

Board of Education Regular Meeting
Thursday, June 5, 2014 7:00 PM Eastern

New Fairfield Community Room
3 Brush Hill Road
New Fairfield, CT 06812

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
 - III.A. May 15, 2014 - Regular
- IV. Approval of the Agenda
- V. SPECIAL PRESENTATION – CABE COMMUNICATIONS AWARD
- VI. Chairman's Report
- VII. Superintendent's Report ~ RECOGNITION – STUDENT REPRESENTATIVES TO THE BOARD OF EDUCATION
- VIII. Student Representatives' Report
- IX. Committees
 - IX.A. Finance
 - IX.B. Curriculum
 - IX.C. Personnel
 - IX.D. Policy
 - IX.E. Operations
 - IX.F. Field Fees
 - IX.G. Liaison
 - IX.G.1. Board of Finance
 - IX.G.2. Magnet School
 - IX.G.3. Parks and Recreation Committee
 - IX.G.4. Permanent Building Committee
 - IX.G.5. Technology
 - IX.G.6. Safety
 - IX.G.7. Education Connection
- X. Information Items
 - X.A. High School Hidden Valley Interactive Project(Meeting Learners' Needs)
 - X.B. CCSS (CCSS)
 - X.C. Wellness Committee Report
 - X.D. TEAM Annual Report
 - X.E. Graduation Rates
 - X.F. Board of Education Policy (Second Reading)
 - X.F.1. Policy 6142.63 – Physical Education – Aquatic Activity Safety (Pool Safety)
 - X.G. District Goal
- XI. Public Participation - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .
- XII. Action Items

- XII.A. Appointment of Principal of Consolidated School
- XII.B. Personnel Report
- XII.C. Approval of Grant Application
 - XII.C.1. Perkins Grant Secondary Continuous Improvement Plan
- XII.D. Board of Education Policies
 - XII.D.1. Policy 0521 - Nondiscrimination
 - XII.D.2. Policy 1250 – Visits to the Schools
 - XII.D.3. Policy 1316.2 - Civility
 - XII.D.4. Policy 3517.3 - Site Access
 - XII.D.5. Policy 4112.8 – Nepotism: Employment of Relatives
 - XII.D.6. Policy 4152.6 – Family and Medical Leave Act
 - XII.D.7. Policy 5118 – Nonresident Students
 - XII.D.8. Policy 5145 – Section 504: Civil and Legal Rights and Responsibilities
 - XII.D.9. Policy 5145.122 – Search and Seizure – Use of Dogs to Search School Property
 - XII.D.10. Policy 5145.124 – Search and Seizure – Breathalyzer Testing
 - XII.D.11. Policy 6141.321 - Computers: Acceptable Use and Internet Safety Policy
 - XII.D.12. Policy 6142.101 – Student Nutrition and Physical Activity/School Wellness Policy
 - XII.D.13. Policy 6145 – Co-Curricular Activities
 - XII.D.14. Policy 6145.2 – Interscholastic Competition
- XII.E. Non-Union Salaries and Benefits (It is anticipated that the Board will enter into executive session – to be voted on after executive session.)
- XIII. Other
- XIV. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL ISSUES
- XV. Adjournment

SCENIC  SUBLIME









Ecosystem Lesson (Middle School)

1. Students will learn how ecosystems work and what they are.
2. Students will utilize their knowledge of ecology to identify elements within the ecosystem of Hidden Valley Nature Center.
3. Students will utilize their listening and participating skills to learn about types of ecosystems, food chains, and the trophic levels.

Procedure:

1. The teacher will play the lesson video¹ in class. Students will actively listen and possibly take notes. (<5 minutes)
2. The students will bring a writing utensil and a notebook.
3. The class will walk to Hidden Valley Nature Center.
4. The students will be given 15-20 minutes to explore the area and collect items such as trees, fish, birds, plants, etc.
5. The class will walk back to class. (10 minutes)
6. In class, the teacher will make a master list of items collected.
7. The class will discuss the elements on the list.

