film and Tinting
 4 Hollis Drive
 Oxford, CT 06478
 203-693-3456

Date	Invoice #
6/27/2013	01735

Bill To
Preston Public Schools 325 Shetucket Turnpike (Rt 165) Preston, CT 06365 Mike 860-213-1991

2012-2013
9742

P.O. No.	Terms	Project
130537	50% deposit net on ...	

Description	Qty	Rate	Amount
Property @ Preston Veterans Memorial School 325 Shetucket Tpk Preston, CT. All work to be performed as per specifications. "Proper size" for Pentagon Elite flexible anchoring system TBD. Quote is for small and/ or standard pentagon and the color is black. Prices could vary for larger sizes and color (white or silver). Price for Pentagon is per linear foot.		0.00	0.00
Front Door Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 2	5	8.00	40.00
Install proper size Pentagon Elite flexible anchoring system	15.33333	0.00	0.00
Furnish and Install Clear 8 Mil Safety / Security Film 13 x 46 / 2	8.30556	8.00	66.44
Install proper size Pentagon Elite flexible anchoring system	19.66667	6.00	118.00
Subtotal			224.44
Front Lower Windows Furnish and Install Clear 8 Mil Safety / Security Film 25 x 36 / 14	87.5	8.00	700.00
Install proper size Pentagon Elite flexible anchoring system	142.33333	6.00	854.00
Furnish and Install Clear 8 Mil Safety / Security Film 18 x 84 / 2	21	8.00	168.00
Install proper size Pentagon Elite flexible anchoring system	34	6.00	204.00
Furnish and Install Clear 8 Mil Safety / Security Film 18 x 55 / 5	34.375	8.00	275.00
Install proper size Pentagon Elite flexible anchoring system	60.83333	6.00	365.00
Subtotal			2,566.00
Door 16 Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 4	10	8.00	80.00
Install proper size Pentagon Elite flexible anchoring system	30.66667	6.00	184.00
Subtotal			264.00

Total
Payments/Credits
Balance Due

Silver's Solar Solutions LLC

Invoice

dba CT Window Film and Tinting
 4 Hollis Drive
 Oxford, CT 06478
 203-693-3456

Date	Invoice #
6/27/2013	01735

Bill To
Preston Public Schools 325 Shetucket Turnpike (Rt 165) Preston, CT 06365 Mike 860-213-1991

P.O. No.	Terms	Project
	50% deposit net on ...	

Description	Qty	Rate	Amount
Music Room			
Furnish and Install Clear 8 Mil Safety / Security Film 25 x 36 / 4	25	8.00	200.00
Install proper size Pentagon Elite flexible anchoring system	40.66667	6.00	244.00
Furnish and Install Clear 8 Mil Safety / Security Film 55 x 36 / 2	27.5	8.00	220.00
Install proper size Pentagon Elite flexible anchoring system	30.33333	6.00	182.00
Furnish and Install Clear 8 Mil Safety / Security Film 34 x 36 / 1	8.5	8.00	68.00
Install proper size Pentagon Elite flexible anchoring system	11.66667	6.00	70.00
Furnish and Install Clear 8 Mil Safety / Security Film 17 x 55 / 4	25.97222	8.00	207.78
Install proper size Pentagon Elite flexible anchoring system	48	6.00	288.00
Furnish and Install Clear 8 Mil Safety / Security Film 17 x 36 / 1	4.25	8.00	34.00
Install proper size Pentagon Elite flexible anchoring system	8.83333	6.00	53.00
Subtotal			1,566.78
Door 2			
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 2	5	8.00	40.00
Install proper size Pentagon Elite flexible anchoring system	15.33333	6.00	92.00
Subtotal			132.00
Playground Side			
Furnish and Install Clear 8 Mil Safety / Security Film 25 x 36 / 30	187.5	8.00	1,500.00
Install proper size Pentagon Elite flexible anchoring system	305	6.00	1,830.00
Furnish and Install Clear 8 Mil Safety / Security Film 18 x 84 / 10	105	8.00	840.00
Install proper size Pentagon Elite flexible anchoring system	170	6.00	1,020.00
Subtotal			5,190.00
Doors 3-5			
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 3	7.5	8.00	60.00
Install proper size Pentagon Elite flexible anchoring system	23	6.00	138.00

Total
Payments/Credits
Balance Due

Silver's Solar Solutions LLC

Invoice

dba CT Window Film and Tinting
 4 Hollis Drive
 Oxford, CT 06478
 203-693-3456

Date	Invoice #
6/27/2013	01735

Bill To
Preston Public Schools 325 Shetucket Turnpike (Rt 165) Preston, CT 06365 Mike 860-213-1991

P.O. No.	Terms	Project
	50% deposit net on ...	

Description	Qty	Rate	Amount
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 42 / 3	8.75	8.00	70.00
Install proper size Pentagon Elite flexible anchoring system	26	6.00	156.00
Subtotal			424.00
Back of School			
Door 7			
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 2	5	8.00	40.00
Install proper size Pentagon Elite flexible anchoring system	15.33333	6.00	92.00
Subtotal			132.00
Windows			
Furnish and Install Clear 8 Mil Safety / Security Film 25 x 36 / 30	187.5	8.00	1,500.00
Install proper size Pentagon Elite flexible anchoring system	305	6.00	1,830.00
Furnish and Install Clear 8 Mil Safety / Security Film 18 x 84 / 8	84	8.00	672.00
Install proper size Pentagon Elite flexible anchoring system	136	6.00	816.00
Furnish and Install Clear 8 Mil Safety / Security Film 18 x 56 / 3	21	8.00	168.00
Install proper size Pentagon Elite flexible anchoring system	37	6.00	222.00
Subtotal			5,208.00
Door 8-9			
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 46 / 2	6.38889	8.00	51.11
Install proper size Pentagon Elite flexible anchoring system	18.66667	6.00	112.00
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 2	5	8.00	40.00
Install proper size Pentagon Elite flexible anchoring system	15.33333	6.00	92.00
Subtotal			295.11
Door 11			
Furnish and Install Clear 8 Mil Safety / Security Film 10 x 36 / 4	10	8.00	80.00
Install proper size Pentagon Elite flexible anchoring system	30.66667	6.00	184.00
Total			
Payments/Credits			
Balance Due			

Silver's Solar Solutions LLC

Invoice

dba CT Window Film and Tinting
 4 Hollis Drive
 Oxford, CT 06478
 203-693-3456

Date	Invoice #
6/27/2013	01735

Bill To
Preston Public Schools 325 Shetucket Turnpike (Rt 165) Preston, CT 06365 Mike 860-213-1991

P.O. No.	Terms	Project
	50% deposit net on ...	

Description	Qty	Rate	Amount
Subtotal			264.00
Door 14			
Furnish and Install Clear 8 Mil Safety / Security Film / 2	5	8.00	40.00
Install proper size Pentagon Elite flexible anchoring system	15.33333	6.00	92.00
Subtotal			132.00
Door 15			
Furnish and Install Clear 8 Mil Safety / Security Film / 1	2.5	8.00	20.00
Install proper size Pentagon Elite flexible anchoring system	7.66667	6.00	46.00
Subtotal			66.00
Subtotal			16,464.33
Total for Veterans Memorial			
Subtotal			16,464.33
Preston Plains School			
1 Route 164			
Preston CT			
Front Windows (Do not do Frosted glass)			
Furnish and Install 8 Mil Silver 20 Security Film 27 x 57 / 26	277.875	8.00	2,223.00
Install proper size Pentagon Elite flexible anchoring system	392	6.00	2,352.00
Subtotal			4,575.00
Cafeteria			
Furnish and Install 8 Mil Silver 20 Security Film 19 x 60 / 8	63.33333	8.00	506.67
Install proper size Pentagon Elite flexible anchoring system	105.33333	6.00	632.00
Furnish and Install 8 Mil Silver 20 Security Film 46 x 44 / 4	56.22222	8.00	449.78
Total			
Payments/Credits			
Balance Due			

Silver's Solar Solutions LLC

Invoice

dba CT Window Film and Tinting
 4 Hollis Drive
 Oxford, CT 06478
 203-693-3456

Date	Invoice #
6/27/2013	01735

Bill To
Preston Public Schools 325 Shetucket Turnpike (Rt 165) Preston, CT 06365 Mike 860-213-1991

P.O. No.	Terms	Project
	50% deposit net on ...	

