Windsor Board of Education
Windsor Board of Education Regular Meeting

Tuesday, March 19, 2013 7:00 PM
Regular Meeting, Town Hall, Council Chambers
275 Broad Street
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, March 19, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Pam DiGiore:	Absent
Mrs. Kristin Ingram:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Richard O'Reilly:	Present
Mr. Paul Panos:	Present
Mrs. Doreen Richardson:	Present
Ms. Cristina Santos:	Present
Mr. Kenneth Williams:	Present

Ms. Pam DiGiore: Present

1. Call to Order, Pledge to the Flag and Moment of Silence
2. Recognitions/Acknowledgements
3. Audience to Visitors
4. Student Representative Report
5. Board of Education

a. President's Report

b. Professional Board Communications Protocol--Possible Referral to Committee

6. Superintendent's Report

a. Curriculum Development--Grade 8 Mathematics, Algebra I, Kindergarten Language Arts

b. Policy Adoption, 1st Reading--Update Policy 5142.2 Restraint and Seclusions of Persons at Risk; Update Policy 5141.21 Administration of Medication; Proposed Policy 5145 Section 504 of the Rehabilitation Act of 1973

7. Committee Reports

a. Curriculum Committee

b. Roger Wolcott Committee

c. Policy Committee

d. BOE Self-Evaluation Tool Committee

8. Consent Agenda

a. Financial Report

b. Enrollment Report

c. Food Services Report

d. Human Resources Report

e. Childrearing Leave Request

f. Acceptance of Oliver Ellsworth Roof Replacement Project

g. Amendment to the Town of Windsor Pension Plan

9. Approval of Minutes

a. February 2, 2013 BOE Public Forum/Finance Committee Minutes

b. February 5, 2013 BOE Special Meeting Minutes

c. February 5, 2013 BOE Finance Committee Minutes

d. February 7, 2013 BOE Special Meeting Minutes

e. February 12, 2013 BOE Regular Meeting Minutes

f. February 26, 2013 BOE Roger Wolcott Committee Minutes

g. February 26, 2013 BOE Special Meeting Minutes

h. March 4, 2013 BOE Policy Committee Minutes

i. March 6, 2013 BOE Curriculum Committee Minutes

10. Other Matters/Announcements/Regular BOE Meetings

a. BOE Technology Committee Meeting, Thursday, March 21, 2013 at 5:30 PM, LP Wilson Community Center, Room 17

b. BOE Members Invited to Attend Clover PTO Meeting, Monday, April 1, 2013 at 6:00 PM, Clover Library

c. BOE Roger Wolcott Committee Meeting, Tuesday, April 2, 2013 at 6:00 PM, LP Wilson Community Center, Room 17

d. BOE Curriculum Committee Meeting, Wednesday, April 3, 2013 at 4:30 PM, LP Wilson Community Center, Room 17

e. Presentation of BOE Budget to Town Council, Wednesday, April 3, 2013 at 6:30 PM, Town Hall, Council Chambers and if necessary, on Wednesday, April 10, 2013 at 6:30 PM

f. BOE Members Invited to Attend John F. Kennedy PTO Meeting, Monday, April 8, 2013 at 6:30 PM, JFK Library

g. April Regular BOE Meeting, Tuesday, April 9, 2013 at 7:00 PM, LP Wilson Community Center, Board Room *** Location Change

h. Annual District K-8 Art Show April 11th to April 30th, Windsor Town Hall

i. BOE Members Invited to Attend Oliver Ellsworth PTO Meeting, Thursday, April 25, 2013 at 6:00 PM, OE Library

11. Audience to Visitors

12. Adjournment

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Maryam F. Khan, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

Prepared By: Mary Anne Butler **Presented By:** Tom Baird, Tracie Peterson

Attachments:

Subject: Grade 8 Math Curriculum, Algebra I Curriculum, Kindergarten Curriculum

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Background:
The Grade 8 Mathematics curriculum has been written to align with the Common Core State Standards and incorporates performance-based assessments and the application of 21st Century skills.

The Algebra I curriculum has been developed to align with the Common Core State Standards and will be the curriculum implemented for Algebra I at Sage Park Middle School and Windsor High School.

The Kindergarten Language Arts curriculum has been designed with discrete reading and writing units all of which align to the Common Core State Standards.

Status:
Grade 8 Mathematics curriculum was presented at the January 19, 2013 BOE Curriculum Committee meeting for review.

Algebra I and Kindergarten Language Arts curriculums were presented at the March 6, 2013 BOE Curriculum Committee meeting for review.

Recommendation:
The Board approves Grade 8 Mathematics, Algebra I and Kindergarten Language Arts curriculums as presented.

Reviewed by:_____ **Recommended by the Superintendent:** JAV

Agenda Item # 6a.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 8 Mathematics

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Name of the Unit: Congruence and Similarity	Length of the unit: 7 weeks
Purpose of the Unit: In this 8th grade unit on congruence and similarity, students will explore mathematical functions that move objects in specified ways in the coordinate plane. Additionally, students will explore properties of lines and triangles to determine unknown angle measures. Finally, students will explore similarity and congruence by determining whether or not two shapes are similar or congruent. This is the first exposure students will have to transformations and similarity which will be extended when they take geometry in the high school.	
Common Core State Standards Addressed in the unit: **8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.** **8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.** 8.G.1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. 8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 8.G.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	
Big Ideas: 1. Transformations produce similar figures, congruent figures, and in application produce symmetry in design. 2. Angles within triangles or angles created	Essential Questions: 1. How are geometric transformations related to congruence, similarity, and symmetry? 2. How do you know if shapes are similar or

by intersecting, parallel, or perpendicular lines have special relationships.	congruent? 3. How does knowing the measure of one angle help determine the measure of another angle?
Students will know: 1. the effects of transformations on congruent and similar figures 2. that a rotation is a turn 3. that a reflection is a flip 4. that a translation is a slide 5. that a dilation is zooming in and out of an object, or a stretch/shrink 6. the angle sums and exterior angles of triangles 7. what angles are created when parallel lines cut by a transversal	Students will be able to: 1. perform rotations, reflections, translations, and dilations on and off the coordinate plane. 2. describe the effects of a transformation on a figure. 3. describe reflectional, and translational symmetry 4. describe reflections and translations with algebraic rules 5. make viable arguments (informal proofs) to determine angle measures in a figure based on information given

Significant task 1: Transformational Symmetry

Significant task 1 is grounded in Investigations 1 and 2 of Kaleidoscopes, Hubcaps, and Mirrors. The students will examine three pictures and then describe what might earn the pictures a symmetry label. They will also examine a pinwheel, and discuss another type of symmetry, rotation symmetry. Working collaboratively, the students will explore and understand the important properties of symmetry and will recognize and describe reflections, rotation, and translation symmetry. It's important in this task to highlight the mathematical process standard of constructing viable arguments. By having students work in smaller collaborative groups, they can develop arguments to support their strategy. Then as a whole class they can discuss the pros and cons of the various strategies.

In this task, students will:
Recognize and describe rotation symmetry, include the center of rotation and the angle of rotation

- find and describe reflection, rotation and translation symmetries in kaleidoscope designs
- design shapes that have specified symmetries
- identify a basic design element that can be used to replicate a design

Reflections:

- use the properties of reflections to perform line reflections
- find a line of reflection given a figure and its image
- find the reflection image of a figure given a line of reflection
- give precise mathematical directions for performing reflections in terms of the effect of the transformation on points of the original figure

Rotations:

- use the properties of rotations to find the rotation image of a figure
- find the center and angle of rotation given a figure and its rotation image
- find the rotation image of a figure given the center and angle of rotation

- examine and describe the symmetries of a design made from a figure and its rotation image
- give precise mathematical directions for performing rotations in terms of the effect of the transformation on points of the original figure
- draw conclusions about a figure, such as measures of sides and angles, based on what symmetry or symmetries the figure has

Translations:

- use properties of translations to examine whether a given figure has translation symmetry
- find the magnitude and direction of a translation given a figure and its translation image
- find a translation image given the magnitude or direction of a vector specifying the translation
- examine and describe the translation symmetries of a design
- give precise mathematical directions for the performing translations in terms of the effect of the transformation on points of the original figure

This task directly targets the following standards: 8.G.2, 8.G.4, 8.G.3

Timeline: 2 weeks
Key vocabulary: symmetry, reflection symmetry, line of symmetry, rotation symmetry, basic design element, translations, translation symmetry, line of reflection, rotation
Resources: Kaleidoscopes, Hubcaps, and Mirrors Investigations 1 & 2, CMP Transition Kit Investigation 3: Transformations, On Core mathematics page 93-104, unit test and test prep pages 109-110, Transformation, Coach book pages 175-182, Passport page 474-476, passport sections 10.4(symmetry), 11.3(reflections), 11.4(rotations), 11.5(translations)

Significant task 2: Notation and Angle Relationships

Significant task 2 is grounded in Investigations 4 of Kaleidoscopes, Hubcaps, and Mirrors. In this investigation, students will review the sketch of an engineer's plans to build a footbridge across a river. Students will discuss how they think the engineer constructed the diagram and explore what useful information was needed to drawn specific line segments and angles. Students will understand that angles created by lines have special relationships and explore these relationships. Students can work in various types of settings/groups.

In this task, students will:

- develop the insight and ability to use triangle congruence conditions to deduce known side and angle lengths in figures
- explore the sum of exterior angles of a polygon
- use informal arguments to establish facts about the angle sum and exterior angles of triangles
- use informal arguments to establish facts about the angles created when parallel lines are cut by a transversal
- use informal arguments to establish facts about the angle-angle criterion for similarity of triangles

This task directly targets the following standards: 8.G.1, 8.G.5

Timeline: 1.5 weeks
Key vocabulary: interior angle, exterior angle, right triangle, supplementary angles, complementary

angles, alternate angles, corresponding angles, vertical angles
Resources: KHM Investigations 4.1 and 4.2, Shapes and Designs Investigation 3.4, Transition Kit page 23 – Investigations 4.1, 4.2, 4.3 Geometry Topics, Coach book sections 10.2 and 10.3, CMP transition kit investigation 4, Common Core Relationships page 128-153

Significant task 3: Congruence and Similarity on the Coordinate Plane

Significant task 3 is grounded in Investigations 5 of Kaleidoscopes, Hubcaps, and Mirrors. The drawing window in many computer geometry programs is a coordinate grid. In this investigation, students take a design in a computer window and transform the coordinates of its points according to specific rules. Collaboratively, students will explore the transformations of the design in coordinate grids and write algebraic rules for transforming a point (x, y) from the design to its image under translations, rotations, and reflections. The students will also explore the results of combining transformations on the design. In whole class discussion, groups can share the various strategies they developed while discussing the various portions of the task.

In this task, students will:

- use algebraic rules to produce similar figures on a coordinate grid
- focus student attention on both lengths and angles as criteria for similarity
- contrast similar figures with non-similar figures
- understand the role multiplication plays in similarity relationships
- understand the effect on the image if a number is added to the *x*- and *y*-coordinates

This task directly targets the following standards: 8.G.4, 8.G. 5

Timeline: 3 weeks
Key vocabulary:
Resources: Stretching and Shrinking Investigations 2.1 and 2.2, KHM Investigations 5.1 and 5.2, Coach book lesson 26 Reflections, Rotations, and Translations, Common Core Transition Kit page 13 Investigation 3: Transformation, Coach pages 163-168, Passport section 8.2, pages 368-375, page 381 (#5-8,17-19), Common Core Coach page 120-123(dilations)

Common learning experiences:

- Brain Pop – Transformation (Significant Task 1)
- KHM Problem 3.1 (p. 49) - Identify corresponding sides & angles and notation (during Significant Task 1)
- Brain Pop – Angles (Immediately prior to starting Significant Task 2 as a review)
- Brain Pop – Parallel and Perpendicular Lines (Significant Task 2)
- Brain Pop – Similar Figures (Significant Task 3 – question #5!)
- Pizzaz worksheets for skill practice
- Warm Ups (2013-2014 warm ups will be CMT skill review, and for years after, spiraling of skills and "Getting Ready" sections in CMP text KHM, S&D, S&S)

Common assessments including the end of unit summative assessment:

- KHM Mathematical Reflection 1, question 1
- KHM Unit Project – assessment for significant task 1 – Students create an origami wreath or pinwheel design. Using the polygon shapes that are created by the paper folding and the end products, students need to describe the reflection and rotational symmetry that the figure has. This project summarizes the explorations in symmetry from KHM Investigation 1. Students will be allowed to pick their design and then be grouped with students who also selected that design. Working in groups of 3 or 4 students will complete one final product with analysis for their group.
- KHM Unit Assessment (assessing knowledge, skill and application required for significant task 2 & 3 only)

Teacher notes:

- Process standards to highlight through instruction: use appropriate tools strategically, construct viable argument and critique the reasoning of others, attend to precision.
- Students will struggle with the new vocabulary in this unit. Teachers should develop a vocabulary sheet or word wall to assist students.
- Teachers need to reinforce proper vocabulary to assist with student development
- Teachers need to instruct students in the proper use of protractors.
- Need for continual formative assessment in this unit since students often present as if they understand the material when in fact they don't. This is more pronounced in this unit than others.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 8 Mathematics

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Name of the Unit: Linear Relationships	Length of the unit: 7 weeks

Purpose of the Unit: Students will expand on their work from the grade 7 algebraic reasoning unit which studies the relationship between dependent and independent variables to explore linear relationships that model real-world problems. They will further their understanding of the connection between tables and graphs to include linear equations. Using tables, graphs and equations, students will see the connection between various representations of a linear function. Students will also build on the idea of equality when solving 2-step variable equations (7^{th} grade) to multi-step variable equations, including those that have variables on both sides and using the distributive property. Finally, students will explore the concept of slope as they find the ratio of vertical change to horizontal change between two points on a line using similar triangles. The ability to solve multi-step variable equations and find the slope of a line will be skills they continue to develop in the later unit of Systems of Linear Relationships and Algebra I.

Common Core State Standards Addressed in the unit:

8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

8.EE.7. Solve linear equations in one variable.

a. **Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers).**
b. **Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**

8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). ***For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.***

8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*)

values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.EE.6. Use similar triangles to explain why the slope *m* is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at *b*.

8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8.F.3.Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph, (e.g. where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Big Ideas:	Essential Questions:
1. Relationships can be represented as tables, graphs, and equations. 2. Properties of equality and inverse operations are used to solve equations. 3. Relationships with a constant rate of change can be modeled with a linear function.	1. How do the table, graph and equation tell the same story? 2. What's happening in the equation and how do you "undo" that? 3. How can you represent a relationship in an algebraic rule?
Students will know: 1. slope is a constant rate of change represented as the ratio of the change in y to the change in x 2. Y-intercept is the "start point" 3. relationships with a constant rate of change can be represented in the form $y = mx + b$ 4. the properties of equality to solve equations 5. when solving equations you can have one solution, multiple solutions, no solutions or infinite solutions	Students will be able to: 1. understand rates of change and how they are represented in tables, equations and graphs. 2. understand how the y-intercept appears in tables and equations, and identify it 3. translate information about linear relationships given in a table, a graph, or an equation, to one of the other forms 4. write equations for linear relationships and describe what information the variables and numbers represent 5. use the properties of equality to solve equations, by combining like terms or using the distributive property and know when an equation has one

	solution, infinitely many solutions, or no solution 6. find the slope of a line and find the y-intercept of a line from data in a table, graph or equation 7. graph a line from an equation in slope-intercept form (without the use of a table) 8. calculate slope in a graph as the ratio between vertical change to horizontal change between two points on a line (or ratio of rise over run) 9. graph or make a table using a graphing calculator

*Significant task 1: Rate of Change

*MSA – Inv 1 (Moving to gr. 7 for the 2013-2014 school year and will exit gr. 8 curriculum for the 2014-2015 school year)

Significant task 1 is grounded in the idea of rate of change. In small groups, students will start by walking a distance of 10 meters and calculate their own unit rates. They will then represent the data in table form, graph form, and equation form. Students will then look at the tables, graphs and equations for sample students and situations, and relate this information to the three forms. Further in the investigation, the situation will change to include a different y-intercept, allowing students to see how a change in y-intercept changes the tables, graphs and equations.

In this task, students will:

- explore the concept of patterns of change between the independent and dependent variables for linear relationships
- construct tables, graphs and equations to represent linear patterns of change and to model problem situations
- translate information about linear relationships given in a table, a graph or an equation to one of the other forms
- informally explore the meaning of y-intercepts and slope in a real-world situations

This task directly targets the following standards: 8.EE.5, 8.F.2, 8.F.4

Timeline: 8 days
Key vocabulary: linear relationships, linear functions, graph, table, equation, rate of change, unit rate
Resources: Moving Straight Ahead – Investigation 1, Passport 13.2, 13.3, 13.4, 13.5, 13.6, Common Core coach page 82-97, On Core mathematics page 39-48

Significant task 2: Multiple Representations of Linear Relationships

Significant task 2 allows students to examine real-world problems that model linear relationships. This

case looks at students walking in a walk-a-thon to raise money. In the context of this scenario, students will work in small groups to determine rate of change (slope) and starting points (y-intercepts) of each participant. They will then have to identify these rates and numbers in the tables, equations and graphs for each participant and interpret their meanings. Students will come back together as a large group to share their findings and connections with peers.

Problem 2.3 may take as long as 2-3 days because it is important for students to be given time to construct a table as they see fit. The context of this problem is selling t-shirts as part of the fundraiser and they need to explore cost and profit. Some students may choose to go up by increments of 1 t-shirt at a time, while other students may choose to go up by 5, 10, etc. t-shirts. It is important that students are given enough time to explore this investigation in small groups and share out different strategies.

New and unfamiliar vocabulary words (y-intercept and coefficient) are introduced in this significant task. Teachers may want to consider use of a Word Wall to help students become familiar and comfortable with this vocabulary.

In this task, students will:

- translate information about linear relationships given in a table, a graph or an equation to one of the other forms
- find solutions to problems using a graph or a table
- explore the connections between linear equations and patterns in the tables and graphs to those relationships including rate of change and the y-intercept
- make connections in graphs and tables to parts of equations (slope and y-intercept)
- write equations for linear relationships and describe what information the variables and numbers represent

This task directly targets the following standards: 8.F.4, 8.F.3

Timeline: 9 days
Key vocabulary: y-intercept, coefficient, rate of change, starting point
Resources: Moving Straight Ahead – Investigation 2, Passport 13.5, 13.6

Significant task 3: Solving Equations

The overall goal of this investigation is for students to see the connection that the solution of an equation may also be represented in a table or on a graph. Students will continue to look at the walk-a-thon scenario to see which pledge option produces the most money. In small groups, students will look at this information through tables, graphs and equations. Students will use their equations to compare the outcomes of the different pledge options and share out as a full class.

First, students should (quickly) review solving one- and two-step equations from 7th grade using properties of equality. Next, students will use visual representations (pouches and coins) to first combine like terms; then they will take the pouches and coins visual further by solving complex multi-step equations. Finally, they will apply what they learned from the visual representations to then solve these equations algebraically using properties of equality. Once students solve these equations algebraically, they will then work together in small groups to determine if equations have one solution, no solution, or infinitely many solutions.

In this task, students will:

- review the use of equality in solving one-step and two-step equations
- write equations from visual models (pouches and coins)
- connect the information represented by variables in an equation to the tables and graphs
- move from visual models to algebraic representations to combine like terms
- use properties of equality to solve multi-step equations (including combining like terms, using distributive property, and variables on both sides)
- check solutions to equations
- determine when equations have one solution, no solution, or infinitely many solutions

This task directly targets the following standards: 8.EE.7

Timeline: 8 days
Key vocabulary: properties of equality, distributive property, like terms, solution
Resources: Moving Straight Ahead – Investigation 3 (skip 3.5 for now, will use in Systems unit), supplementary materials for identifying number of solutions to an equation (Passport textbook), Coach lesson 37, On Core Mathematics pages 69-72

Significant task 4: Slope/Intercept Form

In this task, students will be introduced to the idea that the slope of a line is the ratio of vertical change to horizontal change, or rise over run. They will use a staircase as a model for understanding the vertical and horizontal changes. Students will work in small groups to analyze graphs, tables and equations and identify the slope and the y-intercepts for each.

Students will connect the slope of a line to the rate of change in a story revolving around students raising money by participating in a walkathon. Different people walking in the walkathon have different walking rates, tying in the concept of slope. Y-intercept is involved when younger walkers are given a head start over older walking students. Also, students will move towards understanding and using the linear formula $y = mx + b$ as they identify both the slope and the y-intercept of a relationship from the equation, the graph and the table.

When working through the MSA Investigation 4 problems, teachers should add a part D to problem 4.2 where students are asked to go to graph #2 and find 3 triangles with different side lengths to find the slope. Students could share observations about the 3 ratios which still lead to the same slope. This can be shared with the entire class and will get to the heart of the 8.EE.6 and 8.F.5 standards.

Graphing calculators should be used throughout this task for students to check their answers, both on classwork problems and on homework problems. They can also be used to discover how the relationship of slope appears in the equation and graph. Students will need to be instructed on how to use the calculator and you will need to build in a day to develop the knowledge and skill on how to operate the different features.

In this task, students will:

- explore the concept of slope as the ratio of vertical change to horizontal change between two

points on a line, or as the ratio of rise over run
- identify lines that have positive slope, negative slope, or no slope
- use slope to sketch a graph of a line with this slope
- reinforce the concept of similar triangles by finding the slope of a line on a graph
- connect slope to patterns of change (rate)
- find the slope of a line from data in table, graph or equation
- find the y-intercept of a line from data in a table, graph or equation
- use the slope, *m*, and y-intercept, *b*, to write an equation in the form y = mx + b for a graph or a table
- graph linear relationships first with a data table and then without a data table, using only the formula

This task directly targets the following standards: 8.EE.6, 8.F.5

Timeline: 8 days
Key vocabulary: ratio, slope, similar triangles, ordered pairs
Resources:
- Moving Straight Ahead – Investigation 4 (4.1, 4.2, additional days practice graphing, and 4.4)
- CMP Transition Kit – Investigation 2: Functions

Common learning experiences:

- At the beginning of investigation 2, give homework assignments that allow students to practice solving one-step and two-step equations.

- OnCore Mathematics – Middle School grade 8, Houghon Mifflin Harcourt, Common Core, Unit 3 – Equations

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- Mathematical Reflections after MSA investigations 1, 2 & 4
- Unit summative assessment assessing skills developed in the unit. A performance task assessing the big ideas of this unit as well as the big ideas in the next unit, systems, will be done at the conclusion of the systems unit.

Teacher notes:
- Process standards to highlight through instruction: look for and express regularity in repeated reasoning, model with mathematics, and look for and make use of structure.
- Students have difficulty keeping the two portions of the equation straight (pun intended).
- When modeling real world problems students have difficulty interpreting the meaning of the slope and y-intercept.
- When modeling real world problems students often forget to title and label their graph.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 8 Mathematics

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Name of the Unit: Patterns in Data	Length of the unit: 4 weeks
Purpose of the Unit: In this unit, students will explore linear and non-linear relationships between two variables through the use of scatter plots and lines of best fit. This unit builds on the linear functions unit and is their first introduction to two variable data analysis which they will continue to explore in Algebra 1.	
Common Core State Standards Addressed in the unit: **8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.** **8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.** *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.* **8.F.3.Interpret the equation *y* = *mx* + *b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.** *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.* 8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew.* 8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. 8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph,	

(e.g. where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Big Ideas:	Essential Questions:
1. A regression model is the function that best generalizes the pattern in the data. 2. When data represents the population and can be generalized you can make predictions about future or past events. 3. Not all rates of change between two variables are constant.	1. How can you use a trend line to make a prediction from the scatter plot? 2. How do you know if the data represents the population? Can you make a prediction? 3. Is the rate of change constant? Would you model it with a line?
Students will know: 1. scatter plots 2. linear functions – tables, equations, and graphs 3. types of sampling techniques that would generate samples that would represent a population	Students will be able to: 1. construct and interpret scatter plots to compare two variables 2. investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and non-linear association 3. construct a line of best fit for a scatter plot, and determine the equation of the line (including slope and y-intercept) 4. use graphing calculators and other technology to create scatter plots and regression models 5. determine if a relationship has a constant rate of change and determine if it is linear or non-linear 6. explore problems that generate data that is quadratic and exponential

Significant task 1: Scatter Plots and Lines of Best Fit

In this significant task, students will explore in small groups or partners the relationship between quality and price of regular brands vs. the natural brands of peanut butter. They will analyze a scatter plot of the (quality rating, price) data. Students will also explore three different but related proportional relationships: height and arm span for people, body length and wingspan for airplanes, and body length and wingspan for birds. For each, they each consider fitting a line to describe the pattern for the relationship and write an equation to describe the relationship. In each case, a whole class discussion to summarize the findings should be included.