Name: _____

Date: _____

Class: _____

Ecosystems

Hidden Valley Nature Center is full of places to explore. It's an *ecosystem*, or a *biological community of interacting organisms and their physical environment*. Use things you find in the area to give examples as well as answer the following questions:

1. There are different *scales*, or sizes of an ecosystem. Using what you've learned, or what you already know, put the following in order from smallest to largest ecosystem and give an example of an ecosystem:

- a. Biome _____
- b. Micro _____
- c. Messo _____

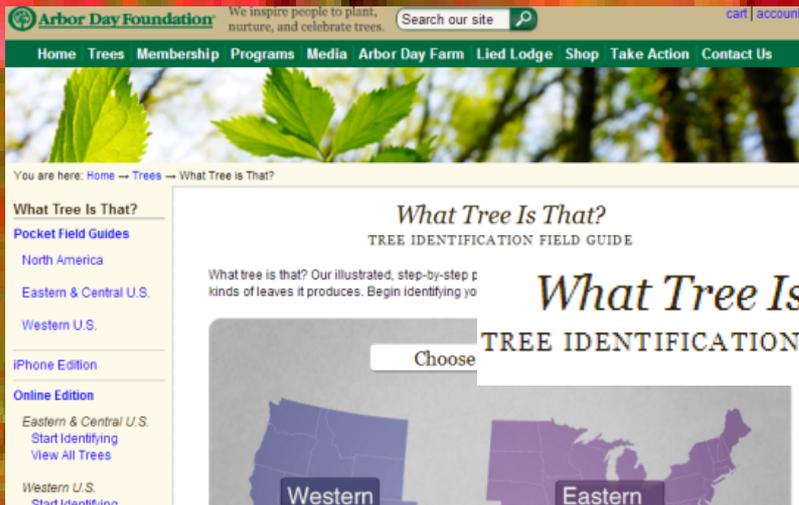
2. Label the following *Individual, Population, Community, or Ecosystem*.



1. Students will learn to identify leaves using their internet research skills
2. Students will use teamwork and organization skills to sort the leaves they collect
3. Students will explore the area and learn about nature

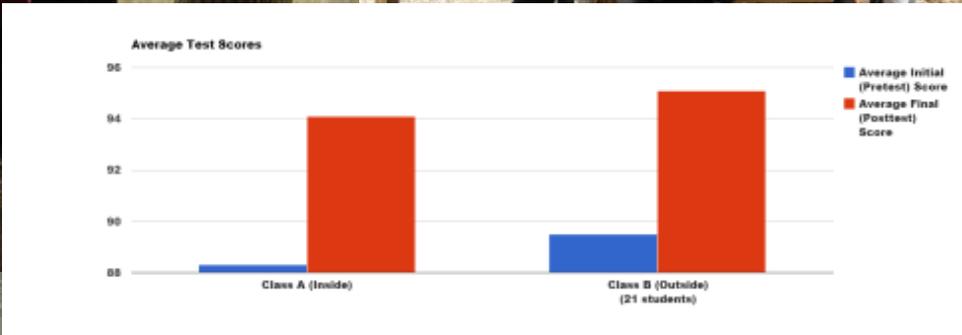
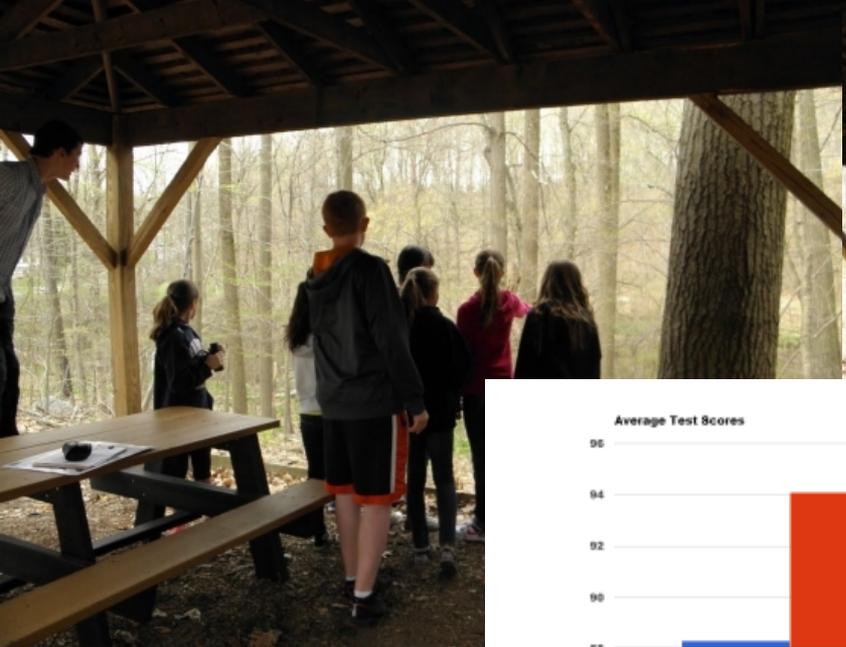
Target Audience: Elementary School (MHHS)