Description	Qty	Rate	Amount
Install proper size Pentagon Elite flexible anchoring system	60	6.00	360.00
Furnish and Install 8 Mil Silver 20 Security Film 46 x 113 / 4	144.38889	8.00	1,155.11
Install proper size Pentagon Elite flexible anchoring system	106	6.00	636.00
Subtotal			3,739.56
Side Windows			
Furnish and Install 8 Mil Silver 20 Security Film 27 x 57 / 2	21.375	8.00	171.00
Install proper size Pentagon Elite flexible anchoring system	28	6.00	168.00
Subtotal			339.00
Back Windows			
Furnish and Install 8 Mil Silver 20 Security Film 27 x 57 / 16	171	8.00	1,368.00
Install proper size Pentagon Elite flexible anchoring system	224	6.00	1,344.00
Subtotal			2,712.00
Subtotal			27,829.89
Total			\$27,829.89

Payments/Credits	\$0.00
Balance Due	\$27,829.89

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
7/15/2013	131033
AMOUNT	ACCOUNT CODE
\$20,436.60	1-101-0080-0734-2230-0000

PURCHASE ORDER COPY

COPY

Security 101
10 Pine Street
Plainville, CT 06062

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:

Technology Coordinator
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (800) 991-4170 Vendor Fax (800) 991-4172 Vendor Code B16041

Delivery Required	F.O.B.	Requested by: Emile	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Project Change Orders for the Preston School District Security Project, as follows: PCO 1 -Upgrade Analog Cameras to IP Video at PVMS	\$6,093.00	\$6,093.00
2	1.00 Each	PCO 2 - Upgrade Analog Cameras to IP Video at PPMS	\$7,904.00	\$7,904.00
3	1.00 Each	PCO 3 - Two additional cameras at PVMS	\$1,986.00	\$1,986.00
4	1.00 Each	PCO 4 - PPMS Override key switches	\$2,226.80	\$2,226.80
5	1.00 Each	PCO 5 - PVMS oerride key switches	\$2,226.80	\$2,226.80
TOTAL				\$20,436.60

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
6/24/2013	130535
AMOUNT	ACCOUNT CODE
\$254,601.00	t-101-0040-0450-2600-0000

PURCHASE ORDER

Security 101
10 Pine St
Plainville, CT 06062

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

SHIP PREPAID TO:

Superintendent of Schools
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone Vendor Fax Vendor Code B11077

Delivery Required	FOB	Requested by: J Welch	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Installation of Preston Public Schools Security System	\$254,601.00	\$254,601.00
TOTAL				\$254,601.00

- 50% Down upon purchase order receipt
- 25% upon equipment delivery
- 20% upon substantial completion
- 5% Retainage

Special Instructions:

PURCHASE ORDER AUTHORIZATION

If checked, payment is with this order.

John J. Welch
John J. Welch, Ed D., Superintendent

VENDOR

Remit Invoice Payment To:

Advance Security Integration LLC.
10 Pine Street
Plainville, CT. 06062
PH# (800) 991-4170 FX# (800) 991-4172

Invoice

Date: 6/26/2013
Invoice No: 93487



Bill to:
PRESTON PUBLIC SCHOOLS
325 SHETUCKET TURNPIKE
PRESTON, CT 06365

10348

Location
PRESTON PUBLIC SCHOOLS
325 SHETUCKET TURNPIKE
PRESTON, CT 06365

Contact:

Site Contact:

Description: Work Order 103688 QUOTE

Reference: Work Order 103688

Terms: Net 30 Days

PO Number: 130535

Item	Description	Quantity	Unit Price	Amount
Miscellaneous				
	Progress Billing: 50.00% Complete PRESTON PUBLIC SCHOOLS SECURITY SYSTEM REFERENCE PURCHASE ORDER - 130535	1.00	\$127,300.50	\$127,300.50
Miscellaneous Subtotal:				\$127,300.50

OK to Pay
E. Larsson
7-15-13

Subtotal:	\$127,300.50
Sales Tax:	\$0.00
Payments:	\$0.00
Total Due:	\$127,300.50



LAWN DOCTOR

STATEMENT

(860)643-9956

Printed **07/01/13**

Customer # **958**

Service Address

Preston Plains School
325 Shetucket Tpke ATTN: Superintendants Office
Preston CT 06365

Res. (860)887-3113

Bus. (860)889-6098

Description		Ck # / Inv #		Date	Amount	Tax	Balance
Current	21 - 30 days	31 - 45 days	46 - 60 days	61 - 90 days	91 - 120 days	Over 120 days	
\$4,200.00	\$0.00	\$0.00	\$0.00	\$3,389.98	\$0.00	\$0.00	
Early Spring Natural	#10255	19171		04/20/13	2,299.98 ✓		2,299.98
Heavy Rate Lime Application	#10256	19172		04/20/13	2,200.00 ✓		4,499.98
Power Seeding Spring		19173		04/20/13	400.00 ✓		4,899.98
Payment - Thank You!		104336		05/24/13	-1,510.00		3,389.98
Grub Control Preventative	#10257	20081		06/28/13	4,200.00 ✓		7,589.98
Previous Balance							\$0.00
Please Remit							\$7,589.98

Handwritten notes:
 - "MSDS sheet" (written vertically)
 - "Bb2009" (written vertically)
 - "1-101-0040-2430 / 2600-0000" (written vertically)
 - "Previous Balance 2,299.98 ✓", "2,200.00 ✓", "400.00 ✓", "4,200.00 ✓"
 - "owe 1,100.00" (with arrow pointing to 2,200.00)
 - "paid 400.00" (with arrow pointing to 400.00)
 - "Inv # 10255" (written diagonally)

Manage your account online at LawnDoctor.com/customer

For your convenience, service continues from season to season. For a change in service, please call our office.

Please pay upon receipt, 1.5% interest charged on all accounts over 30 days. Please call with any questions about your account.

For your convenience, service continues from season to season. For a change in service, please call our office.

LAWN DOCTOR of

Hartfords-Manchester
P.O. Box 1403
Manchester, CT 06045

Billing Address

Preston Plains School
325 Shetucket Tpke ATTN: Superintendants Office
Preston CT 06365

LAWN DOCTOR of

Hartfords-Manchester
P.O. Box 1403
Manchester, CT 06045

PLEASE RETURN THIS PORTION WITH PAYMENT OR
PAY ONLINE AT LAWNDOCTOR.COM/CUSTOMER

AMOUNT	CHECK NO.
--------	-----------

Charge my: Exp: ___/___/___

Card #: _____

Signature: _____

We are unable to service past due accounts, please call our office to make payment



CUSTOMER # **958**

PLEASE REMIT **\$7,589.98**

PRINTED **07/01/13**

PLEASE RETURN THIS PORTION WITH PAYMENT OR PAY ONLINE AT LAWNDOCTOR.COM/CUSTOMER. BE SURE ADDRESS SHOWS THROUGH WINDOW

Grub Control Preventative \$4,200.00
Grub Control Preventative Service



REMARKS/RECOMMENDATIONS:

- DO NOT MOW FOR _____ HRS
- DO NOT WATER FOR _____ HRS
- WATER LAWN MORE OFTEN
- SHARPEN MOWER BLADE(S)
- RAISE MOWER HEIGHT
- KEEP CHILDREN AND PETS OFF LAWN FOR _____ HRS

Date: _____ Time: _____
Technicians: David Hof Lic.#S4111

Today's Service Charge 4,200.00

Today's Total 4,200.00
Prev. Balance as of 07/01/13 3,389.98
Please Remit 7,589.98

Please pay upon receipt, 1.5% interest charged on all accounts over 30 days. Please call with any questions about your property. Thank You.

- [] DO NOT MOW FOR _____ HRS.
- [] DO NOT WATER FOR _____ HRS.
- [] WATER LAWN MORE OFTEN

For your convenience, service continues from season to season. For a change in service, please call our office.

LAWN*DOCTOR of

Hartfords-Manchester
P.O. Box 1403 Manchester, CT 06045

Billing Address

Preston Plains School
325 Shetucket Tpke ATTN: Superintendents Office
Preston CT 06365

1.800.LAWN DOCTOR

LAWN*DOCTOR of

Hartfords-Manchester
P.O. Box 1403
Manchester, CT 06045

PLEASE RETURN THIS PORTION WITH PAYMENT OR
PAY ONLINE AT LAWNDOCTOR.COM/CUSTOMER

AMOUNT	CHECK NO.
--------	-----------

Charge my: Exp: ___/___/___
Card #: _____

Signature: _____

We are unable to service past due accounts, please call our office to make payment arrangements.

Please have technician call me!

Today's Service Charge 4,200.00

Today's Total 4,200.00

Prev. Balance as of 07/01/13 3,389.98
Please Remit 7,589.98

Customer # 958
Invoice # 20061



For your convenience, service continues from season to season. For a change in service, please call our office.

DOCTOR of

Lawn Doctor

Hartford-Manchester P.O. Box 1403 Manchester, CT
(860)643-9956



Manage your account online
at LawnDoctor.com/customer

Service Address Customer number: 958
Preston Plains School
325 Shetucket Tpke ATTN: Superintendants Office
Preston CT 06365

Billing Address
Preston Plains School
325 Shetucket Tpke ATTN: Superintendants Office
Preston CT 06365

01/03/13

PREPAY DISCOUNT SAVE!

\$700.00

On Your Service

Expires on 02/28/13

SAVE UP TO 5% ON ALL SERVICES

Thank you for considering us for your fertilizing needs in the upcoming season.

On the following page is a program description and tentative schedule, dependent on weather conditions. We hope you will keep this information for a quick reference while you are making your decision.

Please do not hesitate to call me with any questions you may have.

- Grub Control Preventative
- Heavy Rate Lime Application
- Organic - 5 svcs
- Power Seeding Spring

Num. of Services	Price Per Service
1 7200	\$4,200.00
2 2200	\$2,200.00
2 2299	\$2,299.98
1 400	\$800.00

1029 vcs
15 10 PP
~~2539~~
M
#2336

1,510
This year

Total Service Amount	\$	13,999.96
After 5% Prepay Discount	\$	13,299.96
You Save	\$	700.00
Prepay Amount	\$	13,299.96

SAVE UP TO 5% ON CORE AERATION

Core Aeration Fall

Regular price
\$6,000.00



STATEMENT

(860)643-9956

Printed 07/01/13
Service Address

Customer # 918

Preston Veterans' Memorial School
325 Shetucket Tpke
Preston CT 06365

Res. (860)887-3113

Bus.