This task directly targets the following standards: 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4,

Timeline: 5 days
Key vocabulary: scatter plot, variables, line of best fit, trend line, equation, data, frequency, two-way table
Resources: Samples and Populations Investigations 4.1 and 4.2, ACE Questions Investigation 4 #1 – 2, 4 – 8, 10 – 13, OnCore pages 145 – 160

Significant task 2: Exploring Scatter Plots with Technology

This significant task builds upon significant task 1 with the exploration of scatter plots and trend lines through the use of technology. Students will use technology such as Excel, graphing calculators, and/or Google Docs to perform regression analysis and draw conclusions about the relationships between two data sets. Students will work in partners and have a wide range of choice in data sets.

This task directly targets the following standards: 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4

Timeline: 5 days
Key vocabulary: same vocabulary as Significant Task 1, plus: graphing calculator, Excel, Google Doc
Resources: graphing calculators, Excel, teacher-created labsheets

Significant task 3: Linear vs. Non-Linear Functions

This significant task is grounded in the idea that not all relationships are linear. In small groups, students will explore relationships and graphs that may be linear, quadratic, or exponential. Although students are not necessarily developing the equations (which would happen in Algebra 1 and Algebra 2), emphasis will be placed on identifying and comparing non-linear functions and talking about the shapes of the graphs. Class discussions will be grounded in the idea that rate of change can be constant or non-constant, and this rate of change dictates the shape of the function's graph.

Students will participate in different hands on activities throughout this significant task. They will model the quadratic relationship through a lab in which factor pairs are used to create a rectangular garden with a given area which, when graphed, creates a parabola. Students will model the exponential relationship through an M&M lab that simulates exponential growth and decay that might be done in a biology lab.

Since this is the last task of the year, you may be able to have all students go through all of the investigations in this task. You may find time limited and in which case you may want to have different groups explore either model and then share their findings as a whole class presentation. The key here is that students are exposed to relationships that are not linear so they gain an appreciation that not all data is modeled with a linear function.

This task directly targets the following standards: 8.SP.1, 8.F.1, 8.F.3, 8.F.5

Timeline: 5 days
Key vocabulary: linear, line, non-linear, quadratic, parabola, exponential, exponential growth, exponential decay
Resources: teacher-created labs

Common learning experiences:

- TBD video resources which will show applications of non-linear models (PBS has a video on conic sections and their application)

Common assessments including the end of unit summative assessment:

- **Performance Assessment**: Is it Linear? In this performance task, students are asked to gather at least 12 data points and prove graphically and descriptively that the two sets of data can be modeled using a linear equation. In this task, students will record their data, create an equation that can be used to predict values of data outside their data range of values and interpret the slope and y- intercept in the context of their data. Students can work in groups and complete one presentation/product for their group. Students can gather any type of data of interest to them. Students will also be encouraged to use technology skills developed in significant task 2 and lab time will be provided for groups to complete their work.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics.
- Many students will assume at the start of this unit that all data has a constant rate of change and can be modeled using linear regression.
- Many students tend to not title and label portions of their graphs.
- Many students do not use appropriate scales when creating their graph.
- All students should be provided with a reference sheet for how to create the scatter plot and regression model on their TI.
- When modeling real world problems students have difficulty interpreting the meaning of the slope and y-intercept.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 8 Mathematics

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Name of the Unit: Pythagorean Theorem & Real Numbers	Length of the unit: 9 weeks
Purpose of the Unit: This unit has a focus on number, operations, and geometry. This unit builds on previous fraction units from grades 6 & 7, and order of operations and working with formulas from grade 7.	
Common Core State Standards Addressed in the unit: (Bold standards are priority standards, non-bolded are supporting standards.) **8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.** **8.EE.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.** *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.* **8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.** **8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.** **8.G.6. Explain a proof of the Pythagorean Theorem and its converse.** **8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.** 8.EE.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* 8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube	

roots of small perfect cubes. Know that √2 is irrational.

8.NS.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., √2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Big Ideas:	Essential Questions:
1. Formulas and theorems in mathematics are proven. 2. Numbers can be represented in multiple ways and for a variety of purposes. 3. Benchmarks are helpful in estimation.	1. How do you know that a formula or theorem is valid? 2. What are the benefits of representing a number in any given way? 3. What benchmarks can you use to estimate?
Students will know: 1. Pythagorean Theorem 2. classifications of real numbers 3. approximations of irrational numbers as rational numbers 4. Scientific Notation 5. exponent rules	Students will be able to: 1. use the Pythagorean Theorem to solve a variety of problems 2. prove the Pythagorean Theorem and informally prove the converse 3. classify with reasoning real numbers as rational or irrational. 4. approximate irrational numbers as rational numbers 5. express numbers in scientific notation 6. apply the properties of integer exponents to perform operations on two or more numbers expressed in scientific notation 7. apply the properties of integer exponents to generate equivalent numerical expressions

Significant task 1: Driving Distances vs. Flying Distances

Significant task 1 is grounded in two investigations in Looking for Pythagoras. In both investigations, students will explore concepts collaboratively regarding the city of Euclid, the map of which is laid out on a coordinate plane. Working in small groups or pairs, students will develop various methods and strategies to solve each problem in the investigations. At the conclusion of each investigation, there will be a class discussion focused on the various solutions and strategies used to answer the problems.

Students will discover the differences between driving distances and helicopter distances and will be able to relate this information to the length of the hypotenuse versus the length of the legs, which leads to discovering the Pythagorean Theorem. Students are also developing strategies for finding areas of squares that are laid out diagonally on grid paper so that they will be able to prove the Pythagorean

Theorem in the next significant task.

In this task, students will:

- review coordinate plane graphing in the context of a map and explore distances on a coordinate grid
- review properties of quadrilaterals, connect properties of figures to coordinate representations, and draw shapes on a coordinate grid
- develop strategies for finding areas of irregular figures on a grid
- explore the concept of square root (understand square root geometrically, as the side length of a square with a known area) and cube root

This task directly targets the following Common Core Standards: 8.G.7 and 8.G.8

Timeline: 7 days
Key vocabulary: coordinate plane, vertices, ordered pairs, square root, cube root, area, square
Resources: Looking for Pythagoras Investigations 1 (1.1, 1.2, and 1.3) and 2 (2.1 and 2.2), Passport section 9.1, CMT coach lesson 25

Significant task 2: Exploring the Pythagorean Theorem

Significant task 2 is grounded in Investigation 3 in Looking for Pythagoras. Students will investigate the relationship of the areas of squares on the sides of right triangles that they drew on grid paper. This will lead students to make a conjecture that the sum of the areas of the two smaller squares equal the area of the larger square. They will also prove the Pythagorean Theorem using a visual puzzle. The students will develop the converse of the Pythagorean Theorem through exploration and will use this converse to determine if 3 side measures form a right triangle.

In this task, students will:

- deduce the Pythagorean Theorem through exploration and prove using a visual puzzle
- use Pythagorean Theorem to find unknown side lengths of right triangles
- gain historical appreciation of Pythagoras and his society
- use the Pythagorean Theorem to find the distance between two points
- relate areas of squares to the lengths of the sides
- deduce the converse of the Pythagorean Theorem through exploration

This task directly targets the following Common Core Standards: 8.G. 6 and 8.G.8

Timeline: 5 days
Key vocabulary: hypotenuse, legs, conjecture, theorem
Resources: Looking for Pythagoras Investigations 3.1, 3.3, 3.4, History Packet, A Pythagorean Puzzle

Significant task 3: Real Numbers

In this significant task, students will start by classifying real numbers as rational or irrational. Students will use their understanding of real numbers to explore decimal expansion, powers of ten, scientific notation, and rules of exponents. The focus of this task is more procedural in nature and is a time to differentiate in terms of complexity of content. Students can be stretched to work with more complex

problems that utilize the skills out lined below.

In this task, students will:

- classify real numbers as rational and irrational
- understand informally that every number has a decimal expansion and classify decimals as terminating, repeating, or non-repeating, and as rational or irrational
- write numbers in scientific notation, expand numbers written in scientific notation to decimal form, and perform operations with numbers expressed in scientific notation
- use rules of exponents to generate equivalent numerical expressions
- calculate square roots and cube roots of rational numbers

This task directly targets the following Common Core Standards: 8.NS.1, 8.EE.3, 8.EE.4, 8.EE.1, 8.EE.2, and 8.NS.2

Timeline: 4 weeks
Key vocabulary: rational number, irrational number, decimal expansion, power of ten, scientific notation, square root, perfect square, cube root, perfect cube, exponents
Resources: Passport textbook sections 1.3, 6.6, 6.7, 6.8, 9.1,9.2 CMT Coach Lessons 1 and 4

Common learning experiences:

- BrainPop videos (rational/irrational, scientific notation, and Pythagorean Theorem)
- Pizzaz worksheets (skill practice) D-71 through D-76
- Clickers (Student Response System) – for reinforcement and review of skills
-

Common assessments including the end of unit summative assessment:

- Floor Plan open response problem (adapted from Passport 1.3 practice workbook #25) – assessment (during significant task 1)
- Looking for Pythagoras unit test (after significant task 3)
- **Performance Task: Your Front Walkway** Students will need to determine whether a quote for a front walkway installation is reasonable. They will calculate the area and the total cost based on square footage, apply Connecticut state sales tax, and decide if the quote is something they would recommend. Their recommendations have to be justified with mathematics from the problem. Finding the area of this irregular shaped front walkway requires use of Pythagorean Theorem. Students will work in small groups for one period and then complete an individual recommendation on their own within one week. The final product will be a letter to the homeowner who should be a person of interest to the student. The performance task will be graded using the middle school performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively,

construct viable arguments and critique the reasoning of others, and attend to precision.

- Students assume that negative exponents mean you have a negative number.
- Students may assume that they can take the square root of a negative number.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 8 Mathematics

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Name of the Unit: Systems of Linear Relationships	Length of the unit: 4 weeks

Purpose of the Unit: This unit builds on the linear relationships unit because they need to have an understanding of solving an equation in one variable before than can solve multiple equations with two variables. Solving a system of equations means finding values for each variable that make all the equations in the system true. This unit is students' first introduction to systems, and will be followed by a more formal study of systems in Algebra I.

Common Core State Standards Addressed in the unit:

8.EE.8. Analyze and solve pairs of simultaneous linear equations.

a. **Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.**

b. **Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.***

c. **Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.***

8.EE.7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine*

which function has the greater rate of change.

8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Big Ideas:	Essential Questions:
1. Relationships can be represented as tables, graphs, and equations. 2. Properties of equality and inverse operations are used to solve equations. 3. Problems involving more than one constant rate of change can be modeled with systems of linear equations.	1. What does the intersection point of two lines represent? 2. How can you use systems of equations to compare two similar functions? 3. What does it mean when a systems of linear equations has one solution, infinitely many solutions, or no solutions?
Students will know: 1. strategies to solve and analyze linear equations. 2. some equations have one solution, infinitely many solutions, or no solution. 3. strategies to compare functions represented differently 4. how to solve systems of equations using a graphing calculator 5. the most effective strategy for solving a particular system of equations depending on how that system is presented	Students will be able to: 1. graph and analyze linear equations 2. explore patterns among lines with the same slope (parallel lines) 3. explore patterns among lines whose slopes are negative reciprocals of each other (perpendicular lines) 4. solve systems of equations graphically and algebraically using all four strategies 5. model and solve problems using a system of linear equations 6. determine the most effective strategy for solving a particular system of equations depending on how that system is presented

Significant task 1: Exploring systems through graphing

Significant task 1 is grounded in investigations 3.5 and 4.3 of Moving Straight Ahead, where students compare the pricing plans of two t-shirt companies, No Shrink and Mighty Tee and work to determine a point of intersection where the two plans equal the same cost for the same number of shirts. Through this context, students will develop an understanding of the point of intersection of two lines. The teacher should use a mixture of instructional strategies as students work through these problems, including small groups, pairs and whole class discussions.

Students will also graph the solutions of a linear equation and see that when they do so, the points fall on a line. They will take it further and solve a system of two equations by graphing as they graph the solutions of each equation. Students will see that if a point lies on both lines at the same time (the lines intersect at one or more points), then that point is a solution of both equations. Students will also explore patterns among parallel lines and perpendicular lines.

Graphing calculators should be used throughout this significant task to reinforce the skills and check the accuracy of answers.

In this task students will:

- Explore patterns among lines with the same slope – parallel lines
- Explore patterns among lines whose slopes are negative reciprocal of another – perpendicular lines
- Develop an understanding of the point of intersection of two lines
- Apply the understanding of solving system of equations to solving real-world application problems

This tasks directly targets the following standards: CC.EE.8a, CC.EE.8b, CC.EE, 8c

Timeline: 7 days
Key vocabulary: point of intersection, function, intersecting lines, parallel lines, perpendicular lines
Resources: Moving Straight Ahead investigations 3.5 and 4.3

Significant task 2: Solving systems of linear equations by substitution

Significant task 2 is grounded in Investigation 4.3 of The Shapes of Algebra. Using the idea of airplane travel paths and the role of an air traffic control station, students will see a real-world application to solving systems of equations. Students will discover that substitution is an effective strategy in solving linear systems with two equations and two unknowns, if one equation is already solved for one variable. It is important to allow students time to struggle with making sense of content. The teacher should use a mixture of instructional strategies as students work through these problems, including small groups, pairs and whole class discussions.

In this task students will:

- Develop and use the strategy for solving linear equations by substitution
- Apply the understanding of solving system of equations to solving real-world application problems

This tasks directly targets the following standards: CC.EE.8a, CC.EE.8b, CC.EE, 8c

Timeline: 7 days
Key vocabulary: Properties of Equality, system of equation, substitution
Resources: The Shapes of Algebra Investigation 4.3

Significant task 3: Solving systems of linear equations by using elimination

Significant task 3 is grounded in Investigation 4.4 of The Shapes of Algebra. Collaboratively, students will

explore the steps taken to solve a system of equations using elimination and then deduce reasons as to why those steps were used. Students should understand the benefits of these steps in solving these types of systems. In this investigation, students will also review the prior methods (graphing, substitution, and using a graphing calculator) and compare all four methods with a goal of knowing which method is best to solve a given system. Some individual guided practice should be done when reviewing the four methods.

In this task, students will:

- Use linear combinations (elimination) to solve systems of linear equations
- Choose strategically among the four methods (graphing, calculator, substitution, and elimination) to use for a particular system of equations
- Apply the understanding of solving system of equations to solving real-world application problems

This tasks directly targets the following standards: CC.EE.8a, CC.EE.8b, CC.EE, 8c

Timeline: 7 days
Key vocabulary: Properties of Equality, system of equation, elimination/combination
Resources: The Shapes of Algebra Investigation 4.4

Common learning experiences:

- TBD Pizzazz/OnCore or other skill based worksheets

Common assessments including the end of unit summative assessment:

- **Performance Assessment: Team T-shirts!** Students are asked to decide between two companies to order their team t-shirts for next year. Students are asked to provide recommendations for which company they should choose based on their calculations to the school principal. Students will be able to work in small groups for one class period with minimal teacher support and then will develop their own final product with options for format (letter, poster, presentation, etc.) within a one-week time frame. The performance task will be graded using the middle school performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, look for and make use of structure, look for and express regularity in repeated reasoning.
- Some students will gravitate to one method that is most comfortable to them in solving. However, that often will be more difficult to execute in some cases. Coaching towards identifying the best method will help students be able to identify the best method before solving.
- Have a reference sheet for how to solve using the TI.
- Students have difficulty determining if there is infinitely many or no solution when solving algebraically.
- When modeling real world problems students have difficulty interpreting the meaning of the

slope and y-intercept.

- When modeling real world problems students often forget to title and label their graph.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 8 Mathematics

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Name of the Unit: Volume	Length of the unit: 3 weeks
Purpose of the Unit: To solve real-world and mathematical problems involving the volumes of cylinders, cones and spheres. This builds on the concept of volume which begins in grade 5 and is reinforced in grade 6 with rectangular prisms.	
Common Core State Standards Addressed in the unit: **8.G.9** Know the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.	
Big Ideas: 1. Volume is the amount of space inside a three-dimensional object measured in unit cubes. 2. All formulas for volume are built upon the idea that the area of the base is multiplied by the number of layers in the object (the height).	Essential Questions: 1. What does volume measure? 2. Where in the real world will you need measure volume?
Students will know: 1. formulas for volume of cones, cylinders, and spheres	Students will be able to: 1. use the formulas for volume of cones, cylinders, and spheres to solve problems

Significant task 1: Volume of Cylinders Significant task 1 is grounded in Investigation 3 of Filling and Wrapping. In this investigation, students will develop an understanding of volume and a strategy for finding the volume of a cylinder using its dimensions. Collaboratively, students will explore the concept of volume and the idea that volume can be determined by multiplying the area of the base by the number of layers (height) in an object by constructing physical models. Students will use a variety of materials to construct the net of a cylinder and can use the net to derive the formula for volume of a cylinder.

In this task, students will:

- develop an understanding of volume of cylinders and derive formula
- develop a strategy for finding the volume of cylinders using its dimensions
- connect this strategy to the idea of layers in cylinders
- calculate the volume of cylinders using the formula

This task directly targets the following standard: 8.G.9

Timeline: 1 week
Key vocabulary: volume, cylinder, unit cube
Resources: Filling and Wrapping Investigations 3.1 and 3.2, Passport section 12.5, OnCore page 133 (teacher and student), Common Core Coach page 150, page 155 #2

Significant task 2: Volume of Cones and Spheres

Significant task 2 is grounded in Investigation 4 of Filling and Wrapping. Collaboratively, students will discover and derive the formulas for volume of cones and spheres in relationship to cylinders by using manipulatives such as plastic hollow shapes and clay. There is also rich application in the end of the investigation related to ice cream in cones and cups. This is an introduction to later concepts in high school where you would fill or empty geometric shapes.

In this task, students will:

- explore the relationship between cylinders, spheres and cones
- explore the concept that volume looks at the area of the base of the object and the number of layers in the object (height)
- calculate the volume of cones and spheres using their formulas
- know the formulas for volumes of cones, cylinders and spheres and use them to solve problems

This task directly targets the following standards: 8.G.9

Timeline: 1 week
Key vocabulary: cone, sphere
Resources: Filling and Wrapping Investigations 4.1 - 4.3, Common Core Transition Kit Investigation 4.4, OnCore page 133-136, Passport sections 12.6 and 12.7, Common Core Coach page 151-155

Common learning experiences:

- Start unit with a quick review of volume of rectangular prisms (from 7th grade)
- BrainPop: Circles (for review – includes circumference and area), Volume of Cylinders
- Filling and Wrapping Skill Sheets from Investigation 2
- Pizzaz worksheets and Passport page 608-609 #16-24, page 611 #4-5 to reinforce skills
- Problem solving – OnCore page 137 (student)

Common assessments including the end of unit summative assessment:

- **Performance Task: Cross Country Team Fundraiser** Students will need to compare the volumes of two containers, a cylinder and a cone, to make the decision of which container the team should buy for their frozen yogurt sale. The two containers cost the same and the cross country team has already planned what to charge students. The task requires students to create a viable argument with a clear rationale for their recommendation. Students will be able to work in small groups for one class period with minimal teacher support and then will develop their own final product with options for format (letter, poster, model, presentation, etc.) within a one-week time frame. The performance task will be graded using the middle school performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriately tools strategically.
- Students will struggle with the new vocabulary in this unit. Teachers should develop a vocabulary sheet or word wall to assist students.
- Teachers need to reinforce proper vocabulary to assist with student development

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

<table>
<tr><td colspan="2">Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.</td></tr>
<tr><td>Name of the Unit: Unit 1 Patterns</td><td>Length of the unit: 4 weeks</td></tr>
<tr><td colspan="2">Purpose of the Unit: This unit builds on the skills developed K-8 on mathematical practice 8 (look for and express regularity in repeated reasoning) and brings it to a sophisticated level with a formal study of patterns. This builds the foundation of using patterns to describe relationships used in Algebra 1 and 2. During this first unit, teachers will have the opportunity to learn about students' mathematical background, ability to work cooperatively, and ability to communicate clearly both orally and in writing. At the same time, teachers will be inviting students to engage in learning mathematical skills within the context of interesting problems that connect to real world issues.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed in the unit:
F-BF 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

F-BF 1. Write a function that describes a relationship between two quantities.

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</td></tr>
<tr><td>Big Ideas:
1. Analyzing patterns and generalizing patterns allows you to make predictions.
2. Relationships can be represented as tables, graphs, and equations.</td><td>Essential Questions:
1. How can patterns be generalized?
2. How can patterns help in problem solving?</td></tr>
<tr><td>Students will know:
1. how to identify and write the recursive rule
2. how to identify and write the explicit rule
3. how to identify and write rules for an arithmetic sequence
4. how to identify and write rules for a geometric sequence
5. how to identify linear functions
6. how to identify exponential functions</td><td>Students will be able to:
1. describe and analyze patterns – including arithmetic and geometric sequences from real world contexts
2. identify patterns and functions using tables, graphs, words and symbolic rules.
3. determine the n^{th} term of a sequence with and without technology
4. translate one representation (table, graph, equation) of a pattern into another representation
5. write both an explicit rule and a recursive</td></tr>
</table>

	rule for a sequence 6. make and justify predictions based on patterns

Significant task 1: Representing Patterns

Students will work collaboratively to build models of the molecules of the simple hydrocarbons that are used as fuels using physical models. They will create and analyze different representations of patterns – tables, graphs and symbolic rules. They will write the recursive and explicit rules for arithmetic sequences. Students will discover that there is a relationship between the molecular structure of the fuels and the amount of energy produced when a particular hydrocarbon combusts. During the full class discussion time should be spent on connecting the tables and graphs through the science application.

This is the first task of the year so it will be hard to know which students would have difficulty with the task. However, teachers should have a few physical models already built and have a few investigations pre-populated with the drawings of the models. Teachers can then provide these for students who they struggling with this part of the task. Teachers can also use eChem to model the molecules on the computer or on the students' tablets.

This task directly targets the following standards: F-IF 3

Timeline: 2 days

Key vocabulary: pattern, table, graph

Resources: Activities 1.1.1, 1.1.2, 1.1.3

Materials: molecule sets from Science department/tablets

Significant task 2: Arithmetic Sequences

This investigation fully develops students' skills for writing the explicit rules for a sequence. During this task students analyze many different situations (stacking cups, weight lifting, building bridges, seating at an arena etc.) and develop an explicit rule to model the relationships in context. Students complete these investigations in small groups or pairs and full class discussions are focused on reasoning in the development of the rules.

Within the above investigations integers and order of operations are reviewed through a more formal study of the patterns in the real number system. Students are provided an opportunity to strengthen their skills with positive and negative integers by working with algebra tiles. This is an excellent place to differentiate in terms of content. Students will be challenged and stretched on the difficulty of integer and order of operation skill. Students will be regrouped to work on specific skills that are not fully

developed through analysis of a pre-assessment. Skills of focus include operations on integers, order of operations, evaluating expressions, and combining like terms.

This task directly targets the following standards: B-BF 1.a

Timeline: 3 days

Key vocabulary: Arithmetic sequence, Integers, order of operations, recursive rule, explicit rules, linear

Resources: Activity 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4

Materials needed: colored pencils, cups & Algebra Tiles

Significant task 3: Geometric Sequences

Students will again collaboratively solve several problems in the context of finance and the famous fractals Sierpinski's Triangle and the Koch Snowflake. Groups or pairs explore using a recursive rule with a calculator and use a spreadsheet to quickly generate geometric sequences. This investigation foreshadows the development of exponential functions and their applications in Unit 7. Full class discussion will again focus on reasoning in the development of the rules.

In the resources there are increasingly more complex fractals to explore. These should be used to stretch students/groups as challenge. Teachers can also provide the first stage for students who have difficulty starting the sequence development. There are several different fractal designs, students may choose which fractal design they would like to complete.