Preferably in autumn, when the leaves are on the ground



The screenshot shows the Arbor Day Foundation website. At the top, there is a navigation bar with links for Home, Trees, Membership, Programs, Media, Arbor Day Farm, Lied Lodge, Shop, Take Action, and Contact Us. Below the navigation bar is a search bar and a user account link. The main content area features a large image of green leaves. On the left side, there is a sidebar with the heading 'What Tree Is That?' and a list of regional guides: North America, Eastern & Central U.S., and Western U.S. Below these are links for 'iPhone Edition' and 'Online Edition'. The 'Online Edition' section includes links for 'Eastern & Central U.S. Start Identifying' and 'View All Trees', and 'Western U.S. Start Identifying'. The main content area displays the title 'What Tree Is That?' and 'TREE IDENTIFICATION FIELD GUIDE'. Below the title, there is a brief description: 'What tree is that? Our illustrated, step-by-step pocket guides show you the kinds of leaves it produces. Begin identifying your tree here.' A large 'Choose' button is positioned over a map of the United States, which is divided into 'Western' and 'Eastern' regions.









Thank you!

Common Core Standards, Mathematics Supporting Your Grade 6-12 Student

June 2014



Ways to Support Student Mathematicians—Grade 6

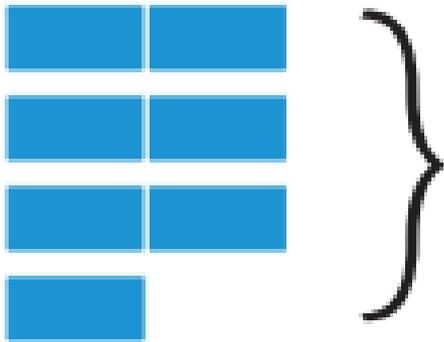
- Ask your child to calculate the unit rates of items purchased from the grocery store. For example, if 2 pounds of flour cost \$3.00, how much does flour cost per pound?
- Have your child determine the amount of ingredients needed when cooking. For example, if a recipe calls for 8 cups of rice to serve 4 people, how many cups of rice do you need to serve 6 people?

Ways to Support Student Mathematicians—Grade 6

- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
- Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

Helping Your Child Learn Outside of School—Grade 6

Ann has $3\frac{1}{2}$ lbs of peanuts for the party. She wants to put them in small bags each containing $\frac{1}{2}$ lb. How many small bags of peanuts will she have?



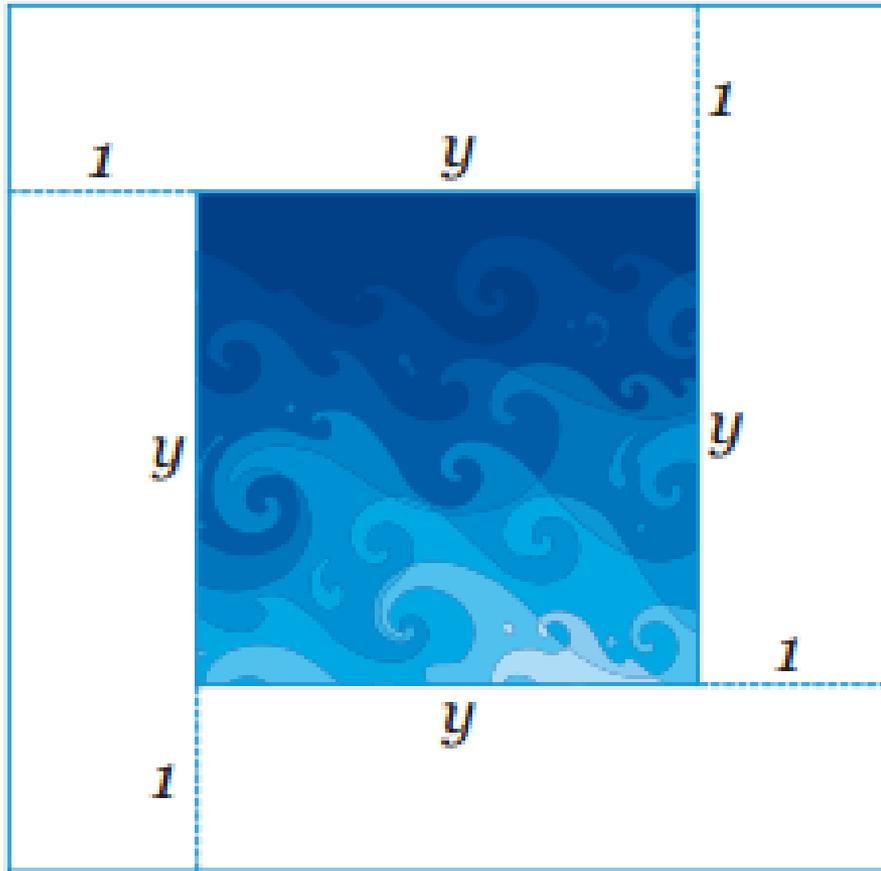
Students use their knowledge of fractions to see that there are 7 halves in $3\frac{1}{2}$ lbs, so there will be 7 bags of peanuts.