Description		Ck # / Inv #	Date	Amount	Tax	Balance
Current	21 - 30 days	31 - 45 days	46 - 60 days	61 - 90 days	91 - 120 days	Over 120 days
\$790.00	\$0.00	\$0.00	\$0.00	\$725.00	\$0.00	\$0.00
Early Spring Natural	#10258	19168	04/20/13	689.00 ✓		689.00
Heavy Rate Lime Application	#10259	19169	04/20/13	690.00 ✓		1,379.00
Power Seeding Spring	#10260	19170	04/20/13	375.00	335 ⁰⁰ remem	1,754.00
Payment - Thank You!		104336	05/24/13	-1,029.00		725.00
Grub Control Preventative	#10261	20060	06/28/13	790.00 ✓		1,515.00
Previous Balance						\$0.00
Please Remit						\$1,515.00

B62009
1-101-0040-0430 -
2600-0000

Manage your account online at LawnDoctor.com/customer

For your convenience, service continues from season to season. For a change in service, please call our office.

Please pay upon receipt; 1.5% interest charged on all accounts over 30 days. Please call with any questions about your

PLEASE RETURN THIS PORTION WITH PAYMENT OR PAY ONLINE AT LAWNDOCTOR.COM/CUSTOMER

For your convenience, service continues from season to season. For a change in service, please call our office.

LAWN DOCTOR of

Hartfords-Manchester
P.O. Box 1403
Manchester, CT 06045

Billing Address

Preston Veterans' Memorial School
325 Shetucket Tpke
Preston CT 06365

LAWN DOCTOR of

Hartfords-Manchester
P.O. Box 1403
Manchester, CT 06045

AMOUNT	CHECK NO.
--------	-----------

Charge my: Exp: /

Card #: _____

Signature: _____

We are unable to service past due accounts, please call our office to make payment



CUSTOMER # 918

PLEASE REMIT: \$1,515.00

PRINTED 07/01/13

PLEASE RETURN THIS PORTION WITH PAYMENT OR PAY ONLINE AT LAWNDOCTOR.COM/CUSTOMER. BE SURE ADDRESS SHOWS THROUGH WINDOW

Grub Control Preventative \$790.00
Grub Control Preventative Service



REMARKS / RECOMMENDATIONS:

- DO NOT MOW FOR _____ HRS
- DO NOT WATER FOR _____ HRS
- WATER LAWN MORE OFTEN
- SHARPEN MOWER BLADE(S)
- RAISE MOWER HEIGHT
- KEEP CHILDREN AND PETS OFF LAWN FOR _____ HRS

Date: _____ Time: _____

Technicians: **David Hof Lic.#S4111**

Today's Service Charge 790.00

Today's Total 790.00
Prev. Balance as of 07/01/13 725.00
Please Remit 1,515.00

Please pay upon receipt, 1.5% interest charged on all accounts over 30 days.
Please call with any questions about your property. Thank You.

- DO NOT MOW FOR _____ HRS.
- DO NOT WATER FOR _____ HRS.
- WATER LAWN MORE OFTEN

For your convenience, service continues from season to season. For a change in service, please call our office.

LAWN*DOCTOR of

Hartfords-Manchester
P.O. Box 1403 Manchester, CT 06045

Billing Address

Preston Veterans' Memorial School
325 Shetucket Tpke
Preston CT 06365

1.800.LAWN DOCTOR

LAWN*DOCTOR of

Hartfords-Manchester
P.O. Box 1403
Manchester, CT 06045

PLEASE RETURN THIS PORTION WITH PAYMENT OR
PAY ONLINE AT LAWNDOCTOR.COM/CUSTOMER

AMOUNT	CHECK NO.
--------	-----------

Charge my: MC DISC VISA Exp. ____/____/____

Card # _____

Signature: _____

We are unable to service past due accounts, please call our office to make payment arrangements.

Please have technician call me!

Today's Service Charge 790.00

Today's Total 790.00

Prev. Balance as of 07/01/13 725.00

Please Remit 1,515.00

Customer # 918

Invoice # 20060



For your convenience, service continues from season to season. For a change in service, please call our office.

Lawn Doctor

Hartfords-Manchester P.O. Box 1403 Manchester, CT

(860)643-9956



Service Address
 Preston Veterans' Memorial School
 325 Shetucket Tpke
 Preston CT 06365

Customer number: 918

Billing Address

Preston Veterans' Memorial School ←
 325 Shetucket Tpke
 Preston CT 06365

01/03/13

Manage your account online at LawnDoctor.com/customer

**PREPAY DISCOUNT
 SAVE!**

\$246.10
 On Your Service

Expires on 02/28/13

SAVE UP TO 5% ON ALL SERVICES

Thank you for considering us for your fertilizing needs in the upcoming season.

On the following page is a program description and tentative schedule, dependent on weather conditions. We hope you will keep this information for a quick reference while you are making your decision.

Please do not hesitate to call me with any questions you may have

	Num. of Services	Price Per Service
Grub Control Preventative	1	\$790.00
Heavy Rate Lime Application	1	\$689.00
Heavy Rate Lime Application	1	\$690.00
Organic - 5 svcs	2	\$689.00
Power Seeding Spring	1	\$675.00
Power Seeding Fall	1	\$700.00

Handwritten notes:
 1-101-0046-0430-2600-0000
 #8335
 NOT INVOICED
 THIS SERVICE
 1 Fall 2013
 689
 340
 1029
 This year
 675
 -340
 335
 Bal Rem
 NOT P&V
 1/2

Total Service Amount	\$	4,922.00
After 5% Prepay Discount	\$	4,675.90
You Save	\$	246.10
Prepay Amount	\$	4,675.90

SAVE UP TO 5% ON CORE AERATION

Core Aeration Fall	Regular price	\$2,600.00
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PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
7/22/2013	131045
AMOUNT	ACCOUNT CODE
\$13,549.38	1-101-0080-0734-2230-0000

PURCHASE ORDER

Marlin Leasing Corp - NE Division
300 Fellowship Rd
Mount Laurel, NJ 08054

SHIP PREPAID TO:

Technology Coordinator
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Vendor Phone (888) 479-9111 Vendor Fax (888) 479-1100 Vendor Code B05252

Delivery Required	F.O.B.	Requested by: Emile	# Attachments 0
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Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Balance due on first year of lease for Veterans Memorial School IP digital phone system. Reference lease addendum dated 7-22-2013	\$13,549.38	\$13,549.38
TOTAL			\$13,549.38	\$13,549.38

Special Instructions:

PURCHASE ORDER AUTHORIZATION

The Preston Board of Education requires publishers to prepare and, on or before delivery of the print instructional materials to the Board, provide to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS).

If checked, payment is with this order.

John J. Welch, Ed.D., Superintendent

VENDOR

**Preston Public Schools
2013-2014 Enrollment and Staffing
Preston Veterans' Memorial School**

<u>Grade</u>	<u>Enrollment</u>	<u>Teachers/Salaries</u>
PK		G. Berek (75,947)
K		A. McCullen (75,947), N. Rudyk (69,746)
1		M. Cormier (67,836), R. Friess (73,802), E. Main (46,998)
2		L. Clark (63,199), E. Rogers (58,567)
3		C. Capunitan (81,079), N. Mattern (75,947)
4		K. Kilpatrick (75,947), D. Rearick (61,658)
5		S. Bosko (82,612), S. Strader (58,567), M. Felker (74,788)

Sub-Total: 15

Other Personnel:

<u>Subject</u>	<u>FTE</u>	<u>Personnel/Salaries</u>
PE	1.0	C. Tubbs (75,947)
Psych	1.0	M. Lautieri (66,078)
World Lang	1.0	B. Smithers (53,375)
SPED	3.0	T. Flanagan (75,947), N. Deshefy (71,657), A. Clark (73,802)
IA's	10.5	L. Davison (16.21/hr), B. Bonosconi (16.21/hr), C. Bearden (18.71/hr), N. Palmer (18.71/hr), J. Keenan (18.71/hr), T. Loughery (18.71/hr), L. Harris (18.71/hr), L. Wolinski (18.71/hr), L. Barile (15.75/hr), K. Curtis .5 (18.71/hr), L. Sylvia (12.22/hr)
Nurse	1.0	L. Congdon (53,488)
Café	2.0	K. Potter (15.31/hr), L. Cote (13.77/hr)
Custodians	2.0	P. Jakubowski (16.66/hr), J. Lorange (16.66/hr)
Literacy Spec.	1.0	J. Thom (63,199)

Secretary 1.0
Principal 1.0

G. Smith .5 (16,612) K. Curtis .5 (18.71/hr)
R. Bernier (106,037)

Preston Plains Middle School

Grade
6
7/8

Enrollment

Teachers/Salaries

J. Ghattas (75,947), D. Riley (83,893), H. Wolf (63,029)
M. Durkee (75,243), C. McNeil (75,947), C. Pickett (61,658), S. Robbins (81,079),
J. Sevigny (57,026)

Sub-Total: 8

Other Personnel:

Subject FTE
Psych .6
World Lang 1.0
SPED 1.0
IA's 4.0
Nurse 1.0
Café 1.0
Custodians 2.0
Secretary 1.0
Principal 1.0