This task directly targets the following standards: F-BF.2

Timeline: 4 days

Key vocabulary: Doubling, geometric sequence, fractals

Resources: Activities 1.4.1, 1.4.2, 1.4.3, 1.5.1, 1.5.2, & 1.5.3

Materials: toothpicks/tablets

Common learning experiences:

- Introduction to IXL and tablets
- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on computation with integers, order of operations, evaluating expressions, combining like terms, and two step equations in order to pre-teach to unit 2.
- Teacher computer with Internet access and speakers (if videos are shown)
  - http://www.alicekelley.com/
  - http://www.splashnology.com/article/60-amazing-fractal-designs/393/
  - http://www.incrediblesnaps.com/spiral-fractal-designs

Common assessments including the end of unit summative assessment:

- Course Pre-Assessment
- End-unit Test
- **Performance task: Honeycombs** Students are placed in the role of an engineer working for a plastics company manufacturing honeycomb core products. They have been asked to design round banquet tables using honeycomb cores. Students will work in groups to design the table and determine the manufacturing cost. Each group will be given different dimensions. Groups will complete a report to their boss to explain the pros and cons of the assigned dimensions and provide a marketing strategy for their table. Some of their marketing strategies may include writing a newspaper article, writing a brochure, video/radio commercial or constructing a display board. Then as a class the students have to select the tables that will be manufactured and marketed to customers. For this task the mathematics will be graded using a task specific rubric. During the completion of the task (2 days) students will also be graded using the collaboration rubric (school wide).

Teacher notes:

- Some students may have a difficult time bonding the proper atoms to each other.
- Some students will confuse the difference between recursive and explicit rules.
- Some students will have difficulty filling out the third column of the table, they will instinctively fill out the salary during the finance activity. But this is important for them to fill out the recursive pattern column so they can write their recursive rule.
- Some students will have difficulty writing geometric rules because they have a hard time understanding exponents.
- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, and look for and express regularity in repeated reasoning.

Grade: Kindergarten **Time: September/October (6 weeks)**	**Genre: Fiction/Nonfiction** **Theme: Building a Reading and Writing Community**
Big Ideas	**Essential Questions**
▪ We learn, grow and depend on each other in a community ▪ Language communicates ideas and feelings about ourselves, the world and others ▪ Books teach us about our world	▪ What is a Kindergarten community? ▪ How do we use language? ▪ How do we learn from books and information?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**

1. Participate in small and large group conversations with peers and adults about Kindergarten topics. (K.SL.1)	▪ Generate kindergarten topics for discussion
	  ▪ Follow the topic and add to discussion
	▪ Use polite conversational conventions
	  ▪ Follow agreed upon rules for discussion
	  ▪ Listen with attention
	  ▪ Look at the audience while talking
	  ▪ Take turns
	  ▪ Enter a conversation appropriately
	▪ Use grade level-appropriate specific vocabulary when speaking

2. Ask and answer questions in order to seek help, to clarify or seek additional information. (K.SL.3)	▪ Know and use question words

3. Audibly express thoughts, feelings, and ideas. (K.SL.6)	▪ Audibly express thoughts, feelings, and ideas
	  o Speak at an appropriate volume
	  o Speak clearly enough to be understood by others in conversation
	  o Speak at an appropriate rate to be understood by the audience
	  o Adjust volume as appropriate

4. Use frequently occurring nouns and verbs. (K.L.6)	▪ Use common kindergarten vocabulary
5. Form regular plural nouns orally by adding /s/ or /es/ (K.L.1)	▪ How to form common plurals
6. Use the most frequently occurring prepositions. (K.L.1)	▪ To, from, in, out, on, off, for, of, by, with
7. Produce and expand complete sentences in shared language activities. (K.L.1)	▪ Use complete sentences to express ideas and communicate requests.
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will know and be able to do:**
1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Rituals and routines of Reader's Workshop ▪ Partner reading ▪ Reading is thinking ▪ Look for words/letters you know ▪ Read left to right across one line of print

2. Ask and answer questions about key details in a text. (K.RL.1)	▪ Read with a purpose ▪ Use question words to ask questions about the text
3. Identify characters, settings, and major events in a story. (K.RL.3)	▪ Characters, setting, events ▪ Pictures help tell the story ▪ Study pictures carefully
4. Recognize common types of texts. (K.RL.5)	▪ Recognize various types of texts o Identify fiction versus informational texts o Understand stories versus information o Recognize poems, songs, chants and nursery rhymes
5. Identify the front cover, back cover, and title page of a book. (K.RIT.2)	▪ Use reading strategies – previewing ▪ Use prior knowledge
Foundation/Language Standards addressed in this unit: **phonological awareness, print concepts, phonics, vocabulary and fluency**	**The students will know and be able to do:**
1. Demonstrate understanding of the organization and basic features of print (Print Concepts). (K.RFS.1)	▪ Print has the same basic features – things you can count on ▪ How to hold the book ▪ One word for one group of letters ▪ First and last letters of words in text ▪ Distinguish between print and pictures ▪ Understand the purpose of print in reading and writing
2. Demonstrate understanding of spoken words, syllables, and sounds (Phonological Awareness). (K.RFS.2)	▪ Segment sentences into words ▪ Hear, say, connect and generate rhyming words ▪ Hear and recognize words boundaries
3. Recognize and name all upper- and lowercase letters of the alphabet (Phonics). (K.RFS.1)	▪ Recognize one's name and the names of peers ▪ Understanding the concept of a letter ▪ Produce letter names ▪ Understand alphabetical order ▪ Recognize the sequence of letters in words ▪ Recognize letters in words ▪ Understand that words are made up of letters ▪ Use letters in one's own name to represent it or "write" a message ▪ Uses consistent and efficient motions to form letters
4. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics) (K.RFS.3)	▪ Understand that there is a relationship between sounds and letters. ▪ Know the letter sounds ▪ Set 1 (s, m, t, b, f) ▪ Set 2 (r, n, p, d, h) ▪ Set 3 (c, g, j, l, k) ▪ Set 4 (v, w, z, qu, y, x)
5. Read high-frequency words by sight (Vocabulary). (K.RFS.3)	▪ Recognize and use high frequency words ▪ Locate and read high frequency words in continuous text <u>List A</u>

	the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) List B went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B)
6. Read emergent-reader texts with purpose and understanding to build fluency (Fluency). (K.RFS.4)	▪ Re-read familiar texts read aloud ▪ Read the pictures ▪ Read the words ▪ Retell the story (partner reading/teacher conference) ▪ Recognize and locate words (names) ▪ Make connections between names and other words
7. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) ▪ Print many upper- and lowercase letters.	▪ Know how to write the letters ▪ Set 1 (s, m, t, b, f) ▪ Utilize Verbal Path of Formation to form letters

Significant Tasks

Significant Task 1 - Launching Reader's Workshop

Essential Question: What is a Kindergarten community?
Big Idea: We learn grow and depend on each other in a community

Daily participation in the rituals and routines of reading workshop will help students exhibit the behaviors that reflect how to come to the carpet, engage in mini lesson instruction, turn and talk, independent and partner reading, guided practice and literacy work stations. While practicing the reading workshop rituals and routines, students will discuss with peers and adults the understandings that reading is purposeful and active. Exploring both fictional and nonfictional texts readers build on the things they already know by previewing texts, studying the pictures as closely as the words, and activating prior knowledge about texts to figure out what the author is trying to say.

Significant Task 2 - Classroom Reading Community Book

Essential Question: What is a Kindergarten community?
Big Idea: We learn, grow and depend on each other in a community

The students and teacher will collect and utilize information about the class to create a class reading community book. The information that populates the book can be collected in myriad ways throughout the unit and instructional day. The information included in the class book answers questions about the classroom reading community. This shared writing experience for students build upon knowledge about print, directionality in reading and writing, concepts about letters, words, and sentences. It is an informational text about the class that shares facts and opinions about the topic of reading. The text structure is question and answers. The big question answered is:

Who are we as a reading community?
- What do we like to read?

- When is our favorite time to read?
- Where is our favorite place/spot to read? (class or home)
- Why do we read?

Significant Task 3 - Name Inquiry **(Integrated)**

Essential Question: How do we use language?
Big Idea: Language communicates

Each day in whole-class lessons, one child's name is featured, and the class studies the name in many different ways. Through a name study, children learn the concepts of words and of letters, first and last sounds, letter names and features, hearing and saying syllables. For example, if the featured name for the day is Thad, you might help children notice things like: Thad's name starts with the same letter as Tammy's name; Thad's name has four letters; the first part of Thad's name sounds like think and thirsty;

Teach children to use their own names as a resource for learning other letters and word concepts. Use this learning experience to work on letter formation. Teach students how to form letters as each name is studied. Students can make the letter big in the air as you are saying the verbal path for formation. For example, when making the letter h you might say "start at the top, come down, up, over and down." Keep the language you use consistent for each letter so that kids begin to internalize it and use it when they forget how to form the letter on their own. They can also make a rainbow letter where they trace the letter in different colors. If most of the children in your class can't yet recognize and/or write their own names, give them time to practice making their names with magnetic letters and writing on dry-erase boards. (Lucy Calkins Kindergarten Curricular Plan, Pg. 26)

Name Identification Assessment
Students will be given a set of pictures of their classmates and a set of their classmates' names. They will be asked to match the names they recognize with the pictures of their classmates. Students will also be asked a series of questions related to their own name. These questions will review the concepts of first and last, letters and syllables. 1. What name in the set has the same first letter as your name? 2. What other name has the same last letter as your name? 3. How many syllables are there in your name? Is there another student with the same number of syllables? Students who require additional adult support may be given individualized attention. As a challenge, begin to ask students to write their own name.

Grade: Kindergarten **Time: September/October**	**Genre:** **Theme: Launching Writing Workshop**
Big Ideas	**Essential Questions**
Writers Write Writers use what they know about letters and sounds to spell and write words Writers revise their writing Writers use pictures and words to tell stories.	What do writers do? How do writers know what words to write? How do writers make their writing better? How do writers tell stories?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.1) 2. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7) 3. Explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K.L.2)	▪ Routines of Writing Workshop o Come to carpet o Exhibit appropriate mini lesson behaviors o Choose a topic to write about o Sketch a topic selected (label) o Write a little about a selected topic ▪ Carry on independently o Add details to their drawings/writing (Labels) o Start a new piece of writing ▪ Use supplies independently ▪ Tell Stories through Illustrations o Remember an idea and illustrate it o Adding some words to our illustration o Add details to illustrations ▪ Draw Hard to Make Ideas ▪ Use Pictures and Words ▪ Stretch and Write Words o Stretch words out hear individual letter sounds ▪ Spell Really Hard Words o Apply knowledge of letter sounds to writing ▪ Use Writing Tools ▪ Write-in-Process/Long Term Projects o Work on writing over multiple days o Revise writing o Write story over several pages ▪ Spell words the best way they can ▪ Fix Up Writing o Publish writing pieces o Re-read story to see if it makes sense

Significant Tasks

Significant Task 1 – Launching Writer's Workshop (10-15 days)
Essential Question: What do writers do?
Big Idea: Writers write

Introduce students to the routines of writer's workshop. Explicitly model and practice a few major classroom expectations at this time, more are introduced later in the unit. Develop a class rubric that measures success with the routines and expectations. Emphasize throughout the unit that everyone's a writer, so begin writing on day one. This includes the teacher modeling writing before the class and with the class. Students will need guidance in what they can write about. Develop student understanding that their own life is the best source of ideas. Model how students can write, draw and/or sketch during independent writing. Also, model the concept of "when we're done, we've just begun." This strategy is used to encourage the writer to start a new piece of writing as soon as they finish. Follow this instruction with additional routines like where to store their papers and where to find materials or any additional routines necessary.

Significant Task 2 – Telling our stories through pictures and words (7-10 days)
Essential Question: How do writers tell stories?
Big Idea: Writers use pictures and words to tell stories?

Model for students how a story can be told using pictures. During independent writing, students should tell many stories using pictures except when differentiated by ability. The teacher confers with students to monitor progress. Students should read their stories many times to each other. Use this as an opportunity to inform students that writers also add words to help them remember their stories. Model using pictures and words to tell a story. Start some students with labeling pictures while others will be ready for text beneath the picture. Depending on the class, some small or whole class instruction may be necessary around difficult to draw ideas. De-emphasize the quality of the picture. Remind students that it's the story the pictures tell.

Significant Task 3 – Using words like writers (3-5 days)
Essential Question: How do writers know what words to write?
Big Idea: Writers use what they know about letters and sound

As students are ready to move into adding written texts to their pictures, provide instruction and modeling in how writers stretch words out to spell them. Additional strategies taught are writers use what they know about letters and letter sounds, doing the very best they can, and using tools and resources. The teacher meets with students in conferences and small groups to help support this development.

Significant Task 4 – Turning a page into a book (5-7 days)
Essential Question: What do writers do?
Big Idea: Writers write (a lot)

Model for students how writers start with a page of writing and then continue to add on. Use this time to reinforce how writing is stored so that the writer can return to it on another day. To begin development of adding onto student stories, start with the question, "what happened next?" Start that on a new page with a new picture and words. Introduce students to writing in booklets. This is where they will write their stories over many days. Students practice drawing picture and using words to tell their stories. Teacher confers with students to provide differentiated instruction in this skill set. Additional ways for writers to add on to their stories include: add the narrator's feelings to the story, add how others are feeling in the story, add descriptions to pictures, etc.

Significant Task 5 – Fixing up your writing (3-5 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers revise their writing

Inform students that writers go back to their writing several times. Model for students asking questions about your writing like, “does it make sense?” Students check their writing with their finger and ask peers to read it for suggestions about does it make sense. Students practice fixing up many of their favorite pieces.

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

<table>
<tr><td colspan="2">Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.</td></tr>
<tr><td>Name of the Unit: Unit 2 Linear Equations and Inequalities</td><td>Length of the unit: 5 weeks</td></tr>
<tr><td colspan="2">Purpose of the Unit: The material in this unit is the heart of algebraic thinking. Students write, simplify, evaluate, and model situations with linear expressions. Students then examine the concept of equality and use linear equations and linear inequalities to model and solve real-world problems. This unit builds on equation solving starting in grade 6 with one-step equations and inequalities. As students enter in 9th grade with the increased exposure and skill mastery for equation solving in the middle school, this unit will shorten in length leaving more time for exploration of the quadratic at the end of the course.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed in the unit:

A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</td></tr>
<tr><td>Big Ideas:

1. Properties of equality and inverse operations are used to solve equations.
2. Relationships can be represented as tables, graphs, and equations.</td><td>Essential Questions:

1. What’s happening in the equation and how do you “undo” that?
2. How can you represent a relationship in an algebraic rule?</td></tr>
<tr><td>Students will know:

1. the difference between an equation and an expression
2. the definitions of equality, inequality, and their symbols
3. equations can have one solution, no</td><td>Students will be able to:

1. develop linear equations and inequalities that model real world situations
2. simplify and solve equations and inequalities to solve problems
3. judge the reasonableness of answers using</td></tr>
</table>

solutions or many solutions	estimation strategies

Significant task 1: Understanding Algebraic Expressions and Solving One & Two-step Equations

Investigation 1 begins with number puzzles to encourage an understanding of algebraic expressions and the idea of working backwards to find a solution. Activities in this investigation ask students to use flowcharts and verbal descriptions to represent algebraic expressions. These techniques build students' understanding of how the order of operations is used in evaluating an expression and solving an equation. Students can work in small groups, pairs or individually. Vocabulary with a focus on key words is emphasized in this investigation with full class discussions focused on this vocabulary.

In Investigation 2, students will apply their knowledge of solving one- and two-step equations and will write equations that model and solve real world problems such as bank fees, weight loss, and taxi cab charges. There is an emphasis on distinguishing between evaluating an expression and solving an equation. For this investigation students should be paired or in small groups. Reasoning almost to the level of formal proof is a focus of this task and makes it more complex than the equation solving in grade 8.

Students who are struggling can continue to use the flow charts or algebra tiles as a resource. At the end of the unit, students who are still weak will be targeted for additional skill development during targeted learning time. Students who are excelling would be given equations with decimals and fractions to further push their number sense.

This task directly targets the following standards: A-CED.1. & A-REI.1

Activities involving algebra tiles and flow charts are available for differentiation.

Activities 2.1.2, 2.1.3, 2.2.1, 2.2.2

Timeline: 4 days

Key vocabulary: expressions, coefficient, constant, evaluate, & inverse operations

Resources: Activities 2.1.1, 2.1.4, 2.2.3, 2.2.4, 2.2.5, 2.2.6, & 2.2.7

Materials needed:

- algebra tiles

Significant task 2: Multi-Step Equations

Students can work on both investigations in small groups, pairs, or individually. Whole class discussion should focus on analyzing student work using the document camera to highlight student errors and to fix the work.

Investigation 3 focuses on modeling real world scenarios with equations that contain variables on both sides. Students are asked to justify their steps in the equation solving process, recognize the role of the commutative and associative properties, and check the reasonableness of their answers. Teachers may continue to use flow charts or algebra tiles to support student learning. The context within this task involves a skate park, computer technicians, baseball tickets, dog spa, recycling etc. The taxi cab task should be used to push students who are excelling.

In Investigation 4, students solve multi-step equations that require the distributive property and combining like terms. Throughout this investigation, students model situations in different ways, from hands-on to symbolic. Activities involving algebra tiles and pan balances are included to support different learning styles. There are many opportunities for students to write and solve equations to solve problems in contexts. Applications include walk-a-thons, pizza parties, geometry problems, and sports problems.

This task directly targets the following standards: A-CED.1 & A-REI.1

Activities involving algebra tiles and pan balances are available for differentiation.

- Activity 2.3.1, 2.3.5, 2.4.2

Timeline: 5-6 days with a focus on differentiation to build skill to mastery

Key vocabulary: algebraic expression, coefficient, constant, distributive property, evaluate

Resources: Activities 2.3.2, 2.3.3, 2.3.4, 2.3.6, 2.3.7, 2.4.1, 2.4.2, 2.4.3, 2.4.5, 2.4.5a, 2.4.7, & 2.4.8

Materials needed: algebra tiles, pan balance (see resources)

Significant task 3: Formulas and Literal Equations

Investigation 5 expands students' equation solving skills to include the transformation of literal equations through the context formulas from science and geometric figures. Students learn to change the subject of a formula (literal equation) by algebraically solving for a variable. Flowcharts are reintroduced as a method of attack for struggling students. Students can work in small groups, pairs, or individually and teachers will probably have a mix of grouping based on ability level on this task. The level of sophistication called for in manipulating formulas and solving for various variables is a very challenging skill for some students. Others can be challenge and there is an additional activity for them (2.5.3).

This task directly targets the following standards: A-CED.4. & A-REI.3

Timeline: 2-3 days

Key vocabulary: algebraic expression, coefficient, constant, literal equations

Resources: Activities 2.5.1, 2.5.2 & Activity 2.5.3 (challenge)

Significant Task 4: Linear Inequalities

Students write and solve inequalities to solve a variety of contextual problems (banking, budgeting, finance applications) and are asked to represent solutions of inequalities on number lines. Activities focus student attention on the difference between inequalities and equations and on the justification for reversing an inequality symbol when a negative number is multiplied to both sides or divided by both sides. Students will not be at such different levels in skills on this task and should work in heterogeneous small groups with a full class discussion focused on attention detail in the representation of the solutions. Teachers will select student work containing errors or omissions and the class will work to make it a stronger response. Use the document camera to help facilitate these discussions.

This task directly targets the following standards: A-CED.1

Timeline: 2-3 days

Key vocabulary: coefficient, inverse operations, & linear inequality

Resources: 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.5, 2.6.6, 2.6.7, 2.6.8

Common learning experiences:

- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on evaluating expressions, two step equations with decimals and fractions, and solving multi-step step equations.
- WisWeb Algebra Arrows:
  - http://www.fi.uu.nl/wisweb/en/
- Algebra Balance Scales (NLVM) applet
  - http://nlvm.usu.edu/en/NAV/frames_asid_201_g_4_t_2.html?open=instructions&from=category_g_4_t_2.html
- Pan Balance – Expressions applet at NCTM Illuminations.
  - http://illuminations.nctm.org/ActivityDetail.aspx?ID=10
- Link to online practice for solving multi-step linear equations
  - http://www.algebralab.org/lessons/lesson.aspx?file=Algebra_OneVariableMultiStep.xml
- Link to online videos and examples of solving multi-step 1-variable equations
  - http://www.onlinemathlearning.com/solving-multi-step-equations.htmland
  - http://www.yourteacher.com/algebra1/multistepequations.php
- Link to the instructions for writing simple programs for the TI-83 or TI-84 graphing calculators
  - http://education.ti.com/
- Link to power point for solving literal equations
  - http://teachers.henrico.k12.va.us/math/hcpsalgebra1/module3-5.html

Common assessments including the end of unit summative assessment:

- End-Unit Test
- **Performance Task: I-pod Storage** Students work individually with collaboration allowed to decide which apple product they would purchase after winning a $500 prize for their outstanding academic achievement. Students have to research the different apple products and will be allowed to select an alternative if they so choose and present the pros and cons of their purchase, model the storage capacity with equations/inequalities, and provide evidence for their choice communicated through a thank you note to the school. For this task the mathematics will be graded using a task specific rubric. During the completion of the task (3-4 days) students will also be graded using the problem solving rubric (school wide).

Teacher notes:

- Some students do not realize that the first term without a sign is positive.
- Some students forget to combine like terms before solving the equation.
- Some students forget to distribute the negative sign.
- When students go to check their solution for their equations they fail to realize that they are substituting their answers into the original equation.
- Some students forget to flip the inequality symbol when they multiply or divide by a negative number.
- The final investigation, Investigation 6, re-introduces the concept of linear inequalities first introduced in grade 6 now with CCSS. It will be two years before students enter grade 9 with this skill developed to the level called for in CCSS grades 6-8. Starting in 2014-2015, discovery on the effect of multiplying and dividing by a negative coefficient will not be needed and students should come with the basic solving skills intact.
- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, attend to precision, and look for and make use of structure.