Helping Your Child Learn Outside of School—Grade 7

- Use store advertisements to engage your child in working with numbers. For example, if a store advertises 30% off, have your child estimate the dollar amount of the discount, as well as the sale price of an item.
- Have students use four 4's and any of the four arithmetic operations to write the numbers from 0 to 20 (for example, $44-44=0$; $4\cdot 4-4\cdot 4=0$. How do you get 1? $4/4+4-4=1$).

Helping Your Child Learn Outside of School—Grade 7



In expressing the number of one foot square tiles needed to border a square pool with a length of y (where y represents a whole number), students might write $4y+1+1+1+1$, $4y + 4$, or $4(y + 1)$. All are different ways to express the same value.



Helping Your Child Learn Outside of School—Grade 8

- Ask your child to do an Internet search to determine how mathematics is used in specific careers. This could lead to a good discussion and allow students to begin thinking about their future aspirations.
- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.

Helping Your Child Learn Outside of School—Grade 8

- Using different objects or containers (such as a can of soup or a shoebox), ask your child to estimate surface area and volume, and check the answer together.
- Prompt your child to face challenges positively and to see mathematics as a subject that is important. Avoid statements like “I wasn’t good at math” or “Math is too hard.”

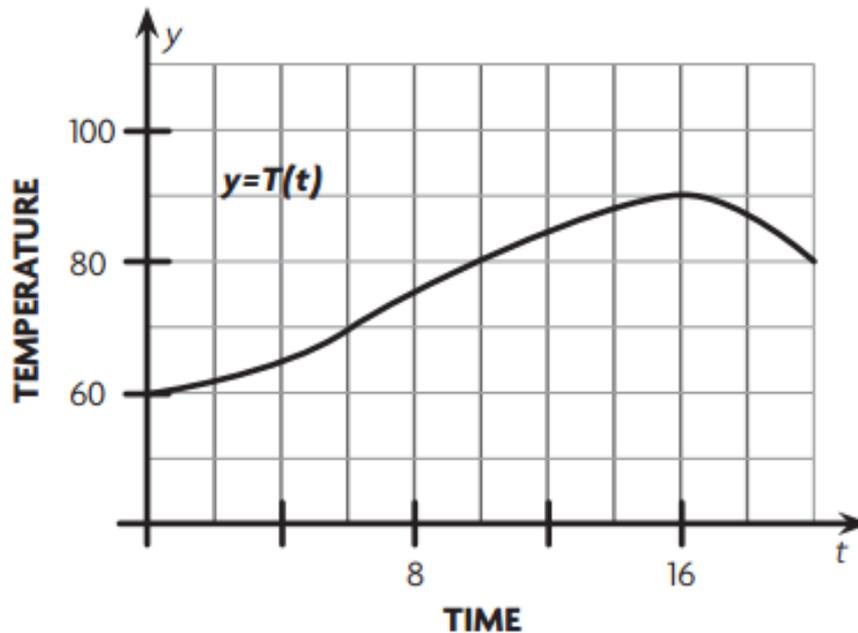


Helping Your Child Learn Outside of School—High School

- Show your enthusiasm for your child's study of mathematics.
- Encourage your child to be persistent; make sure that he or she knows that mathematics requires patience, practice, and time to think and reflect.
- Encourage your child to self-advocate, ask questions of the teacher, use internet resources, and other students.

Helping Your Child Learn Outside of School—High School

The figure shows the graph of T , the temperature (in degrees Fahrenheit) over one particular 20-hour period as a function of time t .



- Estimate $T(14)$.
- If $t=0$ corresponds to midnight, interpret what we mean by $T(14)$ in words.
- From the graph, estimate the highest temperature during this 20-hour period.
- If Anya wants to go for a two-hour hike and return before the temperature is over 80 degrees, when should she leave?





Additional Resources

- National PTA, Parent Guides to Student Success, Common Core Standards
 - <http://pta.org/parents/content.cfm?ItemNumber=2583>
- Council of the Great City Schools, Parent Roadmap to the Common Core Standards, Mathematics
 - <http://www.cgcs.org/Page/244>