Personnel/Salaries

O. Sigmarsdottir (45,146)
S. Stefanowicz (66,290)
J. Foltz (75,947)
L. Popinchalk (18.71/hr), D. Brown (18.71/hr), L. Serra (18.71/hr) NFA, L. Jancewicz (18.71/hr)
S. Porter (35.47/hr)
J. Craig (15.31/hr)
G. Pope (16.66/hr), D. Russ (16.66/hr)
F. Winchester (18.71/hr)
I. Davis-Tomczuk (102,995)

Shared Positions: Preston Veterans' and Preston Plains

<u>Subject</u>	<u>FTE</u>	<u>Personnel/Salaries</u>
Art	1.0	D. Hansen (81,079)
Music	2.0	L. Feltes (83,893), J. Durfee (63,199)
Speech	1.8	K. Doyle (60,758), H. Anderson (69,746)
Technology	1.0	E. Dekiert (69,130)
Media	1.0	E. Lettiere (75,947)
OT	.6	C. Gentes (30,600)

Central Office

<u>Title</u>	<u>FTE</u>	<u>Personnel/Salaries</u>
Super	1.0	J. Welch (119,913)
Super Asst	1.0	G. Homiski (47,495)
Sped Dir	104 days	E. Hargreaves (459.00 per diem)
Sped Asst	1.0	M. LePage (45,444)
B&G Super	1.0	M. House (71,171)
Tech Coord	.8	E. Levasseur (50,009)
Tech Asst	.5	G. Smith (24,484)
Dir of Fin		
Fiscal Asst	.6	C. Derosier (24,994)
Trans Coord	1.0	P. Hibbard (54,668)
Trans Asst	.4	C. Derosier (16,663)

Bus Garage

<u>Title</u>	<u>FTE</u>	<u>Personnel/Salaries</u>
Mechanic	1.0	K. Gileau (23.88/hr)
Driver	17.0	W. Bender (18.88/hr), E. Claudio (17.00/hr), R. Clements (15.69/hr), J. Dio (spare) (15.69/hr), K. Gardner (15.09/hr), C. George (spare) (15.09/hr), S. Guertin (18.88/hr), W. Kingston (15.09/hr), B. Merrill (15.09/hr), E. Neuendorf (15.09/hr), D. Nintean (18.88/hr), S. Pank (17.00/hr), P. Potter (18.88/hr), A. Sabrowski (18.88/hr), M. Tonon (18.88/hr), G. Sullivan (14.07/hr), W. Majcher (spare) (15.09/hr)



Playground Maintenance Corp.

dba **Playground Medic**™

146 Broadway, Hawthorne, NY 10532

Playground Safety is Our Business!

www.playgroundmedic.com

April 19, 2013

Mr. John J. Welch
Preston Public Schools
325 Shetucket Turnpike
Preston, CT 06365

Re: Playground Compliance Inspection

Dear John,

This letter is concerning the playground located at Preston Veterans Memorial School, 325 Shetucket Turnpike Preston, CT. A playground compliance inspection was conducted on the playground equipment on April 15, 2013. The playground compliance inspection was done in accordance with The American Society of Testing and Materials Standards F1487-11 and the U.S Consumer Product Safety Commission Public Playground Safety Handbook. The following are the results of the inspection:


1. The playground consists of Kompan/Big Toys manufactured equipment. There is a large wooden composite structure, a freestanding play panel, a freestanding balance beam, and a 2 bay swing set. The equipment was researched and was found to be IPEMA certified. It therefore met the requirements of the ASTM F1487-11.
2. The surfacing consisted of engineered wood fiber. The depth was measured and found to be 7-12 inches around the composite structure, play panel, and balance beam which is considered a **CLASS B HAZARD** where the depth is 7-9 inches. The depth of the surfacing under the swing set was found to be a depth of 3-12 inches which is considered to be a **CLASS A HAZARD** where the depth is 3-9". Installing additional wood fiber to the existing material, raking and leveling it, will eliminate these hazardous conditions.
3. The wood of the wooden composite structure is deteriorating. There were 4 rotting support posts found and the decks and stairs contain badly cracking and splintering wood. The support post by one of the chin up bars is so loose it should be taken out of service. The rotting posts are a **CLASS A HAZARD**.
4. The web bridge on the composite structure has worn cables and loose connectors. The loose connectors are gouging into the wood and damaging the decks. This is a **MAINTENANCE ISSUE**.
5. There are 2 wear mats that are not set correctly in the surfacing which are creating a trip hazard. This is a **CLASS B HAZARD**. The mats should be set level with the wood fiber to eliminate this hazard.



6. The swing set contains worn mounts, swing chain, and seats. This is considered a **CLASS A HAZARD**. The seats and hardware should be scheduled for replacement.
7. The freestanding play panel has broken plastic pieces on its face. These pieces should be replaced. This is a **MAINTENANCE ISSUE**.

In conclusion the playground is in overall fair condition. However, the condition of the wood is poor with some rotting support posts. The cost of replacing all of the needed wood planks, handrails and support posts would be so costly, it is recommended that plans be put in place to replace the existing equipment with new compliant playground equipment.

Sincerely,


Jeffrey J. Reed
Executive Vice President
NPSI Certification # 20825-1015
Expiration 10/1/2015

Overhead Rings-Worn & Rusted Chains-CLASS A HAZARD



Rotted Support Posts-CLASS A HAZARD



Rotted Support Posts-CLASS A HAZARD



Damaged Web Bridge-MAINTENANCE



Cracked and Splintering Wood-MAINTENANCE



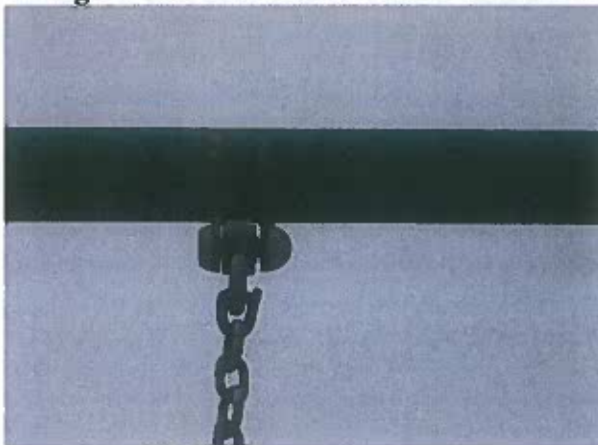
Cracked and Splintering Wood-MAINTENANCE



Swing Set-Worn Chains-Seats & Hardware-CLASS A HAZARD



Swing Set-Worn Chains-Seats & Hardware-CLASS A HAZARD



Play Panel- Broken Pieces-MAINTENANCE



Wear Mats-Tripping Hazard-CLASS B HAZARD



Grade One Standards for Mathematical Practice

The K-12 Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. This page gives examples of what the practice standards look like at the specified grade level.

Standards

Explanations and Examples

<p>Students are expected to:</p> <p>1. Make sense of problems and persevere in solving them.</p>	<p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p>
<p>Students are expected to:</p> <p>2. Reason abstractly and quantitatively.</p>	<p>Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.</p>
<p>Students are expected to:</p> <p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>First graders construct arguments using concrete objects, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?", "Explain your thinking," and "Why is that true?" They not only explain their own thinking but listen to others' explanations. They decide if the explanations make sense and ask questions.</p>
<p>Students are expected to:</p> <p>4. Model with mathematics.</p>	<p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words, mathematical language, drawings, pictures, using objects, acting out, making a chart or list, creating equations, etc. Students seek opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p>
<p>Students are expected to:</p> <p>5. Use appropriate tools strategically.</p>	<p>In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use a number line to solve an addition problem.</p>
<p>Students are expected to:</p> <p>6. Attend to precision.</p> <p>Students are expected to:</p> <p>7. Look for and make use of structure.</p>	<p>As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (<i>Commutative property of addition.</i>) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>
<p>Students are expected to:</p> <p>8. Look for and express regularity in repeated reasoning.</p>	<p>In the early grades, students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract "ten" and multiples of "ten" they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, "Does this make sense?"</p>

5th Grade Mathematics Alignment—Common Core State Standards and CT Frameworks

NOTE: CCSS standards shown in blue do not have equivalent CT standards.

CCSS Standards	CT Framework Grade Level Expectations
5.OA: Operations and Algebraic Thinking <i>Write and interpret numerical expressions</i>	
5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	CT.5.1.2.3: Represent and describe mathematical relationships using variables or symbols in expressions, equations and inequalities. –Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculations “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculations “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	CT.5.1.3.6: Model, write and solve one-step equations by using appropriate concrete materials that model equivalence (e.g., if $4 \times \underline{\quad} = 36$, then $\underline{\quad}$ equals 9).
Analyze patterns and relationships	
5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	CT.5.1.1.2: Analyze patterns and data to make generalizations, make predictions and to identify trends. CT.5.3.2.5: Use an x, y coordinate system to plot points, to estimate the distance between points and to determine the horizontal or vertical distance between two points.
5.NBT: Number and Operations in Base Ten <i>Understand the place value system</i>	
5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what is represents in the place to its left.	–Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what is represents in the place to its left. CT.5.1.2.3: Construct and use models, number patterns and pictorial representations to extend place value concepts and patterns to decimals (e.g., 0.1 is one-tenth of one and 0.01 is one one-hundredth of one and one-tenth of 0.1).