Grade: Kindergarten **Time: Unit 2 Reading (October/November)**	**Theme: Readers, Read, Think and Talk About Books**
Big Ideas	**Essential Questions**
▪ Readers use many strategies to read and understand texts? ▪ Readers read lots of different texts many different ways ▪ Readers think about the story elements or information. ▪ Readers talk about the story elements or information.	▪ How am I growing as a reader? ▪ What do readers read? ▪ What can you think about while reading? ▪ What can you talk about based on reading?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics. (K.SL.1)	▪ Report interesting information and background experience ▪ `Provide 1 or 2 details ▪ Build on the statement of others ▪ Continue conversations through multiple exchanges
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K.SL.3)	▪ Form clear questions to gain information

3. Audibly express thoughts, feelings, and ideas. (K.SL.6)	▪ Audibly express thoughts, feelings, and ideas
	  o Speak at an appropriate volume
	  o Speak clearly enough to be understood by others in conversation
	  o Speak at an appropriate rate to be understood by the audience
	  o Adjust volume as appropriate
	▪ Express and reflect on feelings of self and others

4. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)	▪ Content as dictated by curriculum
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will know and be able to do:**

1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Reading is thinking
	▪ Figure out how to read the story
	  ▪ Read left to right across two or more lines of print
	  ▪ Search for and use information in texts and pictures
	  ▪ Look for words/letters you know
	  ▪ Use the language structure and meaning to learn about print
	▪ Use everything they know to read the story
	▪ Re-read to search for information

2. Recognize common types of texts. (K.RL.5)	▪ Stories share qualities
	  o Author/illustrator
	  o Beginnings and endings of stories
	  o Story elements (characters, setting, conflict, resolution)
	▪ Informational texts share qualities

	○ Topics and details (informational texts) ▪ Poems, Rhymes, Chants
3. Ask and answer questions about key details in a text. (K.RL.1)	▪ Readers use comprehension strategies ○ Demonstrate curiosity, wonder, and question texts ○ Identify new information in text or pictures ▪ Confirm understandings of texts through answering questions
4. Identify characters, settings, and major events in a story. (K.RL.3)	▪ Study pictures carefully ▪ Describe characters, setting, events, or ending
5. Retell stories including key details. (K.RL.2)	▪ Retell a story to others ▪ Understand, beginning, middle, and end
6. Compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)	▪ Identify recurring character experiences and settings.
7. Identify the main topic and retell key details of a text (K.RIT.2)	▪ Figure out what the book is about ○ Identify/preview the front cover, back cover, and title page of a book. ○ Preview the book to get ready for reading ▪ Search for and use information in pictures and language. ○ Learning about the topic ○ What are the key details?
Standards addressed in this unit (Reading Foundational Skills)	**The students will know and be able to do:**
1. Demonstrate understanding of the organization and basic features of print. (K.RFS.1)	▪ Concept of a letter, word and sentence. ▪ Concept of left to right in directionality ▪ Concept of return sweep ▪ Understand the concepts of *first* and *last* in written language ▪ Locate the first and last letters of words in continuous text ▪ Match one spoken to one written word while reading and pointing under the first letter of each word.
2. Demonstrate understanding of spoken words, syllables, and sounds (K.RFS.2)	▪ Understand syllables ▪ Hear and say syllables ▪ Understand words can have two or more syllables ▪ Blend syllables ▪ Delete syllables ▪ Hear and segment onsets and rimes ▪ Hear and say individual phonemes (sounds) in words ▪ Segment words into phonemes ▪ Hear and say two or three phonemes in a word ▪ Hear and say beginning phonemes in words ▪ Hear similar beginning phonemes in words ▪ Isolate and pronounce the initial phoneme in words

3. Recognize and name all upper- and lowercase letters of the alphabet. (K.RFS.1)	▪ Produce letter names ▪ Understand alphabetical order ▪ Distinguish and categorize letters by features (straight lines, circles, no circles, tunnels, tails, no tails, dots, no dots, slant lines, tall and short) ▪ Recognize uppercase and lower case letters ▪ Recognize the sequence of letters in words ▪ Recognize letters in words ▪ Understand that words are made up of letters ▪ Make connections between words by recognizing letters ▪ Recognize letters in words ▪ Make connections between words by recognizing letter placement ▪ Use consistent and efficient motions to form letters ▪ Recognize letters in continuous text

4. Apply grade-level phonics and word analysis skills in decoding (K.RFS.3)	▪ Recognize that letters represent consonant sounds.
	▪ Recognizing and using beginning consonant sounds and the letters that represent them
	▪ Recognizing similar beginning consonant sounds and the letters that represent them
	  ▪ Set 1 (s, m, t, b, f)
	  ▪ Set 2 (r, n, p, d, h)
	  ▪ Set 3 (c, g, j, l, k)
	  ▪ Set 4 (v, w, z, qu, y, x)

5. Read high-frequency words by sight. (K.RFS.3)	• Recognize and use high frequency words • Locate and read high frequency words in continuous text <u>List A</u> the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) <u>List B</u> went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B)
6. Read emergent-reader texts with purpose and understanding to build fluency. (K.RFS.4)	▪ Re-read familiar texts read aloud ▪ Read the pictures ▪ Read the words ▪ Retell the story (partner reading/teacher conference) ▪ Recognize and locate words (names) ▪ Make connections between names and other words

Significant Tasks
Significant Task 1 – Reading grows ideas (6 days) *Essential Question: What do readers read?* *Big Idea: Readers read lots of different texts*

This task begins with an analogy between the way a plant grows with water, sunlight and food, the brain grows when it is watered with reading, discussion, and thinking. Teachers may choose to create a visual for students. The teacher introduces fiction and nonfiction texts as stories and books with information providing many models and examples. Keep a chart or use the Smartboard to capture the various fictional and nonfictional texts and highlighting how fiction tells stories and nonfiction gives information. Create a classroom criteria chart with words and pictures that students will later use to independently identify fiction and nonfiction texts. Remind students that each type of text waters the brain with different types of information. Students are given opportunities to explore many fictional and nonfictional texts, examining the pictures and words carefully. Students identify and explain their thinking around why they have labeled certain books as fiction or nonfiction.

Vocabulary: grow, fiction, nonfiction, information, story, poems, rhymes, author, illustrator
Assessment – Which is it? Teacher will use a few minutes during this unit using a never seen set of texts wit each individual student asking them to separate the fiction from the nonfiction texts.

Significant Task 2 – Reading is thinking (10-12 days)
Essential Question: What do readers think about?
Big Idea: Readers think about the story elements?

Student learning is developed around the idea that reading is more than calling out letters and words. Reading is thinking about what the text says. To begin teachers introduce the comprehension strategy of wondering. Through extensive modeling, teachers make the connection between how readers use wondering to help them understand the text. Teachers model what you can wonder about: the characters, setting, and plot events. Students participate through asking and answering questions about the text that demonstrate their "wonderings."

Vocabulary: wondering, question, characters, setting, events,

Dramatizing Books
Essential Question: How will I understand what I read?
Big Idea: Readers use many strategies to read and understand

Introduce through independent and partner reading that readers invent fun things to do with texts we know well. For example, tell children that some people see the same movie over and over and over (just like they have been reading their favorite books over and over and over) and that those people come to know a movie so well that sometimes they'll act out a scene in the movie they particularly love. "*Readers* can improvise and dramatize our stories, too," you'll say. Children can try this with their partners, picking a scene to act out together and figuring out the reason why they chose it (i.e., importance to the story, drama involved, favorite part, and so on). Model the way careful readers think about how the characters feel in their books, reminding children to make their voices sound just like the characters would sound, and to use facial expressions and body gestures that go along with the actions and feelings of the characters. The Common Core State Standards emphasize how students should be understanding text in many different ways, such as drama. Read-aloud is a perfect time to demonstrate this dramatization of books. After "acting out" the book you are reading, children could do likewise, taking on the voices of characters and using their bodies and facial expression to help them engage in the text and show what they are thinking. This task may begin with introductory/review lessons about the common story elements of characters, setting, conflict, events and point of view.

Vocabulary: act, drama, expressions

Becoming Characters
Essential Question: How will I understand what I read?
Big Idea: Readers use many strategies to read and understand,

To encourage understanding of characters and to increase the amount of time kids are talking about books in partnerships, students take on the characters together.

The teacher may lead by modeling and providing students with lead-in prompts to use during student partnership time. Teachers use shared reading to give children a chance to practice reading with character voices. After reading, rereading, and discussing big books of traditional tales like *The Three Little Pigs*, one strategy is to divide the class among the characters, and they can chime in when each character speaks using voices that reflect the feelings and actions of the character in that part of the story. During this time students will be reflecting on the feelings of the story—and of the characters in the story—by the way they chime in. Teachers can give children tongue depressors, stored in book baggies, to use as low-maintenance puppets as they act out their stories. When they meet with their partners, they take out the tongue depressors and act out the stories.

Character Prompts:

- "Try to read books like storytellers, using storyteller voices."
- "A storyteller reads a story in a way that holds listeners' attention."
- "A storyteller tries to make the story sound interesting or exciting so that everyone pays close attention."
- "Storytellers practice reading this way when they read to themselves, and they have little tricks they use to read in storyteller voices."

Significant Task 3 - Retelling The Story (6 days)
Essential Question: How will I understand what I read?
Big Idea: Readers use many strategies to read and understand,

After teachers have modeled retelling stories through shared reading and direct and explicit mini lesson instruction, students practice retelling stories in a variety of ways to demonstrate understanding of characters, setting and plot. Teachers use whole class, small group and individualized instruction to provide students with both instruction and coaching in identifying the characters, setting and plot events and at least two different ways to retell a story. Instruction always includes an opportunity to discuss the meaning of the text are included.

Vocabulary: retell, characters, setting, plot, ties
Assessment: students retell a "just right" text.

Significant Task 4 – Reading is thinking (3-6 days)
Essential Question: What do readers think about?
Big Idea: Readers think about the story elements?

Student learning is developed around the idea that reading is more than calling out letters and words. Reading is thinking about what the text says. To begin teachers introduce the comprehension strategy of wondering and previewing. Through extensive modeling, teachers make the connection between how readers use wondering to and previewing to help them understand the text. Teachers model what you can wonder about: the topic, main idea and details. Students participate through asking and answering questions about the text that demonstrate their "wonderings." Teachers also model previewing the front cover, back cover, title, pictures, etc.

Assessment: retelling a "just right" text
Vocabulary: main idea, topic, details, previewing, title

Grade: Kindergarten **Time: November**	**Genre: Writing** **Theme: Small Moments**
Big Ideas	**Essential Questions**
Writers use words and pictures to tell stories. Writers add details to their writing Writers write about their lives	How do writers tell stories? How do writers make their stories better? What do writers write about?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.1) 2. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7) 3. Explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K.L.2)	▪ Take one small moment and stretch it out o Add details to their writing o Understand that details enhance their writing o Stretch Out a Moment Across Pages • Plan a story o Understand that planning a story helps a writer organize their ideas • Tell stories from their lives o Generate ideas from experiences o Understand that writers write about their own lives • Say words slowly and write the sounds they hear o Understand that writers write all the sounds they hear so that others can read their stories. • Go back and reread your stories o Point to and read the pictures o Read the words o Understand that writers go back and read over their stories when they think they are done • Know ways to remember and write stories o Act out each part of their story o Draw detailed pictures and add action words o Understand that writers act out, draw and label actions to remember and write their stories • Make the reader feel as if they are right there o Think about and draw who, what and where o Understand that writers think about and draw who, what

	and where to make the reader feel as if they are right there
	
	• Use words you already know
	• Use the name chart, alphabet chart, or word wall
	  o Understand that writers use the tools around them to help them be more efficient writers
	
	• Plan sentences out loud
	• Write and reread until all the words in a sentence/story are written
	• Understand that planning sentences out loud helps us remember all the words in our sentence/story
	
	• Use Examples to decide if we are done
	• Try and decide if you are done by looking at examples around the classroom
	• Understand that they can look at a finished story and use it to decide if they are done writing
	
	• Create a cover that matches the story
	  o Think of a title and picture for their cover that matches their story
	  o Understand that the cover and story must match

Significant Tasks

Significant Task 1 – Stretching small moments (5-7 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers add details to their writing

Model for students picking one small moment and stretching it out over several pages of the writing booklets. Students need to begin expanding this moment to stretch it out. Start with the question, "what happens next?" Read several mentor texts noticing how authors zoom in on a specific moment and stretch it out. Notice for students that, good writers include itty bitty details in their writing to help their stories come to life. Notice and chart the itty bitty details in mentor texts and encourage students to try the craft moves during independent writing. Additional strategies taught to help students in this area are: good writers touch each page and say their story aloud to help plan their story and good writers draw on each page and go back and write on each page.

Significant Task 2 – Generating ideas (3-5 days)
Essential Question: What do writers write about?
Big Idea: Writers write about their lives

Provide instruction in how to generate the best ideas for stories. One point to make with students is that, good writers think about things they do a lot and write about them. Daily model for students writing about your life. Shared or interactive writing experiences could be about experiences shared by the class. During independent writing students write and share with their peers things that happen to them. As students begin to write more, model how, good writers say their words slowly and write the sounds they hear so others can read their stories. Develop a rubric with students that help determine when a story is done. Complete instruction with the strategy of

rereading the story to decide if it is done.

Significant Task 3 – Adding more (3-5 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers add details to their writing

Through mini lesson instruction use mentor texts to show students how good writers add action to their stories. Students practice this strategy by acting out their stories for peers and then draw/revise detailed pictures to show these actions. Additional differentiated instruction may be in how good writers label the actions drawn to help them remember their stories. To add additional details to their stories, good writers think about and draw the characters, setting and what they did or what happened to make the reader feel as if they are right there. Student fluency in writing will grow rapidly. Use shared/interactive writing to demonstrate how good writers use what they already know, like the name chart, alphabet chart or word wall to help them write words that are around them. Utilize mini lesson instruction to model how good writers say their sentence while pointing to where they want each word to go on the page. They write the 1st word, point to the word, reread, write the next word, reread….and repeat until sentence is written. This helps writers remember all the words in their sentence/story.

Significant Task 4 – Revising our writing (3-5 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers add details to their writing

Students meet in several mixed partnerships, listening to the writing of their peers asking themselves "Did I do that in my story?" Students are encouraged to go back to their own writing and try similar craft moves. As students borrow from each other's craft, share before and after revisions with peers and adults. Before consider their writing finished, provide instruction in good writers think "What is my story about?" and add a title and picture to match."

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.	
Name of the Unit: Unit 3 Relations and Functions	Length of the unit: 3 weeks
Purpose of the Unit: Students are introduced to the concept of a function. They learn how to define the domain and range of a function. Students organize and analyze data in tables and graphs and use the information to describe relationships. Students use function notation in a variety of contextual situations. Finally the students are introduced to a variety of parent functions which gives additional contexts in which students look at multiple representations of functions and consolidate their understanding of independent and dependent variables and function notation. Emphasis is on distinguishing between linear functions (which are studied in greater depth in the next unit) and non-linear functions (which appear later in this course and in subsequent courses).	

Common Core State Standards Addressed in the unit:

A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

A-CED Create equations that describe numbers or relationships.

F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

F-IF Analyze functions using different representations.

F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Big Ideas:	Essential Questions:
1. Functions describe relationships between two quantities that vary. 2. Relationships can be represented as tables, graphs, and equations.	1. What defines a function? 2. How can functions be used to model real world situations, make predictions and solve problems?
Students will know: 1. definitions of domain and range 2. definition of a function and the Vertical Line Test 3. representations of functions including: verbal descriptions, tables, graphs, and equations 4. function notation	Students will be able to: 1. describe the independent and dependent variables and how they relate to the domain and range of a function that describes a real world problem 2. illustrate and compare functions using a variety of technologies (graphing calculators, spreadsheets and online recourses) 3. translate one representation of a function into another representation 4. create graphs of functions representing real world situations with appropriate axes and scales 5. use function notation to find y for a given x and to find x for a given y 6. collect real data and create meaningful graphical representations of the data with and without technology

Significant task 1: Defining relations and functions

This task involves two investigations. In the first investigation students will explore and define relations, functions, domain, and range. In the second investigation students will examine relations and functions presented by tables, graphs, and verbal descriptions; identify the input and output variables; classify relations as functions or non-functions; and examine the domains of selected real world functions. Students explore these topics through various contexts including: bottle water sold and amount of plastic in landfills and water precipitation in Hartford.

At the end of the second investigation, students will also perform an experiment and collect data that can be modeled by a function. The experiment illustrates Aesop's fable "The Crow and the Pitcher." Students model the rise in water as marbles are added to the "pitcher" after collecting the data using marbles and graduated cylinder. The investigations should be done in small groups or pairs with a full class discussion at the conclusion of each. The discussion should focus on reasoning and justification for conclusions.

This task directly targets the following standards: F-IF.1, F-IF.4, F-IF.5, F-IF.9

Timeline: 4 days

Key vocabulary: dependent variable, domain, equation of a function, function, graph of a function, independent variable, input, mapping diagram, ordered pair, output, range, relation, table, vertical line test

Materials: marbles, graduated cylinders (from science), water

Resources: Activities 3.1.1a, 3.1.1b, 3.1.2, 3.2.1, 3.2.3, 3.2.4, 3.2.2a, 3.2.2b

Significant task 2: Function Notation and Evaluating Functions

In this task students will accomplish three major things. First, they will formalize the definition of a function, domain and range. This will be more procedural and should include some individual guided practice which the resources below identify. Secondly, students will explore the concept of piecewise functions through the context of a hot air balloon ride in the Berkshire Mountains. For this part of the task students will work in collaborative teams (groups or pairs). Students are now applying their procedural knowledge of functions, domain and range in context through the development of the piecewise function. Lastly, student will develop understanding and procedural knowledge of function notation. For this part of the task, students could work either collaboratively or independently.

This task directly targets the following standards: F-IF.2

Timeline: 2 days

Key vocabulary: dependent variable, domain, evaluating a function, equation of a function, function, function notation, independent variable, input, mapping diagram, ordered pair, output, range, relation

Resources: Activities 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5

Significant task 3: Multiple Representations and Applications of Functions

In this final task students apply their knowledge built over the other two tasks to solve various problems involving functions. This is a time to offer challenge by choice in the problems students explore. Some of the element of choice can also be that students could work independently or choose to work with one to three other students. Problems offered include: basketball throws, travel time, volume of a cube, phone trees, handshakes, geo-board application (see common learning box for on-line resource), and postal rates. Students can present their problems in any way that demonstrates their understanding of the problem and a gallery walk or other presentation can be done after the groups finish. Peer assessment will be included as the task is finalized. Teachers should use the results of the mid-unit assessment to differentiate problem selection for specific students who need to develop more skills or need a challenge.

This task directly targets the following standards: A-CED 2, F-IF 4, F-IF 5

Timeline: 5 days

Key vocabulary: dependent variable, domain, evaluating a function, equation of a function, function, function notation, graph of a function, independent variable, input, linear function, non-linear function,

ordered pair, output, parabola, range, table

Resources: Activities 3.4.1a, 3.4.2, 3.4.3, 3.4.4a, 3.4.5, 3.4.9, 3.4.1.b, 3.4.4b, Unit 3 Parent Functions Reference Sheet, peer feedback rubric

Common learning experiences:

1. Each significant task has exit slips & journal entries which are found in the resource binders.
2. Warm-ups should focus on evaluating expressions, determining if a table, graph or equation is a function, and graphing functions using tables.
3. www.bottledwater.org Beverage Marketing 2008 Market Report Findings
4. www.weather.com for the precipitation data (A search of temperature and precipitation in Hartford CT)
5. Amusing video on consumers preference for bottled water http:www.bofunk.com/video/2402/bottled_water_water_vs_tap_water.ht
6. Environmental video: http://www.thefutureschannel.com/movies/environmental_movies.php
7. Powermills Activity Sheet: http://www.thefutureschannel.com/pdf/algebra/powermills.pdf
8. On-line GEO Boards (interactive) http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html

Common assessments including the end of unit summative assessment:

- End-unit Test
- There is no performance assessment unit.

Teacher Notes:

- Students may be confused when two distinct inputs produce the same output.
- Students may be confused with difference between inputs (independent variable) and outputs (dependent variable)
- Some students still have problems squaring negative numbers.
- Process standards to highlight through instruction: model with mathematics and use attending to precision and make sense of problems and persevere in solving them.

Grade: Kindergarten **Time: November/December (7 weeks)**	**Theme: Kindergarten Reading Superpowers**
Big Ideas	**Essential Questions**
• Readers use everything they know to read. • Reading is thinking • Readers tell others about their reading	▪ What are your Kindergarten Reading Superpowers? ▪ How do we use our KRSP to read? Readers use everything they know to read. (See Superpowers under Instructional Strategies) ▪ What is reading? ▪ What do readers do?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics. (K.SL. 1)	▪ Sustain a conversation with a variety of audiences ▪ Use grade level-appropriate specific vocabulary when speaking ▪ Describe similarities and differences among people, places, events, and objects
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K.SL. 2)	▪ Ask many questions demonstrating curiosity
3. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL. 5)	▪ Use props or illustrations to extend the meaning.
4. Audibly express thoughts, feelings, and ideas. (K.SL. 6)	▪ Express and reflect on feelings of self and others.
5. Use frequently occurring nouns and verbs. (K.L.1)	▪ People, place, things, and ideas ▪ Action words
6. Form regular plural nouns by adding, /s/ or /es/. (K.L.1)	▪ More than one
7. Understand and use question words. (K.L.1)	▪ Who, what, where, when, why, how
8. Use the most frequently occurring prepositions. (K.L.1)	▪ To, from, in, out, on, off, for, of, by, with
9. Produce and expand complete sentences in shared language activities. (K.L.1)	▪ Add details to ideas
10. Recognize and name end punctuation (K.L.2)	▪ Period, question and exclamation marks
11. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)	▪ Content as dictated by curriculum
Standards addressed in this unit: **(Reading Foundational Skills)**	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of the organization and basic features of print. (K.RFS.1)	▪ Use one's name to learn about words and make connections to words ▪ Understand that words are separated by spaces in print ▪ Match one spoken word to one written word while reading and point
2. Demonstrate understanding of spoken words and sounds (phonemic awareness). (K.RFS.2)	▪ Adding phonemes to the beginning of words (add /s/ to park=spark) ▪ Manipulating phonemes at the beginning of words ▪ Manipulating phonemes at the ending of words ▪ Blending two or three phonemes in words ▪ Isolate and pronounce final phonemes ***This does not include words that end in /l/, /r/, /x/***

3. Recognize and name all upper- and lowercase letters of the alphabet (phonics). (K.RFS.1)	▪ Recognizing uppercase and lower case letters ▪ Recognizing the sequence of letters in words ▪ Recognizing letters in words ▪ Understanding that words are made up of letters ▪ Making connections between words by recognizing letters ▪ Recognize letters that are embedded in words and in text ▪ Making connections between words by recognizing letter placement ▪ Identify a word that begins with the sound of each letter

4. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RFS.3)	▪ Recognize and use ending consonant sounds and the letters that represent them to read
	▪ Recognize simple CVC words
	▪ Use known words to monitor reading
	  ▪ Set 1 (s, m, t, b, f)
	  ▪ Set 2 (r, n, p, d, h)
	  ▪ Set 3 (c, g, j, l, k)
	  ▪ Set 4 (v, w, z, qu, y, x)

5. Read high-frequency words by sight. (K.RFS.3)	▪ Recognizing high frequency words <u>List A</u> the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) <u>List B</u> went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B)
6. Read emergent-reader texts with purpose and understanding. (K.RFS.4)	▪ Use Star books/Shared Reading experiences ▪ Re-read familiar texts read aloud ▪ You can read the pictures ▪ You can read the words ▪ You can retell the story ▪ Getting your mouth ready ▪ Reading to make sense ▪ Noticing high frequency words ▪ Locate words through the first letter, last letter and meaning ▪ Point crisply and read at a steady rate ▪ Match voice to print without long pauses
Standards addressed in this unit: **(Reading Literature/Informational Texts)**	**The students will *know* and be able to *do*:**

1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Partner reading/independent reading/shared reading
	▪ Introducing your superpowers
	  ▪ Using our finger to point to a word
	  ▪ Matching the words the reader says with the words on the

	page ▪ Reading snap words ▪ What to do with tricky words ▪ Using the pattern to read smoothly ▪ Looking for things you know ▪ Creating a movie in your mind ▪ Combining all your superpowers
2. Ask and answer questions about key details in a text. (K.RL.1)	▪ Readers use strategies – questioning ▪ Ask many questions, demonstrating curiosity. ▪ Using the front cover, back cover, and title page ▪ Asking questions about characters, setting, and events ▪ Asking questions about the topic and details
3. Retell stories including key details. (K.RL.2)	▪ Partner sharing/teacher conferences ▪ Using the pictures and the words to tell others about the story ▪ Telling about the beginning, middle, and end ▪ Telling others about the topic and details ▪ Describe characters, setting, events, or ending
4. Recognize common types of texts. (K.RL.5)	• Beginnings, middle parts and endings of stories • Story elements – characters, setting, events • Topics and details • Poems
5. Compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)	▪ Identifying recurring character experiences and settings.
6. Identify the main idea and key details. (K.RL.3)	▪ Search for and use information in pictures and language.

Significant Tasks

Significant Task 1 – Kindergarten Reading Superpowers (10-15 days)
Essential Question: What are our reading superpowers?
Big Idea: Readers use everything they know to read and understand texts.

Begin by introducing the idea that reading is hard work and that good readers use all of their powers to read and understand what they are reading. Introduce kindergarten superpowers: using our finger to point to a word, matching the words the reader says with the words on the page, reading snap words, what to do with tricky words, using the pattern to read smoothly, looking for things you know, creating a movie in your mind. Through shared reading students practice applying superpowers with teacher support and guidance. Students also receive opportunities to demonstrate their superpower individually in instructional reading conferences.

Significant Task 2 – Reading is thinking (6 days)
Essential Question: What is reading?
Big Idea: Reading is thinking?

Make connections between last month's focus on wondering and previewing texts, to this month's addition of questioning. The comprehension strategies are taught as

tools a reader uses. Keeping a growing record of these comprehension strategies, it will come in handy in future units. Students are encouraged to ask many important questions about story elements or topic, main ideas and/or key details with informational texts. Teacher models this type of questioning with interactive read aloud and shared reading experiences when appropriate.

Vocabulary: previewing, wondering, questioning

Significant Task 3 – Retelling the story/information to others (3 days)
Essential Question – What do readers do?
Big Idea: - Readers tell others about their reading

Based on independent reading levels students, continue to practice retelling their stories to partners and adults. Students are encouraged to use the pictures and the words to tell the story for both stories and informational texts. Teacher should conduct a conference with individual students to assess progress.

Grade: Kindergarten **Time: December**	**Genre: Writing - nonfiction** **Theme: Write like writers and scientist**
Big Ideas	**Essential Questions**
• Scientist observe the world • Writers revise their writing	• How do we write like scientists? • How do writers make their writing better?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2 2. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7) 3. Explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K.L.2)	▪ Record observations and thoughts ▪ Writers observe the world ▪ Label observations ▪ Write exact details as they are observed ▪ Spell words the best they can ▪ Stretch words out slowly ▪ Plan how they want their writing to go ▪ Plan their writing across their fingers ▪ Discuss their writing plan ▪ Go back to writing and add details ▪ Use drawings and labels to remind of writing ▪ Scientist are exact ▪ Use authors as mentors for writing ▪ Add information based on what they know ▪ Sort information ▪ Ask why about what they're observing ▪ Compare their observations (same & different) ▪ Describe what they notice ▪ Compare what they are writing to what they already know ▪ Writers look back over their work ▪ Ask questions about what we're learning ▪ Evaluate their own writing

Significant Tasks
Significant Task 1 – Observing the world (3-5 days) *Essential Question: How do we write like scientist?* *Big Idea: Scientist write about the world* Mini lesson instruction occurs around the idea that writers pay attention to the world they are living. Model for students writing down the things they observe about a scientific topic. Students can be taken outside to observe the world we live in or make observations through various texts about a selected topic. Model label observations and creating drawings that look exactly like what was observed. Through shared/interactive writing, model for students using specific language and pictures to write about observations. Continue instruction with the concept that writers write a lot. Review other science-related texts to compare how much writers include in their books. Students are encouraged to write as many details about their observations and plan what they will write before writing. These plans are discussed in student partnership and teacher conferences. To assist with planning provide instruction in planning across their fingers and discussing their plans with others.

Significant Task 2 – Adding more details (3-5 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers revise their writing

Mini lesson instruction informs students that scientist go back and add more details to their writing. Model adding more details to writing completed as a whole class or previously written. Use science tests to see how authors of these materials add details to their writing. Students are encouraged to add similar details to their writing during independent writing. Instruction informs students that scientists are exact and therefore their pictures and words also need to be exact. Read aloud several scientific texts and examining the details included in the text. Students go back and revise their previously written science booklet to add more details and to examine if they were exact in their writing.

Significant Task 3 – Think, Make Connections, Predict (3-5 days)
Essential Question: How do we write like scientist?
Big Idea: Scientist write about the world

Instruction informs students that writers add what they know to what they are learning and observing. Model for the class how if they are learning about living things they can add what they already know. Students need to be certain what they add is accurate so discourage adding what you think or feel or think you know. Model for students how resources are sometimes necessary to check information. Demonstrate through mini lesson instruction and the use of mentor texts how scientists sort their observations in various ways. With partners students need to take observations and decide how they might sort the information also looking for how things are the same and how they are different. Students can write up these observations in the form of lists or sentences grouped together.

Significant Task 4 – Finishing up our stories (3-5 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers revise their writing

As the unit comes to a completion inform students that writers always look back over their work. Use class writing to examine writing to determine if it's finished. Create a class criteria chart that will help students evaluate whether or not their work is ready to be published. Determine what are the qualities of finished writing. Students practice evaluating their work and the work of their peers.

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.

Name of the Unit: Unit 4 Linear Functions	Length of the unit: 5 weeks

Purpose of the Unit: Students start Unit 4 by exploring the distinction between linear and nonlinear behavior, and then focus on learning about linear functions. Throughout Unit 4, students derive linear models of real-world situations in order to analyze situations, make predictions or solve problems. Analyzing situations often takes the form of identifying the real world meaning of the slope and the *x*- and *y*-intercepts of a linear model. Making predictions involves evaluating models for a given independent variable (given *x* find *y*), and solving equations for the independent variable given the dependent variable (given *y* find *x*). Problem solving occurs through the use of various representations: algebraic, tabular, graphic and numeric.

Common Core State Standards Addressed in the unit:

F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 5. Interpret the parameters in a linear ... function in terms of a context.

F-LE 1. Distinguish between situations that can be modeled with linear functions [and with exponential functions].
a. Prove that linear functions grow by equal differences over equal intervals...
b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another....

F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear ...functions and show intercepts..

F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Big Ideas:	Essential Questions:
1. Linear functions are characterized by a constant average rate of change (or	1. What are the advantages and disadvantages of different representations

constant additive change). 2. Functions describe relationships between two quantities that vary. 3. Relationships can be represented as tables, graphs, and equations.	of functions? 2. What does a linear functions slope and intercepts tell you? 3. How do linear functions help us analyze real world situations and solve practical problems?
Students will know: 1. characteristics that result with positive/negative slopes and zero/undefined slopes 2. advantages and disadvantages of various forms of linear functions: standard form, slope-intercept form, and point-slope form 3. how to identify the changing parameters of a linear function and how they affect the graph 4. slope as a constant rate of change 5. representations of functions including: verbal descriptions, tables, graphs, and equations	Students will be able to: 1. interpret functions that arise in applications in terms of the context 2. analyze linear functions using different representations 3. create graphs of linear functions representing real world situations and label with appropriate axes and scales 4. Explain how changes in the parameters m and b affect the graph of a linear function. 5. determine a linear function form two non-vertical ordered pairs or from a single ordered pair and a rate of change 6. explain the meaning and practical significance of the slope and the x and y intercepts as they relate to context, graph, table and/or equation

Significant task 1: Introduction to Linear Functions

In the first investigation students distinguish non-linear functions from linear functions by exploring distance as a function of time in verbal, graphical and tabular form. Students learn that linear functions are characterized by a constant rate of change. Students begin to develop the concept of constant rate of change by examining the data generated by a motion detector as displayed in a time-distance graph. Students will understand that “walking steadily” creates a straight-line graph, whereas “speeding up” or “slowing down” creates a graph that is non-linear. Decreasing the distance from the starting place (the motion detector) will produce a graph that decreases as one reads from left to right. Conversely, increasing the distance from the starting place will create a graph that increases as one reads from left to right.

In the second investigation students recognize linear functions in tabular and graphical forms and represent functions with verbal descriptions, equations, graphs, and tables. Students will develop methods for identifying the characteristics of linear functions and an understanding of rate of change and initial value in a real word context such as pizza attributes, gas consumption, draining a swimming pool, ordering DVDs, etc. Students will identify the characteristics of a linear function, investigate the role of slopes and *y*-intercepts in the graphs of functions and relate this information to the context of various problems. Students create graphs by hand and with the graphing calculator. They engage in

activities that highlight the capability of linear functions to model a wide range of real world relationships.

In the third investigation students discover how to identify the slope of a linear function from a table, two ordered pairs, graph and the verbal description of a linear function. Students also learn how to interpret the slope in the context of real world situations such as bank accounts, temperature, and slopes of roofs/snow slides. Students calculate the slope from data in tables and graphs. They identify and interpret the slope from real-world linear situations as the constant rate of change in the dependent variable compared to the change in the independent variable.

In all three investigations students would be working in small groups or pairs. The motion detector activity is the only time students investigate as a full class. Full class discussion should focus on magnitude of the slope, direction, and the meaning of the slope and y-intercept in context. Teachers should push students to include reasoning with their responses.

This task directly targets the following standards: FLE-1, FIF-7A, F-IF6, F-LE1, F-LE1A, F-IF6, F-LE1a,F-LE1b

Timeline: 6 days

Key vocabulary: constant, dependent variable, independent variable, initial value, linear function, linear models, non-linear function, rate of change, slope, velocity

Resources: Investigation 1 - 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5
Investigation 2 - 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7
Investigation 3 - 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7

Materials needed: motion detector & rulers

Significant task 2: Slope-Intercept Form

Students explore the results of how changing the two parameters *m* and *b* changes the graph of a linear function. They will discover that changing the *y*-intercept causes a vertical shift in the graph, that the sign of the slope determines whether the graph is increasing or decreasing, and that the magnitude of the slope affects the steepness of the graph. Students will be able to graph a function given in slope-intercept form not only by making a table of values, but also by first plotting the *y*-intercept and then one or more additional points using the slope. Students will be able to find the slope-intercept equation of a line from a graph, table or real-world scenario, thus reinforcing the multi-representational approach. As in other investigations, students have opportunities to use what they are learning to solve a variety of contextual problems (snow fall, Teddy Bear sale, bank accounts, scuba diving, etc.). To complete the investigation students will discover the relationships of the slopes of parallel lines and of perpendicular lines. Again, small groups or pairs should complete the investigation and full class discussion should focus on connecting the equation to the tables and graphs with strong reasoning.

This task directly targets the following standards: F-LE2, F-LE5, F-IF7, F-IF7a, G-GPE 5

Timeline: 4 days

Key vocabulary: constant change, dependent variable, independent variable, initial value, linear

function, linear models, parameters, rate of change, slope, slope-intercept form, x-intercept, y-intercept

Resources: Activities 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7

Significant task 3: Standard Form

Students are introduced to the standard form of linear equations, rewrite equations in standard form into slope-intercept form, and use linear models in various forms to explore real world situations (basketball scores, food consumption, candy production, event planning, etc.). Students will graph the standard form of an equation two ways: by finding the *x*- and *y*- intercepts and by transforming the standard equation to slope-intercept form. Full class discussions should focus on the new form with contrasting the slope-intercept form.

This task directly targets the following standards: F-LE5, F-LE2, F-LE1

Timeline: 4 days

Key vocabulary: constant change, dependent variable, independent variable, initial value, linear function, linear models, parameters, rate of change, slope, slope-intercept form, standard form, x-intercept, y-intercept

Resources: Activities 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5

Significant Task #4: Point-Slope Form

Students learn to use the point-slope form of a linear equation and develop a deeper understanding of functions as they solve a variety of contextual problems including parking tickets, taxi cabs, car washes, and floods. Students discover that the slope-intercept, point-slope and standard forms of a linear equation are equivalent, and students learn to select a form that best fits the data or the question to be answered. Selecting the best method to graph should be the focus of the full class discussion.

This task directly targets the following standards: F-LE5, F-LE2, F-IF8, F-LE1

Timeline: 4 days

Key vocabulary: constant change, dependent variable, independent variable, initial value, linear function, linear models, parameters, point-slope form, rate of change, slope, slope-intercept form, standard form, x-intercept, y-intercept

Resources: Activities 4.6.1, 4.6.2, 4.6.3, 4.6.4, 4.6.5, 4.6.6, 4.6.7

Common learning experiences:

- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on solving equations for y, finding slope and interpreting rate of change.

Common assessments including the end of unit summative assessment:

- End-unit Test
- Mid-Term Exam

Teacher notes:

1. Students have a hard time understanding that rate of change and slope are the same thing.
2. Some students do not understand that rise/run is a rate of change.
3. Some students will need support solving literal equations.
4. Some students will struggle to see the link between the three different forms of linear functions.
5. Process standards to highlight through instruction: make sense of problems and persevere in solving them, look for and make use of structure, and look for and express regularity in repeated reasoning.

Grade: Kindergarten **Time: January (4 weeks)**	**Theme: Pattern of Reading**
Big Ideas	**Essential Questions**
▪ Readers use everything they know to read ▪ Reading is thinking	▪ How do we recognize and use patterns to help us read? ▪ What is reading?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics. (K.SL.1)	▪ Tell about personal experiences in a logical sequence ▪ Have a clear purpose ▪ Present ideas and information in a logical sequence
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K. SL.3)	▪ Know and use question words (5WsH) ▪ Form clear questions to gain information or clarify ▪ Ask many questions, demonstrating curiosity
3. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K. SL.5)	***These skills have been previously introduced. They are now expectations.*** ▪ Use props or illustrations to extend the meaning.
4. Audibly express thoughts, feelings, and ideas. (K. SL.6)	***These skills have been previously introduced. They are now expectations.*** ▪ Express and reflect on feelings of self and others.
5. Understand and use question words. (K.L.1)	▪ Who, what, where, when, why, how
6. Use the most frequently occurring prepositions. (K.L.1)	▪ To, from, in, out, on, off, for, of, by, with
7. Produce and expand complete sentences in shared language activities. (K.L.1)	▪ Add details to ideas
8. Recognize and name end punctuation(K.L.2)	▪ Recognize period, question and exclamation marks
9. Identify new meanings for familiar words and apply them accurately (multiple meaning words) (K.L.4)	▪ Some words have more than one meaning ▪ Use the context to determine meaning
10. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. (K.L.4)	▪ -s, -ed
11. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)	▪ Content as dictated by curriculum ▪ Use nouns

	▪ Use verbs
Foundations Standards Addressed in this unit:	
1. Demonstrate understanding of spoken words, syllables, and sounds. (K. RFS.2)	• Isolate and pronounce the initial, medial and final sounds in three-phoneme (CVC) words. *This does not include words that end in /l/, /r/, /x/ ▪ Hearing and saying middle phonemes in words (s-u-n) ▪ Hearing similar middle phonemes in words (cat, ran)
2. Recognize and name all upper- and lowercase letters of the alphabet. (K. RFS.1)	• Recognize uppercase and lower case letters • Recognize the sequence of letters in words • Recognize letters in words • Understand that words are made up of letters • Make connections between words by recognizing letters • Recognize letters in words • Make connections between words by recognizing letter placement • Use consistent and efficient motions to form letters • Recognize letters in continuous text motions to form letters
3. Know and apply grade-level phonics and word analysis skills in decoding words. (K. RFS.3)	▪ Recognize and use ending consonant sounds and the letters that represent them to read (b,m,t,d,g,n,p,f,l,r,s,z,ff,ss,ll,tt,ck) ▪ Recognize similar ending consonant sounds and the letters that represent them ▪ Recognize consonants and vowels
4. Read high-frequency words by sight. (K. RFS.3)	***Lists are differentiated based on individual student need.*** • Recognize and use high frequency words • Locate and read high frequency words in continuous text List A the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) List B went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B)
5. Read emergent-reader texts with purpose and understanding. (K. RFS.4)	▪ Re-read familiar texts read aloud ▪ Read the pictures ▪ Read the words ▪ Retell the story (partner reading/teacher conference) ▪ Recognize and locate words (names) ▪ Make connections between names and other words ▪ Use the letters in names to read and write words: *Chuck, chair* ▪ Use know words to monitor reading and spelling

	▪ Use first and **last names** to read and write words
	▪ Recognize and spell known words quickly
	▪ Use Superpowers
	  ▪ Use our finger to point to a word
	  ▪ Match the words the reader says with the words on the page
	  ▪ Read *snap words* (high-frequency words)
	  ▪ What to do with tricky words:
	  1. Check the picture
	  2. Go back and read it again
	  3. Get your mouth ready
	  4. Find chunks you know
	  ▪ Use the pattern to read smoothly
	  ▪ Look for things you know

Standards addressed in this unit: **(Reading Literature/Information Skills)**	**The students will *know* and be able to *do*:**
1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Get ready for reading – how will this book go? (using the structure of the language/pattern) ▪ Let the pattern sweep along ▪ Use the pictures to discover the pattern (pictures repeat so will the words) ▪ the object doesn't change the action changes – this will occur ▪ Does it repeat? Does it rhyme? Does it have a rhythm? ▪ Once you know the pattern you can figure out what's next ▪ Readers use the pattern (or what the book is mainly about) to figure out the last page ▪ Get a running start with the pattern by re-reading
2. Retell stories including key details. (K.RL.2)	▪ Use the pictures and the words to tell others about the story ▪ Tell about the beginning, middle, and end ▪ Tell others about the topic and details ▪ Describe characters, setting, events, or ending ▪ Use the pattern to tell others about the story
3. Ask and answer questions about key details in a text. (K.RL.1)	▪ Readers use comprehension strategies (predicting) ▪ Using the front cover, back cover, and title page ▪ Ask questions about the pattern ▪ Ask questions about the words
4. Recognize common types of texts. (K.RL.5)	▪ Every story has a beginning, middle parts and ending ▪ Story elements – characters, setting, events ▪ Informational text elements - topics and details ▪ Poems – recognize as a form of writing
5. Compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)	▪ Identify recurring character experiences and settings. ▪ Compare patterns in books

6. Identify the main idea and key details. (K.RIT.2)	▪ Search for and use information in pictures and language. ▪ Identify topic of text ▪ Create questions about details in text

Significant Tasks

Significant Task 1 – Looking For Patterns (5-7 days)
Essential Question: How do we recognize and use patterns?
Big Idea: Readers use everything they know to read

Using leveled texts the teacher models how looking for and noticing the pattern helps read the book. Introduce and record the basic patterns in the texts being read. Rhyming, repeating and rhythm are the three most prevalent. Read many texts that reflect one of these patterns. Notice the pattern for students during shared reading and allow students to help identify the pattern that occurs in your shared reading texts. Point out for students how sometimes the pattern can be tricky pieces with patterns including the last page could be different and when the subject versus the object changes. "The cat was eating. The cat was sleeping…….It was a busy day." In student partnerships have read aloud to each other, identifying the pattern.

Vocabulary: patterns, rhyme, rhythm, repeat
Assessment: student identifies the pattern of a particular text in a teacher conference

Significant Task 2 – Reading is thinking (3-5 days)
Essential Question: What is reading?
Big Idea: Reading is thinking

Build on the comprehension strategies previously taught of wondering and questioning and introduce predicting. Teachers model for students how noticing the pattern can help you make predictions about what will happen next in the text. Students should be encouraged to continue to wonder what's happening in the text and questioning the story elements and main ideas and details. Begin to demonstrate how readers use various strategies throughout the reading to help understand what the text is saying.

Grade: Kindergarten **Time: January**	**Genre: Writing** **Theme: Writing Pattern Books to Read, Write, and Teach**
Big Ideas	**Essential Questions**
• Writers use patterns to communicate meaning?	How do writers **convey meaning** in a pattern book? How do writers **convey their feelings and thoughts** about a topic?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of a book they are writing about and state an opinion or preference about the topic or book. (K.W.1) 2. Use a combination of drawing, dictating, and writing to compose informational/explanatory texts in which they name what they are writing about and supply some information. (K.W.2) 3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3) 4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)	• Generate a list of topics including favorite things, activities you enjoy with certain family members and friends. (to be kept in writing folders) • Understand that writers brainstorm ideas to write about • Pattern books have high-frequency words • Pattern books have repeated sentence structure. • Pattern books are about a main idea/topic and the **title** holds all the pages together. (For example: Dad is about things a dad does. At the Zoo is about different animals seen at the zoo. • The last page of a Pattern Book may repeat the title, have a surprise ending or change the story meaning. • Pattern books can have a **seesaw pattern**, one page goes one way and the next page goes another. For example: "I like ice cream. My mom does too. I like pizza. My dad does too." • Pattern books can have an **ask and answer pattern**, a question is asked and then the writers spends pages answering that question. • Pattern books with an opinion can be stated in the title, as a beginning or as an ending. • Pattern books with an opinion tell about a topic they like or dislike. • Pattern books with an opinion tell about a topic you feel strongly about. "I want ice cream for dinner." ▪ Pattern books with an opinion include the drawing progress to help students to clearly state ideas/ opinions.

Significant Tasks

To support this ***entire*** unit read aloud pattern books Levels A-4.

Significant Task 1 – Pattern books (7-10 days)
Essential question: How do writes convey meaning through patterns?
Big Ideas: Writers use patterns to help convey meaning

Review the types of patterns commonly found in texts. Use information from Reader's Workshop to transfer understandings. During mini lesson instruction inform students that good writers write books about their favorite things, families, and friends to make their classroom library their own. We can use what we already know about each other to write just right pattern books. Using the pattern books from the reading unit as a guide, use shared/interactive writing to write whole class pattern books. Students are encouraged to write pattern books about their classmates and themselves. Continued mini lesson instruction in pattern books includes good writers write stories using their high frequency words and good writers repeat these words over and over to help tell their story in a book. To complete student and whole class pattern books, model how good writers think about what their book is about and come up with a title for their book and when writing the last page of their book good writers can repeat the title, add a surprise ending or change the word pattern. Extending pattern work the teacher models instruction in two fancy patterns. These patterns include the see saw pattern and ask and answer format.

Significant Task 2 (3-5 days)
Through whole class modeling demonstrate how writers can write opinion pattern books. For example, good writers can write how they feel in the title." (I Like Balloons and I Like to Play) Additional mini lesson instruction in how good writers can write how they feel at the beginning or at the end of their story, good writers write about things they like, and dislike, good writers use pictures to add more to their words, and good writers write about things they want to have or want to do establish the foundation for opinion pattern books.

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.

Name of the Unit: Unit 5 Scatter Plots and Trend Lines	Length of the unit: 6 weeks

Purpose of the Unit: Students will be able to evaluate one and two-variable data using scatter plots with trend lines, histograms, and box plots. They will construct these graphs solely with the use of graphing calculators and other software. Students have already been introduce to the topics in this unit in grades 6-8 with the development of the one-variable graphs starting in grade 6 and two variable graphs starting in grade 8. The focus of the work in grades 6-8 is developing the skills to graph by hand, describe distributions, and compare distributions. Students also began developing various sampling techniques in grade 7 and have experience using simulations as well. Predictions and generalizing to populations was also introduced in grades 7 & 8. The focus of this 9th grade unit is to more fully develop the skills to graph using technology, generalize to populations when appropriate and to make predictions to solve problems.

Common Core State Standards Addressed in the unit:

S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.6. Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.

S-ID.6a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

S-ID.6b. Informally assess the fit of a model function by plotting and analyzing residuals.
S-ID.6c. Fit a linear function for scatter plots that suggest a linear association.

S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID.9. Distinguish between correlation and causation.

Big Ideas:	Essential Questions:
1. Correlation does not imply causation when evaluating data. 2. Outliers can greatly skew summary statistics.	1. How do we make predictions and informed decisions based on current numerical information? 2. What are the advantages and disadvantages of analyzing data by hand versus using technology? 3. What is the potential impact of making a decision from data that contains one or more outliers?
Students will know:	Students will be able to:
1. differences between measures of center and spread: mean, median (quartile 2), mode, range, quartile 1, quartile 3, minimum, maximum, percentile and inter-quartile range 2. the attributes and effects of outliers on measures of center and spread 3. the attributes of representations of data: box plots, histograms, dot plots, and scatter plots 4. interpolating vs. extrapolating 5. how to calculate the regression equation and correlation coefficient to interpret the validity of the equation using the graphing calculator 6. the properties of linear functions and their representations	1. explore and define measures of center 2. explore measures of spread and display data in dot plots, histograms, and box-and-whisker plots 3. fit a trend line to data, write an equation for the trend line, and use the equation to interpolate or extrapolate 4. answer a question about the world that can be analyzed with bivariate data 5. use technology to calculate the regression equation and correlation coefficient 6. solve an equation for *y* given *x* and solve for *x* given *y* 7. explain the meaning of slope and intercepts in context 8. identify when correlated data has a causal relationship

Significant task 1: One Variable Data

In the first investigation students will explore measures of central tendency and spread and displays of one-variable data including, dot plots, histograms, and box-and-whisker plots exclusively with the graphing calculator and other technology. Time will be spent so students will be fluent in the steps needed to construct the graphs using technology and build a more formal determination of an outlier

and the effect is has on the summary of the data. Students should work in collaborative groups as they create the graphs. Full class discussion will focus on the effects of outliers on the shape, center and spread of the data. Students will explore these concepts through the context of hurricanes, homeruns, test grades, calories in fast food products, gas prices, etc.

This task directly targets the following standards: S-ID 1; S-ID 2; S-ID 3

Timeline: 6 days

Key vocabulary: bivariate data, boxplot, causation, correlation, data, dependent variable, distribution, domain, graphical representation, histogram, hypothesis, independent variable, inter quartile range (IQR), linear relationship/model, mean (average), median, measures of central tendency, mode, mound shape, nonlinear relationship/model, ordered pair, outlier, prediction, scale, skewed distribution, standard deviation, variable

Resources: Activities 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7

Significant task 2: Scatterplots, Trend Lines, & Linear Regression

In investigation two, students will be introduced to trend lines for scatterplots through the context of NBA height and weight, fuel efficiency, ice cream sales, homework/grades, etc. They will fit a trend line to a scatter plot by hand and find its equation. They will use the equation of the trend line to make predictions by interpolating or extrapolating. The students will develop a deeper understanding about the meaning of the slope and intercepts by describing the rate of change and start point in context.

In investigation three, students will continue to explore trend lines and predictions through the context of telephone development, shark attacks, and Target sales. They will become fluent in using the graphing calculator to construct a scatterplot, find the regression equation and plot it on the graph. Students will also use other technology (Excel, Google docs, Fathom etc.) to apply these same skills. Students will also use technology to find and interpret the correlation coefficient. The students will be able to interpret the meaning of the correlation coefficient and explain the difference between correlation and causation.