<p>5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote power of 10.</p> <p>5.NBT.3: Read, write and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form (e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$).</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$ and $<$ symbols to record these results of comparisons.</p>	<p>CT.6.2.2.8: Understand place value and patterns in place value when multiplying and dividing decimals by powers of 10.</p> <p>CT.6.2.2.9: Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers, decimals and power of 10.</p> <p>CT.7.2.2.13: Compare the magnitude of and compute with whole numbers expressed as positive powers of 10.</p> <p>CT.6.2.1.3: Represent and compare whole numbers (to a billion) and decimals (to thousandths) in expanded notation.</p> <p>CT.6.2.1.2: Compare and order whole numbers, fractions, decimals and positive and negative integers in context using number lines and scales.</p>
<p>5.NBT.4: Use place value understanding to round decimals to any place.</p>	<p>CT.5.2.1.1: Compare, order and round whole numbers to 1,000,000 using number patterns, number lines and diagrams.</p>
<p><i>Perform operations with multi-digit whole numbers and with decimals to hundredths</i></p>	
<p>5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<p>CT.6.2.2.9: Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers [, decimals and powers of 10].</p>
<p>5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>CT.7.2.2: Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, including whole number [, fractions and decimals].</p> <p>--Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
<p>5.NBT.7: Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value,</p>	<p>CT.6.2.2.9: Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers, decimals and powers of 10.</p> <p>CT.7.2.2: Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, including whole numbers, fractions and decimals.</p> <p>--Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value,</p>

<p>properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>CT.6.2.2.9: Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers, decimals and powers of 10.</p> <p>CT.7.2.2.9: Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, including whole numbers, fractions, and decimals.</p>
<p>5.NF: Number and Operations - Fractions</p>	
<p><i>Use equivalent fractions as a strategy to add and subtract fractions.</i></p>	
<p>5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ (in general, $a/b + c/d = (ad + bc)/bd$).</p>	<p>--Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ (in general, $a/b + c/d = (ad + bc)/bd$).</p>
<p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p>	<p>--Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p>
<p><i>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</i></p>	
<p>5.NF.3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem). For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p>	<p>--Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem). For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p>
<p>CT.5.2.1.8: Write division problems in fraction form and round the fraction form to estimate an answer to a division problem.</p>	

<p>5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q / b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ (in general, $(a/b) \times (c/d) = ac/bd$).</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	<p>--Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q / b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ (in general, $(a/b) \times (c/d) = ac/bd$).</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>CT.6.2.2.15: Use the inverse relationships between multiplication and division to make sense of procedures for multiplying and dividing fractions.</p>
<p>5.NF.5: Interpret multiplication as scaling (resizing) by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	<p>--Interpret multiplication as scaling (resizing) by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p> <p>CT.6.2.2.15: Use the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions.</p>
<p>5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers (e.g., by using visual fraction models or equations to</p>	<p>CT.6.2.2.14: Examine the relationships between multiplication by a unit fraction and division by the fraction's denominator, and use this to solve problems. For example, $1/2$ of \$6 is the same as \$6 / 2.</p> <p>CT.5.2.2.17: Construct and use models and pictorial representations to multiply common fractions and mixed numbers by whole numbers.</p>

<p>represent the problem).</p>	<p>CT.6.2.2.12: Add, subtract, multiply and divide by fractions and decimals in context.</p> <p>CT.7.2.2: Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, including whole numbers, fractions and decimals.</p> <p>--Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) / 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) / 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 / (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 / (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem). For example, how much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p> <p>CT.6.2.2.15: Use the inverse relationships between multiplication and division to make sense of procedures for multiplying and dividing fraction.</p> <p>CT.6.2.2.14: Examine the relationships between multiplication by a unit fraction and dividing by the fraction's denominator, and use this to solve problems.</p> <p>CT.7.2.2: Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, including whole numbers, fractions and decimals.</p>
<p>5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) / 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) / 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 / (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 / (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem). For example, how much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p>	<p>CT.5.3.3.10: Solve length problems involving conversions of measure within the customary (inches, feet, yards and miles) or metric systems</p>
<p>5.MD: Measurement and Data <i>Convert like measurement units within a given measurement system</i></p> <p>5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and</p>	

<p>use these conversions in solving multi-step, real world problems.</p> <p>(millimeters, centimeters, meters and kilometers).</p> <p>CT.5.3.3.7: Use calendars and clocks to plan and sequence events and to solve problems involving the conversion of measures of time and elapsed time using days, hours, minutes and seconds.</p> <p>CT.6.3.3.9: Use ratios to convert between customary units of length, mass, capacity and time.</p> <p>CT.6.3.3.10: Use ratios and powers of 10 to convert between metric units.</p> <p>CT.7.3.3.11: Write and solve problems in context involving conversions of customary or metric units and units of time.</p>	<p>5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</i></p> <p>5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>
<p>--Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>	<p>5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and how that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of</p>
<p>CT.5.3.3.9: Use cubic inch or cubic centimeter models to find the volume of rectangular solids.</p>	<p>CT.5.3.3.9: Use cubic inch or cubic centimeter models to find the volume of rectangular solids.</p>
<p>CT.5.3.3.9: Use cubic inch or cubic centimeter models to find the volume of rectangular solids.</p> <p>CT.6.3.3.8: Select and use appropriate strategies, tools and units to estimate and solve measurement problems involving length, perimeter, area, volume, capacity, mass and weight.</p>	<p>CT.5.3.3.9: Use cubic inch or cubic centimeter models to find the volume of rectangular solids.</p> <p>CT.6.3.3.8: Select and use appropriate strategies, tools and units to estimate and solve measurement problems involving length, perimeter, area, volume, capacity, mass and weight.</p>
<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and how that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of</p>	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and how that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of</p>

<p>property of multiplication).</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>multiplication).</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>CT.5.3.3.8: Estimate and measure to solve a variety of problems that involve angles, length, area, weight, mass, temperature, capacity and volume in either metric or customary units; explain the reasoning used orally and in writing.</p> <p>CT.5.3.3.9: Use cubic inch or cubic centimeter models to find the volume of rectangular solids.</p> <p>CT.6.3.2.6: Use and describe concrete strategies for finding the volume of rectangular solids and cylinders.</p> <p>CT.7.3.3.9: Develop and use formulas to determine volumes of geometric solids (rectangular prisms and cylinders).</p> <p>CT.6.3.3.8: Select and use appropriate strategies, tools and units to estimate and solve measurement problems involving length, perimeter, area, volume, capacity, mass and weight</p>
<p>5.G: Geometry</p>	
<p><i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i></p>	
<p>5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged by coinciding with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>CT.5.3.2.5: Use an x, y coordinate system to plot points, to estimate the distance between points and to determine the horizontal or vertical distance between two points.</p>
<p>5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>CT.4.3.2.4: Draw and interpret simple maps with ordered pairs of numbers and/or letters in quadrant one of an x, y coordinate system and find possible paths between two points.</p> <p>CT.5.3.2.5: Use an x, y coordinate system to plot points, to estimate the</p>

	distance between points and to determine the horizontal or vertical distance between two points.
<p><i>Classify two-dimensional figures into categories based on their properties</i></p> <p>5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>CT.5.3.1.3: Use the attributes of parallel sides, perpendicular sides, congruent sides/angles, number and length of sides or faces and number and kinds of angles (right, acute or obtuse) to describe, classify and sort polygons and solids (cube, prism, pyramid and sphere).</p> <p>CT.6.3.1.1: Classify sets and subsets of polygons using the relationships of the sides (length, parallel and perpendicular) and angles (types and measures).</p> <p>5.G.4: Classify two-dimensional figures in a hierarchy based on properties; classify two-dimensional figures in a hierarchy based on properties.</p> <p><i>The following CT standard(s) are not matched to the CCSS and should not be addressed by instruction at this level.</i></p> <p>5.4.1.2: Compare different representations of the same data set and evaluate how well each kind of display represents the features of the data.</p>	<p>--Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>CT.5.3.1.3: Use the attributes of parallel sides, perpendicular sides, congruent sides/angles, number and length of sides or faces and number and kinds of angles (right, acute or obtuse) to describe, classify and sort polygons and solids (cube, prism, pyramid and sphere).</p> <p>CT.6.3.1.1: Classify sets and subsets of polygons using the relationships of the sides (length, parallel and perpendicular) and angles (types and measures).</p> <p>--Classify two-dimensional figures in a hierarchy based on properties; classify two-dimensional figures in a hierarchy based on properties.</p> <p>CT.5.3.1.3: Use the attributes of parallel sides, perpendicular sides, congruent sides/angles, number and length of sides or faces and number and kinds of angles (right, acute or obtuse) to describe, classify and sort polygons and solids (cube, prism, pyramid and sphere).</p> <p>CT.6.3.1.1: Classify sets and subsets of polygons using the relationships of the sides (length, parallel and perpendicular) and angles (types and measures).</p>

Grade Five Standards for Mathematical Practice

The K-12 Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. This page gives examples of what the practice standards look like at the specified grade level.

Standards

Explanations and Examples

Students are expected to:

1. **Make sense of problems and persevere in solving them.**

Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

2. **Reason abstractly and quantitatively.**

Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of operations. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that represent calculations with numbers and represent or round numbers using place value concepts.