In both investigations students should work in small groups or pairs while constructing the graphs and analyzing the data. Full class discussion should focus on correlation vs. causation, the strength of the linear relationship (correlation coefficient), and the appropriateness of predictions.

This task directly targets the following standards: S-ID 6 a, c; S-ID 7, S-ID.8, S-ID.9

Timeline: 6 days

Key vocabulary: causation, correlation, correlation coefficient, data, dependent variable, domain, extrapolation, graphical representation, hypothesis, independent variable, interpolation, line of best fit, linear regression, linear relationship/model, ordered pair, outlier, prediction, regression equation, scale, scatter plot, slope, trend line, variable, *x*-intercept, *y*-intercept, bivariate data

Resources: Activities 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5

Significant task 3: Explorations with Data

In this final task students apply their knowledge built over the other two tasks to represent and analyze data to solve a wide variety of problems. This is a time to offer challenge by choice in the problems students explore. Some of the element of choice can also be that students could work independently or choose to work with one to three other students. Problems offered include: forensic anthropology, stadium wave, population and congress representation, flying rubber bands, balloon fly, sea glass, Barry Bonds homeruns, Chicago Bulls scores, and cricket chirps. Students can present their problems in any way that demonstrates their understanding of the problem and a gallery walk or other presentation can be done after the groups finish. Peer assessment will be included as the task is finalized. Teachers should use the results of the mid-unit assessment to differentiate problem selection for specific students who need to develop more skills or need a challenge.

This task directly targets the following standards: S-ID 1; S-ID 2; S-ID 3, S-ID 6 a, c; S-ID 7, S-ID.8, S-ID.9

Timeline: 8 days in conjunction with the performance assessment (see below)

Key vocabulary: bivariate data, boxplot, causation, correlation, data, dependent variable, distribution, domain, graphical representation, histogram, hypothesis, independent variable, inter quartile range (IQR), linear relationship/model, mean (average), median, measures of central tendency, mode, mound shape, nonlinear relationship/model, ordered pair, outlier, prediction, scale, skewed distribution, standard deviation,

Resources: Activities 5.4.1, 5.4.2, 5.4.3a, 5.4.3b, 5.4.4, 5.4.5, 5.4.6, 5.4.7, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6,

Materials needed: projector, rulers, several yard/meter sticks or several tape measures, rubber bands (400-500), several stopwatches or the ability to project online stopwatch (or use a cell phone), masking tape, several pieces of 2-foot long rope - different diameters, 9-inch balloons for every student in the class, 12-inch balloon for the teacher

Common learning experiences:

- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on solving for *y*, writing equations of lines, finding the five number summery and determining positive and negative correlations.

Common assessments including the end of unit summative assessment:

- End-unit Test
- **Performance Assessment: Is it Linear?** In this task students are empowered to gather a set of data that would model a linear relationship. Students have free in choice in the data they choose to gather with the only restrict that it must be linear data. The audience in the task is their school counselor and they are put in the role of chief explainer of linear relationships. Students will generate their own data and final products but some time to collaborate with their peers will be given in class (while working on significant task 3). Students will also have free choice in how they prepare their final product (poster, report, video etc.). The mathematics will

be graded using a task specific rubric. An additional school wide rubric will also be used (communication or problem solving).

Teacher notes:

1. If students have a difficult time fitting a trend line to data, writing an equation for the trend line, and using the equation to interpolate or extrapolate, the upcoming investigations will reinforce these concepts.
2. Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, and use appropriate tools strategically.

Grade: Kindergarten **Time: February/March (6 weeks)**	**Theme: We Can Be Reading Teachers**
Big Ideas	**Essential Questions**
▪ Readers teach themselves and others about the book. ▪ Readers use pre-reading strategies to learn about the book. ▪ Readers share what they learn from their reading. ▪ Readers tell others about their books.	▪ How can we be reading teachers? ▪ How do we warm-up before reading? ▪ Why do we reread our books? ▪ What can we discuss with the community about our reading? ▪ What do readers do?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics. (K.SL.1)	▪ Listen actively to others read or talk about stories, poems, or informational texts ▪ Engage in the turn-taking of conversation ▪ Enter a conversation appropriately ▪ Participate actively in whole-class discussion or with peers as partners, or in a small group
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K. SL.3)	***These skills have been previously introduced. They are now expectations.*** ▪ Know and use question words ▪ Form clear questions to gain information or clarify ▪ Ask many questions, demonstrating curiosity
3. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K. SL.5)	• Engage in imaginary play ***These skills have been previously introduced. They are now expectations.*** ▪ Use props or illustrations to extend the meaning.
4. Audibly express thoughts, feelings, and ideas. (K. SL.6)	• Express opinions and explain reasoning (because…) • Speak about a topic with enthusiasm ***These skills have been previously introduced. They are now expectations.*** ▪ Express and reflect on feelings of self and others.
5. Produce and expand complete sentences in shared language activities.(K.L.1)	▪ Add details to ideas
6. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. (K.L.4)	▪ -s, -ed
7. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)	▪ Content as dictated by curriculum ▪ Use nouns ▪ Use verbs
Standards addressed in this unit: **(Reading Literature/Information Texts)**	**The students will *know* and be able to *do*:**

1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Readers teach themselves about the book ▪ Readers examine the pictures and the title. ▪ Readers make their reading sound right. ▪ Readers reread by reading the word, checking the picture and making another guess. ▪ Readers teach each other to use the letters in the word. ▪ Readers think about how the story might go. ▪ Reading partners cheer each other on. ▪ Reading partners tell us when it doesn't sound right.
2. Retell stories including key details. (K.RL.2)	▪ Readers share what they've learned from their books ▪ Readers tell about interesting parts of the book. ▪ Readers tell about funny parts of the book. ▪ Readers reread parts of the story to remember.
3. Ask and answer questions about key details in a text. (K.RL.1)	▪ Readers ask what the book is about. ▪ Reading communities ask questions when they don't understand. ▪ Readers ask questions about the story or information to remember the big parts of the story.
4. Recognize common types of texts. (K.RL.5)	▪ Readers learn different things from different types of books.
5. Compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)	▪ Readers look at how stories are the same. ▪ Readers notice characters behaviors. ▪ Readers notice big parts of stories.
6. Identify the main idea and key details. (K.RL.3)	▪ Readers teach themselves what the book is about.
Standards addressed in this unit: **(Reading Foundational Skills)**	
1. Demonstrate understanding of spoken words, syllables, and sounds. (K.RFS.2)	▪ Hearing four or more phonemes in a word. ▪ Hearing and identifying phonemes in a word in sequence.
2. Recognize and name all upper- and lowercase letters of the alphabet. (K.RFS.1)	▪ Recognize uppercase and lower case letters ▪ Recognize the sequence of letters in words ▪ Recognize letters in words ▪ Understand that words are made up of letters ▪ Make connections between words by recognizing letters ▪ Recognize letters in words ▪ Make connections between words by recognizing letter placement ▪ Use consistent and efficient motions to form letters ▪ Recognize letters in continuous text
3. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RFS.3)	▪ Understanding letters that represent consonant sounds or vowel sounds

	▪ Hearing and identifying short vowel sounds in words and the letters that represent them ▪ Recognize that words have letter patterns that are connected to sounds (phonograms/word families are spelling patterns) ▪ Recognizing and using the consonant-vowel-consonant (CVC) pattern ▪ Recognizing and using short vowel sounds at the beginning of words (at, apple, Andrew) ▪ Recognizing and using short vowel sounds in the middle of words (CVC) : hat, bed ▪
4. Read high-frequency words by sight. (K.RFS.3)	***Lists are differentiated based on individual student need.*** • Recognize and use high frequency words • Locate and read high frequency words in continuous text <u>List A</u> the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) <u>List B</u> went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B)
5. Read emergent-reader texts with purpose and understanding. (K.RFS.4)	• Re-read familiar texts read aloud • Read the pictures • Read the words • Retell the story (partner reading/teacher conference) • Recognize and locate words (names) • Make connections between names and other words • Use the letters in names to read and write words: *Chuck, chair* • Use know words to monitor reading and spelling • Use first and last names to read and write words • Recognize and spell known words quickly • Use Superpowers: a. Use our finger to point to a word b. Match the words the reader says with the words on the page c. Read *snap words* (high-frequency words) d. What to do with tricky words: • Check the picture • Go back and read it again • Get your mouth ready • Find chunks you know • Use the pattern to read smoothly • Look for things you know

Significant Tasks

Significant Task 1 – Teach yourself about the book (7-10 days)
Essential Question: How can we be reading teachers?
Big Idea: Readers teach themselves about the book

Build student confidence in their many abilities and powers to read books. Inform them that readers often teach themselves about books. Model for students previewing the texts and making predictions what the text will be about. Model the behaviors that readers use to teach themselves the book: readers examine the pictures and the title, readers make their reading sound right, readers reread by reading the word, checking the picture and making another guess, readers teach each other to use the letters in the word, readers think about how the story might go, reading partners cheer each other on, and reading partners tell us when it doesn't sound right.

Vocabulary: (as dictated by texts)

Significant Task 2 – Retelling the story (5-7 days)
Essential Question: What do readers do?
Big Idea: Readers tell others about their book

Students continue to practice retelling their stories and information learned from texts. Students can also share parts of their stories by rereading parts of the story to remember what they'd like to share. Focus students on sharing what they've taught themselves from their books. Students can focus on telling about the interesting parts, funny, or favorite parts. Daily allow students to share with the class what they learned and shared from their books. Record this information to later review all the things learned from kindergarten reading.

Assessment: kindergarten retelling

Grade: Kindergarten **Time: February**	**Genre: Writing** **Theme: Raising the quality of small moments**
Big Ideas	**Essential Questions**
• Writers writer about their lives • Writers are specific • Writers revise their writing	• What do writers write about? • How do writers make their writing better?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3) 2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) 3. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)	▪ Write small moments ▪ Stretch small moments out ▪ Use drawing and writing to share key details ▪ Picture events like a movie (sequence) ▪ Use rereading to add details ▪ Stretch stories over many pages ▪ Sequence events appropriately ▪ Revise writing ▪ Work with partners to improve writing ▪ Write words they know quickly ▪ Find resources to help with unknown words ▪ Include feelings and thoughts in small moments ▪ Revise work to include additional details ▪ Use mentor texts as inspiration

Significant Tasks

Significant Task 1 – Small Moments (7-10 days)
Essential Questions: What do writers write about?
Big Idea: Writers write the stories of their lives

Instruction in this unit uses mentor texts to help model for students zooming in on one small moment. Highlight for students the specific moments that authors have shared. Keep a running list of small moments for student reference. Through independent writing and conferences, students focus on a small moment and zoom in. Students work in partnerships to identify small moments and evaluate whether the writer has zoomed in. Student independent writing should produce multiple work samples from which students can revise and rewrite. Once students have mastered zooming in, develop student understanding that authors stretch out these small moments with specific details. Use multiple examples from mentor texts of how small moments are then stretched out with key details. Through mini lesson instruction provide strategies for stretching out the moment and sequencing events chronologically. For example, write across your fingers, itsy bitsy details, draw to help with details, picture a movie in your head, reread and partner work. Utilize conferences to provide direct instruction differentiated by evidenced student work. Word work with students includes writing words you know quickly, partner work for revisions and available key resources. Students publish a small moment for teacher evaluation.

Significant Task 2 – Details, Details, Details (3-5 days)
Essential Question: How do writers make their writing better?
Big Idea: Writers revise their writing

Continue to use mentor texts and mini lesson instruction to notice how authors use details. Focus instruction on how authors express their feelings and thoughts about the selected small moment. During student independent writing students reread to see if small moments contain their feelings and thoughts. Students work with partners and in conferences to add details about their feelings and thoughts about the moment. Use mini lesson instruction to teach strategies such as, inside/outside the story. Student assessment consists of two pieces focusing on how the author has used their feeling and thoughts to add details to their writing.

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.	
Name of the Unit: Unit 6 Systems of Linear Equations	Length of the unit: 4 weeks
Purpose of the Unit: Students will represent, compare and analyze two linear equations, look for common solutions and use this information to make choices between competing situations in real world contexts. Students will solve systems of equations numerically, graphically, and algebraically. They will be able to explain what the solution of a system of linear equations represents in the context of various applications such as those used by business leaders, economists, scientists, engineers, nutritionists, race car drivers, and athletes. They also will explore the special cases of parallel lines (no solution) and identical lines (infinite solutions). Students will recognize when one method of solving a system of linear equations is more advantageous than another. While students have had an introduction to systems of linear equations in grade 8, the work in grade 9 provides students with more experience solving systems algebraically rather than graphically (see A-REI 5).	

Common Core State Standards Addressed in the unit:

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the *x*-coordinates of the points where the graphs of the equations *y* = *f*(*x*) and *y* = *g*(*x*) intersect are the solutions of the equation *f*(*x*) = *g*(*x*); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where *f*(*x*) and/or *g*(*x*) are linear functions.

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Big Ideas:	Essential Questions:
1. Relationships can be represented as tables, graphs, and equations. 2. Properties of equality and inverse operations are used to solve equations. 3. Problems involving more than one	1. What does the intersection point of two lines represent? 2. How can you use systems of equations to compare two similar functions? 3. What does it mean when a systems of linear equations has one solution,

constant rate of change can be modeled with systems of linear equations.	infinitely many solutions, or no solutions?
Students will know: 1. strategies to solve and analyze linear equations 2. some equations have one solution, infinitely many solutions, or no solution 3. strategies to compare functions represented differently 4. the most effective strategy (graphing, table, substitution, elimination) for solving a particular system of equations depending on how that system is presented	Students will be able to: 1. graph and analyze linear equations 2. explore patterns among lines with the same slope (parallel lines) 3. explore patterns among lines whose slopes are negative reciprocals of each other (perpendicular lines) 4. solve systems of equations graphically and algebraically using all four strategies 5. model and solve problems using a system of linear equations 6. determine the most effective strategy for solving a particular system of equations depending on how that system is presented

Significant task 1: Solving Systems of Linear Equations

Students will solve systems of linear equations by making tables, solving linear equations in one variable, and graphing lines (both by hand and with the graphing calculator). They will find and interpret solutions of systems of linear equations and use systems of linear equations to solve real world problems. First, students will work in small groups to determine whether or not women's salaries within a specific salary range will ever equal the men's salaries. Students will use their knowledge from Unit 5 to calculate the intersection point of two linear functions using the graphing calculator. Once they have the point of intersection, they will explain what the point of intersection means in the context of the problem. The next application will have the students explore under what conditions one gym membership is more economical than another. Students may solve the problem by working in small groups using different approaches such as making a table, solving an equation, graphing by hand, and graphing on the calculator. Then as a whole class the various strategies can be highlighted.

This task directly targets the following standards: A-REI #6, A-REI #11

Timeline: 3 days

Key vocabulary: breakeven point, systems of linear equations, fixed cost, profit, revenue, solution to a system, total cost, variable cost

Resources: Activities: 6.1.1a, 6.1.1b, 6.1.2, 6.1.3, 6.1.4

Materials needed: rulers, graph paper

Significant task 2: Solving Systems of Linear Equations using Substitution

Students will use the substitution method to solve systems of linear equations. To date, they have experienced substituting a single value for a variable when evaluating algebraic expressions. In this investigation, students substitute algebraic expressions for a variable.

The second investigation uses a non-profit organization as a context to explore solving systems of linear equations by substitution. Through questions posed by the teacher, the students will be guided through the process of how to solve a system of equations by substitution. This strategy builds upon students' skill evaluating expressions given the value of one or more variables. In order to explore the case when two equations are given in slope-intercept form, the students will study car racing where the slower car receives a head start. They also will study another application, the economics of the breakeven point, a situation in which revenue equals cost.

This task directly targets the following standards: A-REI #5, A-REI #6

Timeline: 2 days

Key vocabulary: breakeven point, systems of linear equations, fixed cost, profit, revenue, solution to a system, total cost, variable cost, substitution

Resources: Activities: 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7

Significant task 3: Solving Systems of Linear Equations Using Elimination

Students will use the elimination method to solve systems of linear equations, identify the characteristics of a system of linear equations that lend themselves to the elimination method, and interpret the solution of a system of linear equations within the context of the problem.

Students work with linear equations that model situations such as a computer assembly line and designing a fund raiser. These scenarios are not easily solved using the substitution method and therefore motivate the need for solving systems of equations using elimination. Students will use and explain the algebraic principles that support the elimination method. At this point in the unit, discussion on what is the "best" method to use when solving a given system should be the focus of the full class discussion. Students will be pushed to provide reasoning and evidence to support their decision. The discussion should also focus on what method might be "best" for any student and what method would be the most efficient method to use.

This task directly targets the following standards: A-REI #5

Timeline: 3 days

Key vocabulary: breakeven point, systems of linear equations, fixed cost, profit, revenue, solution to a system, total cost, variable cost, elimination

Resources: Activities: 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5

Common learning experiences:

- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on solving systems of equations by graphing, substitution, and elimination, solving multi-step equations.

Common assessments including the end of unit summative assessment:

- End-Unit Test
- **Performance Assessment: Community Park** Students will complete a plan for a community park that contains a basketball court, walkways, and a feature (like a fountain or gazebo) at the intersection of the walkways. The audience will be the construction crew and students have requirements/restrictions they must follow. Students will prepare the construction plan in pairs and while they have some choice in their final product there are specific requirements that are needed for the construction plan. For this task the mathematics will be graded using a task specific rubric. During the completion of the task (3 days) students will also be graded using the problem solving rubric (school wide).

Teacher notes:

1. Students may still have difficulty writing equations in y=mx + b form for substitution.
2. Students may need some guidance in identifying the two variables and writing the two equations.
3. If students understand the algebra that supports the elimination method but have difficulty remembering and/or following the sequence of steps involved, you might have them work in pairs or small groups to develop a note card that describes the sequence of steps in their own words and includes one or more examples of how to implement the elimination method.
4. Students should be encouraged to always add their two equations for the elimination method, this will eliminate sign errors.
5. Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, and use appropriate tools strategically.

Grade: Kindergarten **Time: March/April (6 weeks)**	**Theme: Learning About Ourselves and Our World**
Big Ideas	**Essential Questions**
▪ Readers work hard to learn information. ▪ Nonfiction readers read more than one book about a topic to compare and contrast. ▪ Nonfiction readers ask and answer questions to learn more about a topic.	▪ How do we learn information from books? ▪ How do we combine learning from more than one book? ▪ How can we compare and contrast books?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics. (K. SL.1)	▪ Tell about personal experiences in a logical sequence ▪ Have a clear purpose ▪ Present ideas and information in a logical sequence
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K. SL.3)	***These skills have been previously introduced. They are now expectations.*** ▪ Know and use question words ▪ Form clear questions to gain information or clarify ▪ Ask many questions, demonstrating curiosity
3. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K. SL.5)	***These skills have been previously introduced. They are now expectations.*** ▪ Use props or illustrations to extend the meaning.
4. Audibly express thoughts, feelings, and ideas. (K. SL.6)	***These skills have been previously introduced. They are now expectations.*** ▪ Express and reflect on feelings of self and others.
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will know and be able to do:**
1. Actively engage in independent and group reading activities with purpose and understanding. (K.RIT. 10)	▪ Readers know how to identify informational books (photographs on cover and inside pages) ▪ Readers teach themselves about the informational book. ▪ Readers look at the pictures, think about the title and what they know about the topic of the book to help them figure out a tricky word. ▪ Readers make sure their reading makes sense, sounds right and looks right. ***This has been previously introduced. They are now expectations.*** ▪ Readers think about the topic. ▪ Reading partners cheer each other on.
2. Retell stories including key details. (K.RL.2.)	▪ Readers share what they've learned from their books ▪ Readers tell about interesting parts of the book. ▪ Readers reread parts of the story to remember. ▪ Readers share their new learning and thinking with their reading partners.

3. Ask and answer questions about key details in a text. (K.RIT.1)	▪ Readers use what they already know about a topic to get ready to read. ▪ Readers ask what the book is about. ▪ Reading communities ask questions when they don't understand. ▪ Readers ask questions about the story or information to remember the big parts of the story. ▪ Reading partners ask, "What else did you learn…? or "What's the most important thing to know about…? What else did you learn about….?"
4. Identify the main topic and key details. (K.RIT.2)	▪ Readers teach themselves what the book is about. ▪ Readers anticipate the next pages in the book to help them think about what is the same between one page and another. ▪ Readers think about what is this particular book teaching. ▪ Readers share all they know about a topic with their partner.
5. Identify front cover, back cover and the title page. (K.RIT.5)	▪ Readers use thoughts they have about the title, covers and what they already know about the topic to read each page. ▪ Readers use the images on the front and back cover of a book to help them figure out the topic.
6. Identify basic similarities in and differences between two texts on the same topic. (K. RIT.9)	▪ Readers will combine their learning from two or more books to compare and contrast information.
Standards addressed in this unit: **(Foundational Skills)**	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of spoken words, syllables, and sounds. (K.RFS.2)	• Blending three or more phonemes in a word • Deleting phonemes in a word
2. Recognize and name all upper- and lowercase letters of the alphabet. (K.RFS.1)	• Recognizing uppercase and lower case letters • Recognizing letters in words • Recognizing the sequence of letters in words • Understanding that words are made up of letters • Making connections between words by recognizing letters • Recognize letters that are embedded in words and in text • Making connections between words by recognizing letter placement • Identify a word that begins with the sound of each letter • Recognize letters in continuous text • Uses consistent and efficient motions to form letters
3. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RFS.3)	• Hearing and identifying long vowel sounds in words and the letters that represent them

	• Recognize and use simple phonograms with a VC pattern (easiest): -ad, -ag, -an*, -am, -at*, -ed, -en, -et, -ig, -in*, -it*, • -og, -op*, -to, -ut *=most common phonogram
4. Read high-frequency words by sight. (K.RFS.3)	***Lists are differentiated based on individual student need.*** • Recognize and use high frequency words • Locate and read high frequency words in continuous text <u>List A</u> the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) <u>List B</u> went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B) • Recognize and learn concept words: color names, number words, days of the week, months of the year, seasons • Recognize and use words that are related in many ways: sound, spelling, meaning • Understand the concept of plural • Recognize and use plurals that add s: dogs, cats, apples • Recognize and use endings that add s to a verb to make it agree with the subject: skate/skates; run/runs • Recognize and use endings that use *ing* to denote the present participle: play/playing; send/sending
5. Read emergent-reader texts with purpose and understanding. (K.RFS.4)	▪ Re-read familiar texts read aloud ▪ Read the pictures ▪ Read the words ▪ Retell the story (partner reading/teacher conference) ▪ Recognize and locate words (names) ▪ Make connections between names and other words ▪ Use the letters in names to read and write words: *Chuck, chair* ▪ Use know words to monitor reading and spelling ▪ Use first and last names to read and write words ▪ Recognize and spell known words quickly ▪ Use Superpowers ▪ Use our finger to point to a word ▪ Match the words the reader says with the words on the page ▪ Read *snap words* (high-frequency words) ▪ What to do with tricky words: ▪ Check the picture ▪ Go back and read it again

	▪ Get your mouth ready ▪ Find chunks you know ▪ Use the pattern to read smoothly ▪ Look for things you know

Significant Tasks

Significant Task 1 – Going on trips in our books
Essential Question: How do we learn information from books?
Big Idea: Readers work hard to learn information.

Inform students that when we read nonfiction it's like going on a trip into our book. Instruction includes teacher modeling on previewing the text and asking questions about what the text might be about. Demonstrate for students how the title and pictures will give you insight into the topic of the text and also some key details. Include lessons on activating prior knowledge about various topics. Re-introduce the concept of using the pattern to help determine what the book is about. Through guided practice and independent reading, students continue to travel through their books. Teach students in partnerships and independent reading to count the things they've learned from reading on their fingers. Continue to develop student understanding through instruction through the teaching of text structures that help us with nonfiction including bold words, chapter and section headings, and illustrations. Model through read aloud time how these structures help with learning new information from the text. Mini lesson instruction should include how to solve tricky words with nonfiction texts. Provide students with the structure to discuss where they are "travelling" to in their books.

Vocabulary: travel
Assessment: Travel book – Where did I go?

Significant Task 2 – Comparing and Contrasting
Essential Question: How can we compare and contrast information in books?
Big Idea: Nonfiction readers read more than one book about a topic to compare and contrast.

Utilizing the texts read aloud in the first task, begin to demonstrate for students how after reading several texts on the same topic readers can make comparisons. Teach students the same different game. Partnerships then learn to look for similar information in texts when they are reading. Students are encouraged to share the similarities and differences in the patterns of the books they're reading. Create a class chart that depicts the various comparisons students have made.

Grade: Kindergarten **Time: March**	**Genre: Writing** **Theme: Procedural writing**
Big Ideas	**Essential Questions**
• Writers write about their lives • Writers are specific • Writers revise their writing	• What do writers write about? • How do writers make their writing better?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2 2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) 3. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)	• Write about things they know how to do • Explain steps in order • Add details to pictures • Use precise words • Include specific text features • Spell familiar words accurately • Fix up and revise work for publishing

Significant Tasks

Significant Task 1 – How to Book
Essential Question: What do writers write about?
Big Idea: Writers write about what they know

Use mini lesson instruction and mentor texts to define "How-to Books." Students need multiple exposures to this genre of writing. Build on other units and the idea that writers write about what they know; it is the same for "How-to-Books. Independent practice produces multiple "How-to-Books." Students write about the many things they know how to do. Students work with partners to generate lists that they share with the class and invite other to write about as well. Mini lesson instruction may also include strategies that include, add details to picture, use precise words, include text features

Significant Task 2 – Fixing it up
Essential Question: How do writers make their writing better?
Big Idea: Writers revise their writing

Use mini lesson instruction to further enhance student understanding regarding completed writing. Teach students to examine examples to ask if the author has tried various craft moves. Review through mini lessons how students use their knowledge of words to be certain they're writing is clear for someone else to read; is the writing clear. Students work with partners to evaluate work to determine if it's done. Students will publish a "How-to-Book" for final assessment.

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.	
Name of the Unit: Unit 7 Introduction to Exponential Functions	Length of the unit: 4 weeks
Purpose of the Unit: While numerical representations (e.g., tables) help to show that exponential functions grow very quickly, students may develop a better conceptual understanding of exponential functions by exploring graphical or symbolic representations through investigations. Because the graph of an exponential function rises or falls very rapidly, it shows pictorially that the value of the function increases or decreases at a swift rate.	

Common Core State Standards Addressed in the unit:

N-RN 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.

F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove ... that exponential functions grow by equal factors over equal intervals....

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

N-RN 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For ex., interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*

A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

e. Graph exponential ... functions, showing intercepts and end behavior...

F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Big Ideas:	Essential Questions:
1. Exponents are used to represent repeated multiplication. 2. Linear functions have a constant difference whereas exponential functions have a constant ratio. 3. Analyzing patterns and generalizing patterns allows you to make predictions.	1. What are the limitations of exponential growth models? 2. How can one differentiate an exponential model from a linear model? 3. How can patterns help in problem solving?
Students will know: 1. the properties of exponents 2. the attributes of exponential functions and their parameters 3. the characteristics of exponential growth and decay 4. the domain and range for exponential functions 5. geometric sequences are exponential functions	Students will be able to: 1. identify the independent and dependent variables and explain how they are related to the domain and range of a function (linear and exponential) describing a real-world problem 2. recognize that exponential functions represent constant multiplicative change, written symbolically as $y = a(b^x)$; a unit increase in the independent variable (x) causes the value of the dependent variable (y) to be multiplied by b 3. compare and contrast linear and exponential growth 4. explain how changes in the parameters *a* and *b* affect the graph of an exponential function and validate the practical significance of the parameters in a real-

	world problem 5. use exponential functions to model and solve problems

Significant task 1: Exponential Growth Family

Students determine whether or not the data (population trend, world agriculture) are linear using prior knowledge about the properties of linear tables, graphs, and equations, and by using linear regression and the correlation coefficient. This will lead to the discovery that sometimes deciding whether or not real data are linear can be complex and should involve more than one tool (graphs, tables and differences, regression equations and correlation coefficients). Full class or small groups would work well with these this investigation.

Students will next develop the properties of exponents (multiplying, dividing, power rule, zero and negative exponents). Students will use number patterns to discover the rules, engage in individual guided practice and then apply the rules to operations on numbers expressed in scientific notation.

This task directly targets the following standards: F-IF 7e, F-BF 2, F-LE 1a, F-LE 3, N-RN 1, N-RN 2, F-LE 1

Timeline: 6 days

Key vocabulary: exponential function, exponential growth, exponential decay, properties of exponents, non-linear functions, multiplier, base, coefficient, zero exponent, monomial, exponent

Resources: Activities: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6

Significant task 2: Exploring Parameters of Exponential Functions

Students will explore the effects of changing the parameters a and b in the general exponential function in small groups or pairs. They will understand that when $b > 0$ the function models exponential growth and that when $0 < b < 1$ the function models exponential decay. They will identify a as the initial value or y-intercept. They will identify exponential functions and distinguish exponential functions from other types of functions, especially linear functions, from tables of values and real-world contexts such as: building walls, weights of puppies, death rates, Starbucks stores, etc. During full class discussion, teachers should focus on connections between the graph and the changing parameters.

This task directly targets the following standards: F LE-1, F LE-2, F LE-3, F LE-5

Timeline: 3 days

Key vocabulary: exponential function, exponential growth, exponential decay, properties of exponents, non-linear functions, multiplier, base, coefficient, zero exponent, monomial, exponent

Resources: Activities: 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6

Significant task 3: Exploring and Modeling Exponential Relationships.

Students apply their knowledge of exponential functions to two experiments in which they collect and analyze data with the context of compound interest and half-life. Exponential growth or decay is often described in terms of per cent increase or decrease. In these two investigations students explore the relationship between rates of change and the growth or decay factor they have learned to associate with the parameter *b* in the general form of the exponential function s.

For both investigations students should work in small groups or pairs. Full class discussion should focus on observations, analysis and connections between the data and equation. Reasoning should be include with clear evidence for conclusions.

This task directly targets the following standards: F-LE 2, F-LE 5, A-SSE 1b. A-SSE 3c, F-IF 8b, F LE-1, F LE-1c

Timeline: 6 days

Key vocabulary: exponential function, exponential growth, exponential decay, compound interest, non-linear functions, doubling time, half-life, percent change

Resources: Activities: 7.4.1, 7.4.2, 7.4.3, 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6, 7.6.1, 7.6.2

Materials needed: balls of various kinds and materials, yard or meter sticks or tape measures, masking tape

Common learning experiences:

- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on exponent properties, writing and solving equations.

Common assessments including the end of unit summative assessment:

- End-Unit Test
- **Performance Assessment: Purchase an I-Pad?** Students will investigate whether purchasing the second generation I-pad is more economical than waiting to purchase a new generation of I-Pads. The students' parents made a deal with them and told their children that if they can mathematically prove that the i-pad 2 will be worth at least $200 in five years, they will buy them one. In order to determine the price of the i-pad 2 in five years students will have to use the data from 2010 on the first generation i-pad. Students will have choice in their presentation medium. Their final product should be addressed to their parents showing and explaining to them the process they used. During the completion of the task (3-4 days) students will also be graded using the problem solving rubric (school wide).

Teacher notes:

1. Students have a difficult time understanding and applying the exponential rules. Consider expanding the exponents out and simplifying the fractions to show the rules with specific

students.

2. The M&M lab that is listed as one of the activities in Significant Task 3 is done in grade 8 for non-honors students. It can be included as an activity/lab for honors Algebra 1 in grade 8 only.
3. Process standards to highlight through instruction: make sense of problems and persevere in solving them, look for and make use of structure, and look for and express regularity in repeated reasoning.

Grade: Kindergarten **Time: May (4 weeks)**	**Theme: Brave and Resourceful Readers**
Big Ideas	**Essential Questions**
▪ Readers notice when there is a tricky part and then take action ▪ Readers reread with purpose ▪ Readers support their partners with words and comprehension	▪ How do readers help themselves when they come to an unknown word? ▪ How do readers reread books with a particular goal in mind? ▪ How do readers know how to help a partner with tricky parts?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics.(K.SL.1)	▪ Explain and describe people, events, places, and objects ▪ Compare personal knowledge with what is heard
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K.SL.3)	***These skills have been previously introduced. They are now expectations.*** ▪ Confirm understandings ▪ Form clear questions to gain information
3. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)	***These skills have been previously introduced. They are now expectations.*** ▪ Use props or illustrations to extend the meaning
4. Audibly express thoughts, feelings, and ideas. (K.SL.6)	***These skills have been previously introduced. They are now expectations.*** • Engage in imaginary play ▪ Express and reflect on feelings of self and others
5. Produce and expand complete sentences in shared language activities. (K.L.1)	▪ Add details to ideas
6. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. (K.L.4)	▪ -s, -ed
7. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)	▪ Content as dictated by curriculum ▪ Using nouns ▪ Using verbs
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will know and be able to do:**
1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Reading partners help each other when one of them gets stuck on a tricky part. S/he doesn't tell the word but uses prompts like, "Try something." "Look at the picture." Think about what is happening in the story." "Look at the word." ▪ Reading partners listen to each other read and think alongside each other. When something doesn't seem quite right we remind each other to "Check it." "Fix it." or "Try that again." ▪ Reading partners help each other look more closely at the words. We might say," Read this again while pointing underneath this word."
2. Retell stories including key details. (K.RL.2)	▪ Readers retell the story to each other to make sure they both understand what is happening in the book. ▪ Reading partners reread to find a part they forgot or missed when

	retelling. ▪ Readers when finished with a book retell the important part to themselves. Then they reread to make sure they did not leave anything important out.
3. Ask and answer questions about key details in a text. (K.RL.1)	▪ Reading partners go back to reread if they don't agree with something the other partner said to fix their retell.
4. Ask and answer questions about unknown words in text. (K.RL.4)	Readers act when they read a part that does not make sense. ▪ Readers scan the whole picture, look at the word and think what would make sense. ▪ Readers go back and reread, and think what would look right and make sense. ▪ Readers get their mouth ready and think what would sound right and make sense. ▪ Readers work hard to figure out words. They are flexible and try to different strategies if they don't work. ▪ Readers finish a book and go back to the pages and find the words that gave them trouble. They practice rereading and remembering each word. Reread the book again and make it sound perfect.
Foundations Standards Addressed in this unit:	
1. Demonstrate understanding of spoken words, syllables, and sounds. (K.RFS.2)	▪ Add phonemes to the end of words ▪ Manipulates phonemes in the middle of words
2. Recognize and name all upper- and lowercase letters of the alphabet. (K.RFS.1)	▪ Recognize uppercase and lower case letters ▪ Recognize the sequence of letters in words ▪ Recognize letters in words ▪ Understand that words are made up of letters ▪ Make connections between words by recognizing letters ▪ Recognize letters in words ▪ Make connections between words by recognizing letter placement ▪ Use consistent and efficient motions to form letters ▪ Recognize letters in continuous text
3. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RFS.3)	▪ Recognize and use more difficult phonograms with a VC pattern: -ap*, -aw*, -ay*, -ip*, -ug*, -ab, -ar, -ed, -eg, -em, -en, -ib, -ix, -ob, -od, -ow, (blow) -ow (cow), -um, -un *=most common phonogram ▪ Recognize and understand simple compound words: into, myself, itself, today Recognize and use word parts (onset, rimes) to read a word: br-ing; cl-ap
4. Read high-frequency words by sight. (K.RFS.3)	***Lists are differentiated based on individual student need.***

	▪ Recognize and use high frequency words ▪ Locate and read high frequency words in continuous text <u>List A</u> the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) <u>List B</u> went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B) ▪ Recognize and learn concept words: color names, number words, days of the week, months of the year, seasons • Recognize and use words that are related in many ways: sound, spelling, meaning • Understand the concept of plural • Recognize and use plurals that add s: dogs, cats, apples • Recognize and use endings that add s to a verb to make it agree with the subject: skate/skates; run/runs • Recognize and use endings that use *ing* to denote the present participle: play/playing; send/sending

5. Read emergent-reader texts with purpose and understanding. (K.RFS.4)	▪ Re-read familiar texts read aloud
	▪ Read the pictures
	▪ Read the words
	▪ Retell the story (partner reading/teacher conference)
	▪ Recognize and locate words (names)
	▪ Make connections between names and other words
	▪ Use the letters in names to read and write words: *Chuck, chair*
	▪ Use know words to monitor reading and spelling
	▪ Use first and last names to read and write words
	▪ Recognize and spell known words quickly
	▪ Practice Superpowers
	  ▪ Use our finger to point to a word
	  ▪ Match the words the reader says with the words on the page
	  ▪ Use the pattern to read smoothly
	  ▪ Look for things you know
	  ▪ Read *snap words* (high-frequency words)
	  ▪ What to do with tricky words:
	  i. Check the picture
	  ii. Go back and read it again
	  iii. Get your mouth ready
	  iv. Find chunks you know

Significant Tasks

Significant Task 1 – What to do with tricky words (3-5 days)
Essential Question: What do readers do when they come to a tricky word?
Big Idea: Readers notice when there's a tricky part and take action.

Instruction focuses on using a variety of strategies to solve tricky words. Through mini lesson instruction remind students of all the word solving strategies they know: check the picture, does that make sense, does it sound right, thinking about the whole book (not exclusive list). Create a criteria chart for what to do with tricky words. After re-introducing and modeling use of the strategies students help identify a strategy that may help with a particular tricky word. Model why certain strategies are not successful with certain words. In partnerships have students help each other and remind each other of all the strategies they could use to solve unknown words. Demonstrate through mini lessons how sometimes you have to use the whole word to determine what it says. In small group and conferences check and encourage the use of multiple strategies to solve words even if the first strategy selected works.

Assessment: Teacher listens to student read orally
Vocabulary: tricky, prompt

Significant Task 2 – Re-read with purpose (2-3 days)
Essential Question: How do readers reread books with a particular goal in mind?
Big Idea: Readers reread with purpose.

Model for students re-reading with a purpose. The purpose can be to improve fluency, better understand the story, learn new words, etc. Demonstrate for students the many reasons that readers re-read a text. Create a class criteria chart to list the reasons to re-read. Model this over several days. Through guided practice students can help participate in the reason for the re-reading. In partnerships and independent reading students select various reasons to re-read a text.

Grade: Kindergarten **Time: April/May**	**Genre: Writing** **Theme: Informational Texts**
Big Ideas	**Essential Questions**
• Writers write about their lives • Writers are specific • Writers revise their writing	• What do writers write about? • How do writers make their writing better?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2 2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) 3. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)	• Write about things they know how to do • Write across fingers • Use visuals to explain ideas • Sort information/ideas in texts • Revise for organization • Revise for elaboration • Revise to add text features • Make writing easy to read • Check for spelling • Use resources to check

Significant Tasks

Significant Task 1 – Informational texts
Essential Question: What do writers write about?
Big Idea: Writers write what they know

Use mini lesson instruction and multiple mentor texts to collaboratively define informational texts and how they are the same or different from narratives and other types of writing. Model for students how writers write everything they know about a topic. Build this knowledge with instruction in writing across their fingers, using visuals to explain and clarify their ideas. Students use independent writing to practice incorporating strategies into multiple informational booklets. Utilize partnerships to examine student writing for strategic work. Return to mentor texts to examine and develop understanding of how information is organized.

Significant Task 2 – Revision
Essential Question: How do writers make their writing better
Big Idea: Writers revise their writing

Use mini lesson instruction to develop student understanding in how revision can be used to improve writing in many ways. Use shared writing experiences to revise writing for organization, elaboration, and text features. During independent writing students work to incorporate these strategies into their work. Model how writers go back and make sure words are spelled correctly and how to utilize various resources to help spell unknown words

Windsor Public Schools
Curriculum Map for the Secondary Level
Algebra 1

Purpose of the Course: This is the first course in the high school sequence with a focus on Algebra. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics.	
Name of the Unit: Unit 8 Introduction to Quadratic Functions	Length of the unit: 7 weeks
Purpose of the Unit: The intent of this unit is to introduce students to quadratic functions concretely just as the linear function was developed in grades 7 & 8. Students will make connections between the table, graph, and equation first and then build procedural fluency to solve quadratic equations. Students will apply their factoring and solving skills in Geometry. Students will next do a more formal study of the quadratic functions in Algebra 2. Students will finalize the study of the quadratic through a thorough application of conic sections in Pre-Calculus. Students are developing the concrete understanding of quadratic relationships and they will develop mastery of solving quadratics functions through the next two courses.	

Common Core State Standards Addressed in the unit:

A-SSE 3. a Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries...

F-IF 7a. Graph ... quadratic functions and show intercepts, maxima, and minima.

F-IF 8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-BF 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific

values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology...

A-REI 4. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Big Ideas:	Essential Questions:
1. Functions describe relationships between two quantities that vary. 2. Relationships can be represented as tables, graphs, and equations. 3. Formulas and theorems in mathematics are proven.	1. What does the equation or graph tell you about the other representation? 2. What are the advantages and disadvantages of the various representations? 3. How do you know that a formula or theorem is valid?
Students will know:	Students will be able to:
1. the definitions of a monomial, binomial and trinomial 2. the various representations of quadratic functions: tables, graphs, and equations 3. the characteristics of the quadratic function 4. strategies to solve quadratic equations: graphs, factoring, completing the square, and using the quadratic formula	1. graph and identify important characteristics of the quadratic function 2. identify behavior of a given quadratic function through an understanding of the parent function 3. solve quadratic equations by factoring, completing the square and using the quadratic formula 4. expand product of two binomials 5. derive the quadratic formula

Significant task 1: Another Nonlinear Family: Parabolas everywhere

Students will compare and contrast a quadratic relationship with linear and exponential patterns by looking at two sets of data. The first replicates one of Galileo's experiments and the second models HIV infections in new born babies. As part of the investigations, they will use their graphing calculator to find a quadratic regression in a similar way to the linear regression done in unit 5. Teachers may want to do the first investigation as a full class modeling the steps and then small groups can do the HIV investigation on their own. Full class discussion at this point in developing the quadratic function should highlight observations while comparing and contrasting to other functions developed thus far in their career in mathematics.

This task directly targets the following standards: A-CED 1, A-CED 2, F-IF4

Timeline: 2 days

Key vocabulary: Coefficient, Constant Term, Decreasing, First Differences, Increasing, Leading Coefficient, Line of Symmetry, Linear Term Opens Up, Monomial, Opens Down, Quadratic Function, Quadratic Equation, Second Differences, Parabola, Parameter, Standard Form, Trinomial, Vertex

Resources: Activities 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6

Significant task 2: Quadratic Functions in Vertex Form and Solving Using Square Root Property

This is the last task of the course and depending on time not all students will be able to complete the entire task. The first portion of the task the entire class would complete. Working in small groups or partners students will investigate the effects of the parameters a, h and k on the graph of a parabola, identify the vertex and whether the parabola opens up or down. Students will reverse the process and write an equation in vertex form for a parabola given its vertex and one other point. Full class discussion should focus on the reasoning and evidence the groups have to defend their conclusions.

Students will learn to apply the Square Root property and the principle of "undoing" to solve equations of the form They will then apply this skill to finding the x-intercepts of parabolas with functions in vertex form and applications of functions given in vertex form.

This task directly targets the following standards: F-IF4, F-IF7a, F-BF3, A-REI 4

Timeline: 5 days

Key vocabulary: Algorithm, Binomial, Coefficient, Constant Term, Expanded Form, Leading Coefficient, Line of Symmetry, Quadratic Function, Quadratic Equation, Parabola, Parameter, Square Root Property, Standard Form, Vertex, Vertex Form, x-intercepts

Resources: Activities 8.2.2, 8.2.4, 8.2.5, 8.2.6, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6

Significant task 3: Quadratic Functions in Factored Form and Factoring Quadratic Functions

Students will discover that quadratic functions can be expressed in factored form and will multiply

binomials to convert quadratic functions in factored form to quadratic functions in standard form. The focus of this task is to begin to build procedural skill of factoring to arm students with the skills needed to problem solve in Geometry and Algebra 2. Students will mostly be involved in individual guided practice to develop this skill.

Specifically, students will factor quadratic trinomials of various forms and convert quadratic functions in standard form to quadratic functions in factored form. They will learn that factoring polynomials is the inverse operation of multiplying polynomials. They will be able to solve the quadratic equation by using the zero product property. Using formative assessment, challenge specific students to move beyond leading coefficients of one as they are ready. The goal will be that all students will be able to move to this level however, it is more important for students to be proficient with leading coefficients of one.

This task directly targets the following standards: A-APR 1, F-IF 4, F-IF 7a, F-BF-3, A-SSE 3a

Timeline: 5 days

Key vocabulary: Algorithm, Binomial, Coefficient, Constant Term, Expanded Form, Factored Form, Leading Coefficient, Monomial, Quadratic Function, Quadratic Equation, Parabola, Parameter, Standard Form, Trinomial, Vertex Form, Zero Product Property

Resources: Activities 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6

Materials needed: Algebra Tiles

Significant Task #4: Completing the Square and the Quadratic Formula

In this task students will use algebra tiles to model the method of completing the square and will develop the procedure for this strategy. Students will then use the structure of completing the square with variables to represent the coeffients of a quadratic function in standard form to derive the quadratic formula. Students will then use the two methods along with factoring to practice solving quadratics with all three methods.

Again, the focus of this task is to begin to build procedural skill of factoring and completing the square to arm students with the skills needed to problem solve in Geometry and Algebra 2. Students will mostly be involved in individual guided practice to develop these skills. Specifically, students will need to be able to use completing the square when working with equations for circles in Geometry and when they continue studying the quadratic function in Algebra 2. Again, using formative assessment, challenge specific students to move beyond leading coefficients of one as they are ready. The goal will be that all students will be able to move to this level however, it is more important for students to be proficient with leading coefficients of one.

This task directly targets the following standards: A-REI 4, A-SSE 3b, F-IF 8a

Timeline: 6 days

Key vocabulary: Algorithm, Binomial, Coefficient, Constant Term, Leading Coefficient, Monomial, Quadratic Formula, Quadratic Function, Quadratic Equation, Parabola, Standard Form, x-intercepts,

derive, completing the square

Resources: Activities 8.6.1, 8.6.2, 8.6.3

Common learning experiences:

- Each significant task has exit slips & journal entries which are found in the resource binders.
- Warm-ups should focus on solving systems of equations, evaluating quadratic functions, simplifying expressions, multiplying polynomials and factoring.

Common assessments including the end of unit summative assessment:

- End-Unit Test
- Final Exam

Teacher notes:

1. Students will need to understand a larger set of attributes to work with quadratic functions; the roots, y-intercept, vertex, axis of symmetry, width and direction of a parabola. This extra complexity can be challenging. The key is to help students see the connections between the equation and the graph. Make sure that the students understand which parts of the equation control the various characteristics of the graph.
2. Students will develop at different pace with factoring skill. While tempting to extend time for task 3, resist. Factoring can practiced during task 4 as homework and warm-ups.
3. Process standards to highlight through instruction: reason abstractly and quantitatively, and look for and make use of structure.