3. **Construct viable arguments and critique the reasoning of others.**

In fifth grade, students use concrete arguments using concrete objects, such as objects, pictures, and drawings to explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

Students are expected to:

4. **Model with mathematics.**

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

Students are expected to:

5. **Use appropriate tools strategically.**

Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real world data.

Students are expected to:
6. Attend to precision.

Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.

Students are expected to:
7. Look for and make use of structure.

Fifth graders look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

Students are expected to:
8. Look for and express regularity in repeated reasoning.

Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place values and their prior work with operations to understand arithmetic to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

6th Grade Mathematics Alignment—Common Core State Standards and CT Frameworks

NOTE: CCSS standards shown in blue do not equivalent CT standards.

CCSS Standards	CT Framework Grade Level Expectations
6.RP: Ratios and Proportional Relationships	
<i>Understand ratio concepts and use ratio reasoning to solve problems</i>	
<p>6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For examples, "The ratio of wings to beaks in the bird house at the zoon was 2:1, because for every 2 wings there was 1 beak."</p> <p>6.RP.2: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationships. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar."</p>	<p>CT.5.2.1.9: Use models and pictures to identify and compare ratios and to represent ratios in equivalent fraction and decimal forms.</p> <p>CT.6.2.1.7: Use ratios and rates (involving different units) to compare quantities.</p> <p>CT.6.2.1.7: Use ratios and rates (involving different units) to compare quantities.</p> <p>CT.6.2.2.11: Solve practical problems involving rates, ratios, percentages and proportionality.</p> <p>CT.7.2.2.10: Write ratios and proportions to solve problems in context involving rates, scale factors and percentages.</p>
<p>6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p> <p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were laws being mowed?</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 time the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>d. Use ratio reasoning to convert measurement units, manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>--Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p> <p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were laws being mowed?</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 time the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>d. Use ratio reasoning to convert measurement units, manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>CT.6.1.2.2: Create tables of values and scatter plots from mathematical relationships and equations and vice versa to solve problems.</p> <p>CT.6.2.2.11: Solve practical problems involving rates, ratios,</p>

<p>percentages and proportionality.</p> <p>CT.7.2.2.10: Write ratios and proportions to solve problems in context involving rates, scale factors and percentages.</p> <p>CT.8.2.2.8: Estimate reasonable answers and solve problems in context involving rational and common irrational numbers, ratios and percentages, including percentage of increase and decrease, and justify solutions in writing.</p> <p>CT.6.2.2.10: Estimate and find percentages of a number in context using benchmarks and number patterns and ratios to 100.</p> <p>CT.7.2.2.12: Solve percent problems in context using a variety of strategies, i.e., proportions or equations, including what percentage one number is of another and finding percentage increase and/or decrease.</p> <p>CT.8.2.2.10: Solve a variety of problems in context involving percents, including the following: percentage of a number; the percentage one number is of another number; the percentage of a missing amount; percentage increase/decrease.</p> <p>CT.6.3.3.9: Use ratios to convert between customary units of length, mass, capacity and time.</p> <p>CT.6.3.3.10: Use ratios and powers of 10 to convert between metric units.</p> <p>CT.7.3.3.11: Write and solve problems in context involving conversions of customary or metric units and units of time.</p>	
<p>6.NS: The Number System</p> <p><i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</i></p> <p>6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions (e.g., by using visual fraction models and equations to represent the problem). For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationships between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$ (in general, $(a/b) \div (c/d) = ad/bc$).</p> <p>CT.6.2.2.15: Use the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions.</p> <p>CT.6.2.2.19: Write and solve multistep problems in context involving addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, money and simple percentages.</p> <p>CT.6.2.2.14: Examine the relationships between multiplication by a unit fraction and dividing by the fraction's denominator (e.g., $1/2$ of \$6 is the same as $6 \div 2$) and use this to solve problems.</p> <p>CT.6.2.2.16: Understand and defend in writing the magnitude of the result of multiplication or division problems involving fractions or decimals.</p>	

<p><i>Compute fluently with multi-digit numbers and find common factors and multiples</i></p> <p>6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.</p> <p>6.NS.3: Fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>CT.5.2.2.12: Develop and use strategies involving place value relationships, inverse operations and algebraic properties (commutative, associative and distributive) to simplify addition, subtraction and multiplication problems with 3-, 4-, and 5-digit numbers and money amounts and division by one-digit factors.</p> <p>CT.6.2.2.9: Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers, decimals and powers of 10.</p> <p>CT.6.2.2.19: Write and solve multistep problems in context involving addition, subtraction, multiplication and division with whole numbers, fractions, decimals, money and simple percentages.</p> <p>CT.5.2.2.16: Add and subtract fractions, decimals and mixed numbers using a variety of strategies (e.g., models, mental math, equivalence and substitution).</p> <p>CT.5.2.2.13: Multiply and divide decimals and money amounts by whole numbers.</p> <p>CT.6.2.2.9: Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers, decimals and powers of 10.</p> <p>CT.6.2.2.12: Add, subtract, multiply and divide by fractions and decimals in context.</p>
<p>6.NS.4: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p>	<p>--Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p> <p>CT.7.2.2.8: Apply the order of operations and algebraic properties (commutative, associative, distributive, inverse operations, and the additive and multiplicative identities) to write, simplify and solve problems including those with parentheses and exponents.</p>
<p><i>Apply and extend previous understandings of numbers to the system of rational numbers</i></p> <p>6.NS.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level</p>	<p>CT.5.2.1.4: Investigate negative integers (values less than zero) using place value models, diagrams and number lines and represent negative integers in practical applications (e.g., temperatures, money and locations</p>

<p>credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.NS.6: Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plan.</p>	<p>below sea level).</p> <p>--Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plan.</p> <p>CT.5.2.1.4: Investigate negative integers (values less than zero) using place value models, diagrams and number lines; represent negative integers in practical applications such as temperatures, money and locations below sea level.</p> <p>CT.6.2.1.1: Locate and label whole numbers, fractions, decimals and positive and negative integers on number lines, scales, coordinate grids (all four quadrants) and measurement tools.</p> <p>CT.7.2.1.1: Compare and order rational numbers such as -2, $3/8$, -3, 15 or 0.8 in context and locate them on number lines, scales and coordinate grids.</p>
<p>6.NS.7: Understand ordering and absolute value of rational numbers:</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3°C is warmer than -7°C.</p>	<p>Understand ordering and absolute value of rational numbers:</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3°C is warmer than -7°C.</p> <p>c. Understand the absolute value of a rational number as its distance</p>

<p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $30 = 30$ to describe the size of the debt in dollars.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>	<p>from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $30 = 30$ to describe the size of the debt in dollars.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>
<p>6.NS.8: Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	<p>CT.6.2.1.2: Compare and order whole numbers, fractions, decimals and positive and negative integers in context using number lines and scales.</p> <p>CT.7.2.1.1: Compare and order rational numbers such as -2, $3/8$, -3.15 or 0.8 in context and locate them on number lines, scales and coordinate grids.</p>
<p>6.EE: Expressions and Equations</p>	
<p><i>Apply and extend previous understandings of arithmetic to algebraic expressions</i></p>	
<p>6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>-- Write and evaluate numerical expressions involving whole-number exponents.</p>
<p>6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.</p>	<p>CT.5.1.2.3: Represent and describe mathematical relationships using variables or symbols in expressions, equations and inequalities.</p> <p>CT.6.1.2.4: Write expressions, formulas, equations or inequalities using symbols or variables to denote a pattern or represent a contextual situation.</p>
<p>a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.</p>	<p>CT.5.1.3.5: Replace variables or symbols in algebraic expressions with given values and evaluate or simplify the expression (e.g., If $____ = 5$, find the value of $4x ____ + 7$).</p>
<p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</p>	<p>CT.6.1.3.5: Evaluate algebraic expressions and formulas using substitution.</p>
<p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and</p>	<p>CT.7.1.3.7: Evaluate and simplify algebraic expressions, equations and formulas using algebraic properties (e.g., commutative, associative, distributive, inverse operations, and the additive and multiplicative identities) and the order of operations.</p>

<p>surface area of a cube with sides of length $s = \frac{1}{2}$.</p> <p>6.EE.3: Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$.</p>	<p>CT.7.1.3.7: Evaluate and simplify algebraic expressions, equations and formulas using algebraic properties (i.e., commutative, associative, distributive, inverse operations, and the additive and multiplicative identities) and the order of operations.</p> <p>CT.8.3.1.2: Write and solve multistep equations using various algebraic methods, including the distributive property such as $3(x + 2 = 10)$, combining like terms such as $3x + 2x - 15$, and properties of equality and justify the solutions.</p>
<p>6.EE.4: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p>	<p>--Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p>
<p><i>Reason about and solve one-variable equations and inequalities</i></p>	
<p>6.EE.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>	<p>CT.6.1.3.6: Write, model and solve one-step equations using mental math, tables, substitution and concrete models that demonstrate equivalence and justify the solution.</p>
<p>6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>	<p>CT.5.1.2.3: Represent and describe mathematical relationships using variables or symbols in expressions, equations and inequalities.</p> <p>CT.5.1.3.6: Model, write and solve one-step equations by using appropriate concrete materials that model equivalence. For examples: If $4x \square = 36$, then \square equals 9.</p> <p>CT.6.1.2.4: Write expressions, formulas, equations or inequalities using symbols or variables to denote a pattern or represent a contextual situation.</p>
<p>6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>	<p>CT.5.1.2.3: Represent and describe mathematical relationships using variables or symbols in expressions, equations and inequalities.</p> <p>CT.5.1.3.6: Model, write and solve one-step equations by using appropriate concrete materials that model equivalence. For examples: If $4x \square = 36$, then \square equals 9.</p> <p>CT.6.1.2.4: Write expressions, formulas, equations or inequalities using symbols or variables to denote a pattern or represent a contextual situation.</p>

<p>6.EE.8: Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	<p>--Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p>CT.6.1.2.4: Write expressions, formulas, equations or inequalities using symbols or variables to denote a pattern or represent a contextual situation.</p> <p>CT.7.1.3.8: Solve real-world problems using a variety of algebraic methods including tables, graphs, equations and inequalities.</p>
<p><i>Represent and analyze quantitative relationships between dependent and independent variables</i></p> <p>6.EE.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</p>	
<p>6.G: Geometry</p>	
<p><i>Solve real-world and mathematical problems involving area, surface area, and volume.</i></p>	
<p>6.G.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>CT.6.3.1.4: Use rectangles as basic shapes to model and develop formulas for finding the area of triangles, parallelograms and trapezoids.</p> <p>CT.6.3.3.8: Select and use appropriate strategies, tools and units to estimate and solve measurement problems involving length, perimeter, area, volume, capacity, mass and weight.</p>
<p>6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $v = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>CT.6.3.2.6: Use and describe concrete strategies for finding the volume of rectangular solids and cylinders.</p> <p>CT.6.3.3.8: Select and use appropriate strategies, tools and units to estimate and solve measurement problems involving length, perimeter, area, volume, capacity, mass and weight.</p> <p>CT.7.3.3.9: Develop and use formulas to determine volumes of geometric solids (rectangular prisms and cylinders).</p>
<p>6.G.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinate to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply</p>	<p>--Draw polygons in the coordinate plane given coordinates for the vertices; use coordinate to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these</p>

these techniques in the context of solving real-world and mathematical problems.	techniques in the context of solving real-world and mathematical problems.
6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	CT.7.3.1.3: Draw the result of transformations on polygons on coordinate planes including translations, rotations, reflections and dilations (reductions and enlargements). CT.7.3.2.6: Identify and/or draw two-dimensional representations of three-dimensional geometric solids using nets, cross-sections, front, side and top views to solve problems. CT.7.3.2.7: Use two-dimensional representations of rectangular prisms, pyramids and cylinders to determine surface area.
6.SP: Statistics and Probability	
<i>Develop understanding of statistical variability</i>	
6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	--Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.
6.SP.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	CT.7.4.1: Formulate questions and design studies such as surveys, experiments, and research using published sources and the Internet to collect and analyze data.
6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	CT.6.4.2.3: Describe the shape of numerical data sets using measures of spread (range) and central tendency (mean, median, mode) and outliers.
<i>Summarize and describe distributions</i>	
6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	--Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
6.SP.5: Summarize data sets in relation to their context, such as by: a. Reporting the number of observations; b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from	--Display numerical data in plots on a number line, including dot plots, histograms, and box plots. --Summarize data sets in relation to their context, such as by: a. Reporting the number of observations; b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the

the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Grade Six Standards for Mathematical Practice

The K-12 Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. This page gives examples of what the practice standards look like at the specified grade level.

Standards

Explanations and Examples

Students are expected to:

- 1. Make sense of problems and persevere in solving them.**

In grade 6, students solve problems involving ratios and rates and discuss how they solved them. Students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

- 2. Reason abstractly and quantitatively.**

In grade 6, students represent a wide variety of real world situations using the operations of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize and understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

- 3. Construct viable arguments and critique the reasoning of others.**

In grade 6, students construct arguments using verbal or visual representations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other statistical displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the reasoning of other students. They pose questions like "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.

- 4. Model with mathematics.**

In grade 6, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students begin to explore covariance and represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities. They use measures of center and variability and data displays (i.e. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

- 5. Use appropriate tools strategically.**

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 6 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures.

Students are expected to:
6. Attend to precision.

In grade 6, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations or inequalities.

Students are expected to:
7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (i.e. $6(2x + 3) = 12x + 18$) and solve equations (i.e. $2c + 3 = 12$) by subtraction property of equality. Students compose and decompose two- and three-dimensional figures to solve real-world problems involving area and volume.

Students are expected to:
8. Look for and express regularity in repeated reasoning.

In grade 6, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $a/b + c/d = ad/bc$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between covariance, rates, and representations showing the relationships between quantities.

1st Grade Mathematics Alignment—Common Core State Standards and CT Frameworks

NOTE: CCSS standards shown in blue do not have equivalent CT standards.

CCSS Standards		CT Framework Grade Level Expectations
1.OA – Operations and Algebraic Thinking:		
<i>Represent and solve problems involving addition and subtraction:</i>		
<p>1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>CT.1.1.2.5: Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences.</p> <p>CT.1.2.2.13: Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods, including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning and strategies used.</p> <p>CT.1.2.2.14: Solve contextual problems using all addition sums to [20] and subtraction differences from [20] with flexibility and fluency.</p> <p>--Solve word problems that call for addition by three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	
<p>1.OA.2: Solve word problems that call for addition by three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>CT.1.2.2.14: Solve contextual problems using all addition sums to [20] and subtraction differences from [20] with flexibility and fluency.</p> <p>--Solve word problems that call for addition by three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	
<i>Understand and apply properties of operations and the relationship between addition and subtraction:</i>		
<p>1.OA.3: Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (Commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten so $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of addition). Students need not use formal terms for these properties.</p>	<p>--Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (Commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten so $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of addition). Students need not use formal terms for these properties.</p> <p>--Understand subtraction as an unknown-addend problem, e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>	
<i>Add and subtract within 20:</i>		
<p>1.OA.5: Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.</p>	<p>CT.1.2.2.10: Count on from a given amount, orally and with models, and count back from 10.</p> <p>--Relate counting to addition and subtraction, e.g., by counting on 2 to</p>	

<p>1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as: counting on; making ten; decomposing a number leading to ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</p>	<p>add 2.</p> <p>--Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as: counting on; making ten; decomposing a number leading to ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</p>
<p><i>Work with addition and subtraction equations:</i></p>	
<p>1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false, e.g., $7=8-1$, $5+2=2+5$, $4+1=5+2$. Which of the following equations are true and which are false? $6=6$,</p>	<p>CT.K.2.2.11: Write the number sentences that correspond to story problems using addition, subtraction and equals symbols (+, -, =) correctly.</p> <p>CT.1.1.2.5: Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences.</p> <p>CT.1.1.3.6: Demonstrate understanding of equivalence or balance with objects, models, diagrams, operations or numbers, e.g., using a balance scale or an arm balance showing the same amount on both sides.</p> <p>--Determine if equations involving addition and subtraction are true or false.</p>
<p>1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, e.g., Determine the unknown number that makes the equation true in each of the equations $8+? = 11$, $5=?-3$, $6+6=?$</p>	<p>CT.1.1.3.6: Demonstrate understanding of equivalence or balance with objects, models, diagrams, operations or numbers, e.g., using a balance scale or an arm balance showing the same amount on both sides.</p> <p>--Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, e.g., Determine the unknown number that makes the equation true in each of the equations $8+? = 11$, $5=?-3$, $6+6=?$</p>
<p>1.NBT - Number and Operations in Base Ten:</p>	
<p><i>Extend the counting sequence:</i></p>	
<p>1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>--Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>
<p><i>Understand place value:</i></p>	
<p>1.NBT.2: Understand that the two digits of a two-digit number represents amounts of tens and ones. Understand the following as</p>	<p>CT.1.2.1.1: Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.</p>

<p>special cases: --10 can be thought of as a bundle of ten ones -- called a "ten." --The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. --The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones).</p> <p>1.NBT.3: Compare two two-digit numbers base on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p><i>Use place value understanding and properties of operations to add and subtract:</i></p> <p>1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>CT.2.1.2: Recognize, extend and create repeating, growing and number patterns such as skip counting, odd/even, counting on by 10, and one and two attribute patterns. Describe the patterns and the rule used to make it.</p> <p>--Compare two two-digit numbers base on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
<p>1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>1.MD -- Measurement and Data:</p> <p><i>Measure lengths indirectly and by iterating length units.</i></p> <p>1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>--Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>--Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>--Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p>1.MD.2: Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p>	<p>CT.K.3.9: Describe and order small sets of familiar objects by size, length or area using comparative language such as more, bigger, longer, shorter and taller.</p> <p>CT.1.3.9: Use nonstandard units, references or direct comparison of objects (appearance) to order objects by length, area and capacity.</p> <p>--Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to</p>

<p>(Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps).</p> <p><i>Tell and write time.</i></p>	<p>contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps).</p>
<p>1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>CT.1.3.3.7: Solve problems involving telling time to the nearest hour using digital and analog clocks. Estimate and compare the length of time needed to complete a task using comparative language such as longer, shorter, more or less.</p> <p>CT.2.3.3.6: Solve problems involving telling time, including estimating and measuring the length of time needed to complete a task, to the half-hour using analog and digital clocks.</p>
<p><i>Represent and interpret data.</i></p> <p>1.MD.4: Organize, represent and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>CT.1.4.1.2: Collect and systematically organize and represent the data that answers the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.</p> <p>CT.1.4.2.3: Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often.</p>
<p>1.G – Geometry</p> <p><i>Reason with shapes and their attributes.</i></p> <p>1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>	<p>CT.2.3.2.4: Investigate and predict the result of putting together and taking apart two- and three-dimensional shapes in the environment, e.g., use objects to find other shapes that can be made from three triangles or a rectangle and a triangle.</p> <p>CT.3.3.1.1: Identify, describe, construct and draw two-dimensional shapes such as quadrilaterals (including parallelograms), pentagons and hexagons.</p> <p>CT.3.3.1.2: Identify, describe, construct and represent three-dimensional figures such as cubes, spheres, cylinders, cones, pyramids, prisms.</p> <p>--Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular</p>

<p>1.G.3: Partition circles and rectangles into two and four equal shares, describe the shared using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i> and <i>quarter of</i>. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>--Partition circles and rectangles into two and four equal shares, describe the shared using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i> and <i>quarter of</i>. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>
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Preston Public Schools
Superintendent's Goals
2012-2013

1. To meet the performance expectations established by the Connecticut Department of Education on the CMT's in mathematics, reading, writing and science in grades three through eight.

Completed Progress Planned for Future
 No Action Rejected

Once again CMT's were administered to students enrolled in grades three through eight during March 2013. It is anticipated that the state will report our performances in early August. As always we remain confident that the effort and diligence demonstrated by teachers throughout the year in preparing students to perform well on these examinations will result in district-wide performances that build upon last year's results, especially at the elementary level where there is room for growth.

2. To further develop the relevancy and impact of the district's Instructional Excellence Teams by incorporating the key teaching and learning principles embedded in the Instructional Rounds process.

Completed Progress Planned for Future
 No Action Rejected

The five teachers who were directly engaged as members of the 2012-2013 Instructional Rounds Teams undoubtedly benefited from the opportunity they had to reflect upon their own practice. They were in a unique position to fully appreciate the relationship between the instructional excellence descriptors identified in the attached rubric and actual practice. Ideally, we can build upon this experience by recruiting a new set of teachers in the Fall.

3. To expand upon the membership comprising "Instructional Rounds" by including teachers.

Completed Progress Planned for Future
 No Action Rejected

Among the four instructional rounds conducted in 2012-2013 (two in the fall and two during the winter), five teachers in conjunction with the principals observed a total of 32 classrooms. The underlying objective behind this initiative is to improve student learning through the identification of "best teaching practices." By involving teachers in the observation of their colleagues, instructional rounds is also intended to

encourage collaboration, teamwork and carry-over into their own classrooms.

4. To support the initial and continuous implementation of Positive Behavioral Interventions and Support at Preston Veterans' Memorial School and Preston Plains Middle School respectively.

Completed Progress Planned for Future
 No Action Rejected

Positive Behavioral Interventions and Support (PBIS) is a framework for assisting school personnel in adopting and organizing proven behavioral interventions into a continuum. The systematic application of this continuum of interventions is intended to improve academic and social behavior outcomes for all students. In terms of implementation, PPMS is completing year two while PVMS is completing year one. At the middle school, personnel established school-wide and classroom-wide behavioral expectations. These expectations were then taught to the students and consistently enforced by all teachers throughout the school. In addition, PPMS implemented a system of positive reinforcements and a referral process to address problem behaviors.

5. To develop a new curriculum guide for Board approval in mathematics.

Completed Progress Planned for Future
 No Action Rejected

A new curriculum guide in mathematics (PK-8) incorporating the Common Core Standards was presented to the Board for its review on June 17, 2013 and presumed approval on August 12, 2013. Implementation will commence at the beginning of the 2013-2014 school year.

6. To achieve through scheduling adaptations a more comprehensive implementation of Response to Intervention (reading and mathematics) at Preston Plains Middle School.

Completed Progress Planned for Future
 No Action Rejected

Two 30 minute blocks within the M-F schedule were created to accommodate those students who require tiered intervention or enrichment in reading and/or mathematics. This was a simple but extremely important adaptation to make in order to ensure that academically challenged students receive the support they need in order to be successful.

7. To assist the PVMS principal in furthering the development and productivity of the Preston Veterans' Memorial School Advisory Board.

Completed Progress Planned for Future
 No Action Rejected

Members of the Preston Veterans' Memorial School Advisory Board (PAB) met regularly throughout the school year with Mr. Bernier. In fact, they produced a "Parent-Student-Teacher Compact," essentially a document that is intended to illuminate the roles and responsibilities of each party to this three-way partnership. This publication will be shared among all parties at the beginning of the 2013-2014 school year.

8. To support the standards based student report card in K-8 by implementing an appropriate software program.

Completed Progress Planned for Future
 No Action Rejected

After a few years of experimentation, the district's ability to electronically produce a standards based student report card has met with a high level of success. Although it is still a fairly labor-intensive process, some of the earlier impediments to success have been identified and eliminated, paving the way for our continuing success.

9. To elicit community input regarding the public's perception of Preston Public Schools by commissioning a Community Engagement Survey.

Completed Progress Planned for Future
 No Action Rejected

The Community Engagement Survey was commissioned in September 2012 among every household comprising the Town.

10. To develop the FY2014 operating budgets in conjunction with the budget sub-committee.

Completed Progress Planned for Future
 No Action Rejected

The FY2014 operating budget was developed earlier in the 2012-2013 school year and was approved at Referendum on May 14, 2013. Its passage culminated several

months of review and represents the first increase in appropriation (1.86%) since FY09.

11. To develop a five year capital budget for presentation to the Board of Finance in conjunction with the budget sub-committee.

Completed Progress Planned for Future
 No Action Rejected

A five-ten year capital budget was presented to the Board of Finance (BOF) on May 13, 2013. The items identified included replacement of a section of roofing at Preston Plains Middle School (PPMS), installation of air conditioning units at PPMS, acquisition of a generator for Preston Veterans' Memorial School (PVMS), replacement of the grades 3-5 playscape at PVMS and commencement of the replacement of the district's 14 65 passenger buses. With the exception of replacing the grades 3-5 playscape, these capital projects were approved by the BOF. To date, the PVMS generator has been acquired and installed. Similarly, the air conditioning and roofing projects at PPMS have been completed, too.

12. To continue our highly successful educational outreach program with Preston seniors emphasizing the acquisition and application of computer skills

Completed Progress Planned for Future
 No Action Rejected

Comparatively speaking, this year's technology outreach program reached a smaller audience than in either of the previous two years. A total of six seniors took advantage of the program suggesting that interest in this topic may have peaked, at least for the moment. This year's participants previously took advantage of the program's availability and were considered "advanced learners." The small number, however, allowed our instructor to customize and tailor her instruction to meet everybody's individual needs. In fact, every participant brought their own devices to class thereby making the experience more personal.

13. To support development of Student Success Plans at Preston Plains Middle School in compliance with the expectations promulgated by the Connecticut Department of Education.

Completed Progress Planned for Future
 No Action Rejected

During the 2012-2013 school year, approximately 134 Student Success Plans comprising a) academic goal setting, b) career exploration, and c) behavior



PRESTON PUBLIC SCHOOLS
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June 21, 2013

To: Faculty

From: John J. Welch, Ed. D.

Re: Homework

Reference is made to the results of the survey that was commissioned by the Community Relations Sub-Committee, a sub-committee of the Board of Education, regarding parental perceptions about homework. A few noteworthy themes emerge; to wit:

- Among respondents' children, the majority devote 0-60 minutes per weekday evenings completing homework.
- Among respondents' children, the majority believe that 0-60 minutes per weekday evening is appropriate.
- Among respondents' children, the majority devote 0-30 minutes per weekend completing homework.
- Among respondents, 38% do not believe that children should be assigned homework over the weekend.
- Among respondents, the overwhelming majority claim to often understand or always understand the value of homework.
- Among respondents, two-thirds claim that homework rarely or never appears to be "busy work."
- Among respondents, the majority claim that their child does not require their help or supervision.
- Among respondents, the overwhelming majority claim that their child has a quiet place to work with internet access.
- Among respondents, two-thirds claim that they check to see that their child's homework is done.

Among the categories identified by respondents (see question 17) that would “make the homework process better and less stressful,” the following constitute the top priorities, i.e., greater than one-third of all respondents:

- Give clear instructions to students about homework
- Make sure the child understands the homework
- Make assignments accessible from home by the use of a homework website
- Assign homework according to a predictable schedule; e.g., Tues, Wed, Thurs

On balance, the results of this survey affirm the value and importance parents attach to homework. However, there is always room for improvement, particularly if one examines these survey results in conjunction with the Board of Education’s Homework Policy 6154.

6154

Instruction**Homework Instruction Homework**

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

- A. Strengthen basic skills
- B. Extend classroom learning
- C. Stimulate and further interests
- D. Reinforce independent study skills
- E. Develop initiative, responsibility, and self-direction
- F. Stimulate worthwhile use of leisure time
- G. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

- A. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
- B. Students should understand not only what to do, but also how to do it.
- C. Homework should grow from classroom problems, projects, and concerns.
- D. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.

Assignments should make use of a variety of skills.

- E. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.
- F. When a student's grade is being adversely affected by poor homework performance, the

teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.

G. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

A. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.

Average Homework Time

10 minutes multiplied by the student's grade level per night

Ex: Grade 1 = 10 minutes of homework per night

Grade 2 = 20 minutes of homework per night

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: 2/7/11

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