Grade: Kindergarten **Time: June (3 weeks)**	**Theme: Readers Get to Know Characters by Pretending and by Performing Our Books**
Big Ideas	**Essential Questions**
▪ Readers have strategies for getting to know a character ▪ Readers can work with partners to pretend we are the characters in the book	▪ How do readers get to know a character better? ▪ What comprehension strategies do readers use to understand characters in meaningful ways?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do: (Independently)**
1. Participate in small and large group conversations with peers and adults about Kindergarten topics.(K.SL.1)	▪ Build on statements of others ▪ Explain and describe people, events, places, and objects • Compare personal knowledge with what is heard
2. Ask and answer questions in order to seek help, get information, or clarify something heard. (K.SL.3)	• Ask many questions, demonstrating curiosity (is this in previous months) • Explain cause-and-effect relationships • Show interest in meaning of words?? ***These skills have been previously introduced. They are now expectations.*** ▪ Confirm understandings ▪ Form clear questions to gain information
3. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)	***These skills have been previously introduced. They are now expectations.*** • Engage in imaginary play ▪ Use props or illustrations to extend the meaning
4. Audibly express thoughts, feelings, and ideas. (K.SL.6)	• Begin to verbalize reasons for problems, events, and actions ▪ Describe how the characters look and how the character feelings change
5. Use words and phrases acquired through conversations, reading and being read to, and responding to text. (K.L.6)	• Begin to talk about what the character may be saying and *how* the character may be talking (ie: speech bubbles)
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will know and be able to do:**
1. Actively engage in independent and group reading activities with purpose and understanding. (K.RL.10)	▪ Readers compare and contrast the experiences of new characters with ones they know ▪ Readers make connections with characters ▪ Readers pretend to be the characters in the book ▪ Readers act out scenes with partners using animated voices and dramatic motions ▪ Readers empathize with a character's situations, experiences and relationships
2. Retell stories including key details. (K.RL.2)	▪ Readers use the setting and story elements (character, setting and story events) to understand the character better ▪ Readers will dramatize what is happening in their stories as a way to think about their characters

3. Ask and answer questions about key details in a text. (K.RL.1)	▪ Readers use the title and cover of a book to ask themselves, "What does this tell me about the characters?" ▪ Readers ask themselves, "How does the character feel now?"
4. Identify characters, settings, and major events in the story. (K.RL.3)	▪ Readers will take on roles that of the narrator and characters of familiar stories ▪ Readers will learn how to focus on the illustrations and photographs (character's facial expressions, body language, and gestures) to teach them about the characters' moods, personality, and feelings
Standards addressed in this unit: **(Foundational Skills)**	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of spoken words, syllables, and sounds. (K.RFS.2)	▪ Add phonemes to the end of words ▪ Manipulate phonemes in the middle of words
2. Recognize and name all upper- and lowercase letters of the alphabet. (K.RFS.1)	▪ Recognize uppercase and lower case letters ▪ Recognize the sequence of letters in words ▪ Recognize letters in words ▪ Understand that words are made up of letters ▪ Make connections between words by recognizing letters ▪ Recognize letters in words ▪ Make connections between words by recognizing letter placement ▪ Use consistent and efficient motions to form letters ▪ Recognize letters in continuous text
3. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RFS.3)	▪ Recognize and use phonograms with a vowel-consonant-silent e (VCe) pattern: -ake*, -ale*, -ame*, -ate*, -ice*, -ide*, -ine*, -oke* -ade, ace, age, ane, ape, ike, ile, ime, ite, ive, obe, ope, ore *=most common phonogram ▪ Recognize and understand simple compound words: into, myself, itself, today
4. Read high-frequency words by sight. (KRFS.3)	***Lists are differentiated based on individual student need.*** ▪ Recognize and use high frequency words ▪ Locate and read high frequency words in continuous text <u>List A</u> the, I, to, a, is, my, go, me, like, on, in, so, we, it, and, up, at, see, he, do, you, an, can, no, am, said* (*said may also need to be taught in order to aid students in accessing texts.) <u>List B</u> went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun (any 10 from List B) • Recognize and learn concept words: color names, number words, days of the week, months of the year, seasons • Recognize and use words that are related in many ways: sound,

	spelling, meaning • Understand the concept of plural • Recognize and use plurals that add s: dogs, cats, apples • Recognize and use endings that add s to a verb to make it agree with the subject: skate/skates; run/runs • Recognize and use endings that use *ing* to denote the present participle: play/playing; send/sending
5. Read emergent-reader texts with purpose and understanding. (K.RFS.4)	• Reread familiar books to make it sound like the character • Reread to build fluency • Read the words • Retell the story (partner reading/teacher conference) • Recognize and locate words (names) • Make connections between names and other words • Use the letters in names to read and write words: *Chuck, chair* • Use know words to monitor reading and spelling • Use first and last names to read and write words • Recognize and spell known words quickly • Use parts of known words that are like other words: my, sky; tree, try; she, shut

Significant Tasks

Significant Task 1 – Pretending to be characters
Essential Question: How do readers learn about characters?
Big Idea: Readers use many strategies to understand characters

Provide instruction in noticing characters. Modeling previewing the text and the pictures. Model inferring how characters might be feeling or wonder what the pictures tell you about what might happen to the characters in the text. Make predictions about characters beyond one page and check and revise those predictions. In partnerships students can imagine what the characters might be saying and try to sound like them. Create a vocabulary chart with language students can use to describe the characters.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

Prepared By: Jeffrey A. Villar, Ph.D. **Presented By:** Jeffrey A. Villar, Ph.D.

Attachments: 1. Proposed Updated Policy 5142.2 Restraint and Seclusion of Persons at Risk
2. Proposed Updated Policy 5141.21 Administration of Medication
3. Proposed Policy 5145 Section 504 of the Rehabilitation Act of 1973

Subject: **Policy Adoptions**

BACKGROUND:

The Board of Education Policy Committee has reviewed the following policies and is recommending immediate adoption.

STATUS:

1. Policy 5142.2 Restraint and Seclusion of Persons at Risk. Changes in Connecticut law require the recommended update to district policy.

2. Policy 5141.21 Administration of Medication. Replacement of existing policy. Changes in Connecticut law require the recommended update to district policy.

3. Proposed Policy 5145 Section 504 of the Rehabilitation Act of 1973. Newly recommended district policy.

RECOMMENDATION:

Policies for first reading. No action required

Recommended by the Superintendent: JAV

Agenda Item # 6b.

Windsor Public Schools

Memo

To: Board of Education Members

From: Jeffrey A. Villar, Ph.D., Superintendent

Date: 3/11/2013

Re: Explanation Regarding Difference between the 504 and IDEA Student

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For informational purposes only, attached is material about the differences between 504 and IDEA students as referred to in Policy 5145, Section 504 of the Rehabilitation Act of 1973.

Thank you.

JAV/sb
Attachments

New Hampshire
Department of Education
Serving New Hampshire's Education Community

Difference Between A Section 504 Plan And An IEP

Basic Explanation

- Section 504 is a broad federal civil rights law that protects all individuals with a handicap.
- IDEA (the Individuals with Disabilities Education Improvement Act) only applies to students who require special education because they have one of the specified types of disabilities.
- Students who qualify under section 504 must have a 504 plan that outlines the services to be provided. Some students will also qualify under the more stringent IDEA. These students will have an IEP (Individualized Educational Plan) rather than a 504 plan.

See the FAQ from the U.S. Department of Education.

Complete Explanation by Robert Wells, Ph.D., Bureau of Special Education, NH Dept of Education

If a student is determined by the school district's evaluation team to be eligible for special education and related services under the Individuals with Disabilities Education Improvement Act (IDEA), that "trumps" a Section 504 plan. A school district has no flexibility to opt to provide services and accommodations under Section 504 when the student is IDEA eligible (see Yankton Sch. Dist. V. Shramm, 24 IDELR 704 (8th Cir. 1996). Further, a student with a disability, who is IDEA eligible, is also covered by Section 504. All children on IEPs have been identified as having a disability and therefore cannot be discriminated against because of their disability under the Vocational Rehabilitation Act of 1973 (Section 504). All students with IEPs and all students on 504 plans are covered by this civil rights legislation.

If a student is on an IEP with related services, there is no service or therapy that could not appropriately be attached to the IEP. The same is true of a Section 504 plan, if the student is in need of supports and services and qualifies under Section 504 and is in need of accommodations [but is not found eligible for special education under the IDEA], any service or support that the team determines is needed as an accommodation can be on the student's 504 plan. Supports and services appropriate to a student on a 504 plan are "auxiliary aids and services." On an IEP the supports and services are called "related services" (e.g., OT, PT, SP/L, Counseling, etc.).

There are no categorical restrictions as to what supports and services might be appropriate on an IEP or a 504 accommodation plan. In other words, a statement such as "Oh, you can't get that service on a 504" would be incorrect and inappropriate because all supports and services are determined based upon the individual need(s) of the student, whether he/she is eligible for special education or for accommodation(s) under Section 504.

A student cannot have both a 504 plan and an IEP. If the student is eligible for special education, that's what he/she gets and all the supports and services needed must be provided as related services attached to the IEP. Additionally, the parent cannot opt for a 504 plan if the student is eligible for special education, since the school is required to provide an IEP to a student who is eligible for one because of the greater rights and entitlements under the IDEA than under Section 504; a school district must comply with more procedural requirements and formalities under the IDEA.

For more information in New England

Office for Civil Rights
Boston Office
U.S. Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
(617) 289-0111
Fax (617) 289-0150
OCR.Boston@ed.gov

New Hampshire Department of Education
101 Pleasant Street | Concord, NH | 03301-3494
Telephone: (603) 271-3494 | TDD Access: Relay NH 711

Section 504 of the Rehabilitation Act of 1973
"Civil Rights Act for Persons with Disabilities"

Section 504 of the Rehabilitation Act of 1973 guarantees equal opportunities in education and employment for all people with disabilities. The Office of Civil Rights (OCR) under guidelines of the Department of Education enforces Section 504, which prohibits organizations which receive federal funds from discriminating against otherwise qualified individuals on the sole basis of a disability. The law calls for federal funds to be withheld if discrimination does occur.

Section 504 protects all persons with a disability who

- have a physical or mental impairment which substantially limits (permanently or temporarily) one or more major life activities*
- have a record of such an impairment, or
- are regarded as having such an impairment.

*Major life activities include functions such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

In addition to school-age children who are eligible for special education services under IDEA, Section 504 also provides for students with communicable diseases, attention deficit disorders (ADD/ADHD), behavior disorders, chronic asthma, severe allergies, physical disabilities, and diabetes.

Some basic educational requirements of this law are:

1. No child with a disability can be excluded from a public education because of his or her disability;
2. Every child with a disability is entitled to a *free appropriate public education* (FAPE) regardless of the nature of his or her disability;
3. Children with disabilities must be educated with non-disabled students to the maximum extent appropriate to their needs;
4. Procedural safeguards must be established so that parents and guardians can object to evaluation and placement decisions regarding their children;
5. State or local educational agencies must identify and locate unserved children with disabilities.

A student or parent has the right to file a complaint if he or she believes discrimination has occurred. Initially, the complaint should be filed with the school or school district's Section 504 compliance officer. It can also be filed it with the Office for Civil Rights (OCR). The OCR will conduct an investigation of the complaint and issue a Letter of Finding, either with a "no violation" conclusion or identifying violations and specifying corrective actions.

From Connecticut, complaints should be addressed to: U.S. Department of Education Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491, (617) 289-0111. An Office of Civil Rights complaint can now be filed online at the Department of Education Web site at http://www.ed.gov/about/offices/list/ocr/complaintintro.html

cpac

Distributed by Connecticut Parent Advocacy Center, Inc., 2009
www.cpacinc.org 1-800-445-2722

The Individuals with Disabilities Education Improvement Act (IDEA 2004) Public Law 10/-446

The major purpose of the Individuals with Disabilities Education Improvement Act is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. The many changes align the provisions of IDEA with No Child Left Behind. The regulations for IDEA assure children with disabilities and their parents the following basic rights:

1. A Free, Appropriate, Public Education (FAPE):
   - **F**ree – no cost to parents
   - **A**ppropriate – suited to the individual needs of the child
   - **P**ublic – provided by or paid for by the public school system
   - **E**ducation – including extracurricular activities – what this law is all about!

2. Appropriate Evaluation:
   - Evaluators must be knowledgeable and trained.
   - A variety of instruments and procedures must be used to gather information about the student. Input from the child's parents must be included.
   - Tests and other procedures must be selected and administered so as not to be discriminatory on a racial or cultural basis.
   - There is a 60-day timeframe from the receipt of parental consent for initial evaluation until the evaluation is conducted, except in CT State regulations establish a 45-school day timeframe from time referral is received to the implementation of the IEP.

3. Individualized Education Program:
   - Each child with a disability who is eligible for special education and related services must have an IEP, a written statement that is developed, revised and revised in accordance with the law.

4. Least Restrictive Environment:
   - "...the presumption that children with disabilities are most appropriately educated with their nondisabled peers...unless the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be readily achieved."

5. Parent and Student Participation in Decision Making:
   - Parents participate by:
     - Attending and participating in the PPT meeting
     - Giving consent for evaluation and initial placement of their child
     - Helping the team understand their child
     - Helping design the IEP
   - Students participate by:
     - Helping design the IEP
     - Expressing preferences and interests, particularly during transition planning

6. Procedural Safeguards:
   - Safeguards to ensure:
     - That the rights of children with disabilities and their parents are protected.
     - That students with disabilities and their parents are provided with the information they need to make educational decisions.
     - That procedures and mechanisms are in place to resolve disagreements between parties.
   - Procedural Safeguards include:
     - Prior written notice
     - Parent consent
     - Independent Education Evaluation
     - Parent access to educational records
     - Dispute Resolution Options

A COMPARISON CHART: IDEA AND SECTION 504

	IDEA	Section 504
PURPOSE	To insure that all children with disabilities have available to them a free appropriate public education.	To prohibit discrimination on the basis of disability in any program receiving federal funds.
WHO IS PROTECTED	Lists 13 categories (14 including Developmental Delay) of qualifying conditions.	Much broader. A student is eligible so long as s/he meets the definition, i.e., person has a physical or mental impairment that substantially limits a major life activity; has a record of such an impairment; or is regarded as having such an impairment. Parents are also protected.
DUTY TO PROVIDE A FREE APPROPRIATE EDUCATION (FAPE)	Both require the provision of a free appropriate education to students covered. Requires the district to provide IEPs. "Appropriate education" means an individualized program designed to provide educational benefits.	"Appropriate" means an education comparable to the education provided to non-disabled students.
SPECIAL EDUCATION vs. GENERAL EDUCATION	A student is eligible to receive IDEA services only if the IEP Team determines that the student has one of the categories of disability; the disability causes an adverse affect to the child's education; and the child requires special education.	A student is eligible so long as s/he meets the qualifying definition, i.e., has a physical or mental impairment that substantially limits a major life activity; has a record of such an impairment; or is regarded as having such an impairment. The student does not need special education.
FUNDING	If a student is eligible under IDEA the district receives additional funding.	Additional funds are not provided.
ACCESSIBILITY	Not specifically mentioned although if modifications must be made in order to provide a fee appropriate education to a student, IDEA requires it.	Detailed regulations regarding building and program accessibility.
CHILD FIND	Both require child find activities.	
GENERAL NOTICE	Requires notification of parental rights.	Districts must include notice of nondiscrimination in its employee, parent, and student handbooks, and must designate the district's 504 coordinator(s).
GENERAL NOTICE (continued)	Both require notice of the parent or guardian with respect to identification, evaluation, and placement.	

	IDEA	Section 504
NOTICE AND CONSENT	Requires written notice.	Requires written notice.
	Notice provisions are more comprehensive and specify what the notice must provide.	
	Written notice is required prior to any change in placement.	Requires notice before a "significant change in placement."
	Requires consent for initial evaluation and placement.	Consent not required, by if a handicapping condition under IDEA is suspected, those regulations must be followed.
EVALUATIONS	The regulations are similar.	
	Requires consent before initial evaluation is conducted.	Requires notice, not consent.
	Reevaluation must be conducted at least every three (3) years.	Requires periodic reevaluation.
	Provides for independent evaluations.	Not required.
DETERMINATION OF ELIGIBILITY, PROGRAM, AND PLACEMENT	Done through an IEP Team meeting. Parent is a member of the IEP Team.	Done by a group of persons knowledgeable about the child, the evaluation data, and placement options. Parental participation is not mentioned in the regulations, but a district would be wise to invite parent to meeting.
GRIEVANCE PROCEDURE	IDEA does not require a grievance procedure or a compliance officer at the local educational agency level. The state educational agency (DPI) must post complaint procedures.	Districts with more than 15 employees must designate an employee to be responsible for assuring district compliance with Section 504 and provide a grievance procedure (an informal hearing before a district staff member) for parents, students, and employees.
DUE PROCESS	Both require access to impartial hearings for parents or guardians who disagree with the identification, evaluation, placement, or provision of FAPE for a student with disabilities.	
	Hearings conducted by a state hearing officer (Administrative Law Judge). Decisions may be appealed to the State Review level, and then to court.	Hearings conducted at the local level by an impartial person not connected with the school district. Person need not be an attorney. Decisions may be appealed to court.
ENFORCEMENT	Compliance is monitored and formal state complaints are investigated by DPI.	Enforced by the Office for Civil Rights by complaint investigation and monitoring activities.
EMPLOYMENT	No provisions.	Employment of person with disabilities is regulated.

P.A. 12-198 AN ACT CONCERNING THE ADMINISTRATION OF MEDICINE TO STUDENTS WITH DIABETES, THE DUTIES OF SCHOOL MEDICAL ADVISORS, THE INCLUSION OF CPR AND AED TRAINING IN THE PUBLIC SCHOOL CURRICULUM AND PHYSICAL EXERCISE DURING THE SCHOOL DAY

UPDATE MAILING NO. 4

JUNE 30, 2012

This bill allows a qualified school employee selected by the school nurse or principal to administer an emergency glucagon injection to a student with diabetes, under certain conditions. The school nurse or principal must have a written authorization from the student's parents/guardian and a written order from the student's Connecticut-licensed physician. The selected employee must be a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school board, coach, or school paraprofessional. Under the bill, such injections are given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

Current law already allows a principal or teacher, along with other specified school personnel, to give any student medication in the absence of the school nurse, with the written authority of the student's parents and according to a written order from a specified health practitioner. In addition, under current law, an identified school paraprofessional may give medicine to a specific student who has a medically diagnosed allergy that may require prompt treatment to protect the student from serious harm or death. Current law also requires school boards to let diabetic students test their own blood glucose levels in school if a physician's or APRN's written order states the student needs to self-test and is capable of doing so.

The bill extends required educational guidelines for school districts in how to manage students with life-threatening allergies to also cover students with glycogen storage disease. It requires the State Department of Education (SDE) and the Department of Public Health (DPH) to issue the new guidelines by July 1, 2012, and school districts to develop individualized health care and glycogen storage disease action plans for their students with the disease by August 15, 2012. The plans must allow parents or guardians of students with the disease, or those they designate, to administer food or dietary supplements to their children with the disease on school grounds during the school day. The bill immunizes towns, school districts, and school employees from damage claims resulting from these actions.

The bill also:

1. bars a school district from restricting the time or place where a student with diabetes may test his or her blood-glucose levels, if the student has written permission from his parents or guardian and a written order from his or her Connecticut-licensed physician;
2. updates and broadens the duties of a school medical advisor;
3. requires the State Board of Education (SBE) to make available curriculum and other material to help school districts offer training to students in cardiopulmonary resuscitation (CPR) and the use of automatic external defibrillators (AEDs); and

4. requires public schools to include a total of 20 minutes of physical exercise in each regular school day for students in kindergarten through grade five.

Under the bill, the school nurse or principal may select any of the following as qualified school employees: a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school board, coach, or school paraprofessional. Such employees may administer the injections only if the:

1. school nurse is absent or unavailable;
2. employee has completed any annual training in how to administer glucagon injections that the school nurse and medical advisor require;
3. nurse and medical advisor attest, in writing, that the employee has done so; and
4. employee voluntarily agrees to the selection.

The school nurse must provide general supervision to the qualified employee.

By law, school principals, teachers, and other specified school personnel who give medicine according to the law are immune from civil damages for negligent acts or omissions, but not gross, willful, or wanton negligence in doing so. The bill extends this immunity to the emergency administration of glucagon by qualified school employees under the specified conditions.

Students With Glycogen Storage Disease

By law, the SDE, in conjunction with DPH must develop guidelines for managing students with life-threatening food allergies and make them available to boards of education. This bill extends the guidelines to cover glycogen storage disease. It requires the departments to make the additional guidelines available to school districts by July 1, 2012.

The additional guidelines must include:

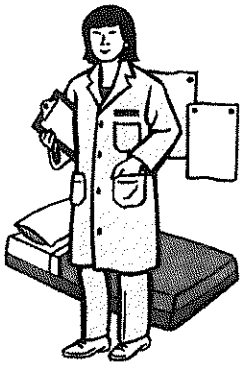
1. education and training for school personnel on managing students with life-threatening glycogen storage disease, including training in how to provide food or dietary supplements and
2. the process for developing individualized health care and glycogen storage disease action plans for every student with the disease that include provision of food or dietary supplements to a student with the disease by (a) the school nurse or (b) any school employee approved by the nurse.

Such plans must allow the student's parent or guardian or any person they designate to provide food or dietary supplements to a student with the disease on school grounds during the school day.

By August 15, 2012, school boards must implement a plan, based on the guidelines, for students with glycogen storage disease enrolled in schools in their jurisdictions.

The bill bars anyone from making a claim against a town, board of education, or school employee for damages resulting from the student's parent or guardian, or person they designate, providing food or dietary supplements to a student with glycogen storage disease on school grounds during the school day. To be covered by the immunity, the food or supplements must be given according to an individualized health care and glycogen storage disease action plans.

Duties of School Medical Advisors



By law, boards of education in towns with 10,000 or more people must, and those in smaller towns may, appoint one or more legally qualified medical practitioners as school medical advisors.

This bill revises and updates school medical advisors' duties and responsibilities. It eliminates requirements that advisors (1) examine referred students, teachers, and other school staff; (2) make sanitary inspections of school buildings; (3) help enforce the Public Health Code or town sanitary regulations by deciding when students and school staff who are, or are suspected to be, sick must be excluded from, or may return to, school; and (4) interpret to school nurses and teachers factors relating to controlling communicable diseases.

Instead, it requires advisors to work with their appointing school boards and the local boards of health or health departments for their school districts to:

1. Plan and administer each school's health program,
2. Advise on school health services,
3. Consult on school health environments, and
4. Perform other duties as agreed between the advisor and his or her appointing school board.

Physical Activity Requirement

Under current law, each public school that enrolls students in grades K-5 must provide those students with a physical exercise period of unspecified length as part of the regular school day. The bill instead requires such schools to provide a total of 20 minutes of physical exercise during each regular school day. This is identical to the requirements of P.A. 12-116.

Policy Implications

The policies which are impacted by this legislation include the following:

- Policy #5141 School Health Services
- Policy #5141.21 Administering Medication
- Policy #5141.25 Accommodating Students with Special Dietary Needs

P 5141.21
Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or After School Program means any child care program operated and administered by a local or regional board of education exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Department of Public Health or board of education enhancement programs and extra-curricular activities.

Cartridge Injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before-and-after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

(1) the failure to do any of the following as ordered:

(a) administer a medication to a student;
(b) administer medication within the time designated by the prescribing physician;
(c) administer the specific medication prescribed for a student;
(d) administer the correct dosage of medication;
(e) administer medication by the proper route;
(f) administer the medication according to generally accepted standards of practice; or

(2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication Emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational Therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board of employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self administration of medication means the control of the medication by the student at all times and is self managed by the student according to the individual medication plan.

Teacher means a person employed full time by Board who has met the minimum standards as established by Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies On Administration of Medications

(1) No medication, including non-prescription drugs, may be administered by any school personnel without:

(a) the written medication order of an authorized prescriber;
(b) the written authorization of the student's parent or guardian or eligible student; and
(c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.

(2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.

(3) Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse, by:

(a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.

(b) students with chronic medical conditions who are able to self administer medication, provided all of the following conditions are met:

(i) an authorized prescriber provides a written medication order, including the recommendation for such self administration;

(ii) there is a written authorization for self administration from the student's parent or guardian or eligible student;

(iii) the school nurse has developed a plan for self administration and general supervision, and has documented the plan in the student's cumulative health record;

(iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the

medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan.

(v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is self administering prescribed medication;

(vi) such medication is transported to school and maintained under the student's control in accordance with this policy;

(vii) controlled drugs, as defined in this policy, may not be self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.

(c) a student diagnosed with asthma who is able to self administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:

(i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;

(ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;

(iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student;

(iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

(d) a student diagnosed with an allergic condition who is able to self administer medication shall be permitted to retain possession of an automatic prefilled injection cartridge or similar automatic injectable equipment at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:

(i) an authorized prescriber provides a written order requiring the possession of an automatic prefilled injection cartridge or similar automatic injectable equipment by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;

(ii) there is a written authorization from the student's parent or guardian regarding the possession of an automatic prefilled injection cartridge or similar automatic injectable equipment by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;

(iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student;

(iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

(e) a coach of intramural or interscholastic athletic events or licensed athletic trainer, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory

conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:

(i) the school nurse has determined that a self-administration plan is not viable;

(ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;

(iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section H of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and

(iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section E of this policy, when appropriate.

(f) an identified school paraprofessional, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition and the following additional conditions are met:

(i) there is written authorization from the student's parents/guardian to administer the medication in school;

(ii) medication is administered pursuant to the written order of (A) a physician licensed to practice medicine, (B) an optometrist licensed to practice optometry under chapter 380, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes; and

(iii) medication is administered only with approval by the school nurse and school medical advisor, in conjunction with the school nurse supervisor, and under the supervision of the school nurse; and

(iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and

(v) the paraprofessional shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations

(g) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:

(i) only to a child enrolled in such program; and

(ii) in accordance with Section I of this policy.

(h) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:

(i) training in administration of medications as part of their basic nursing program;

(ii) successful completion of a pharmacology course and subsequent supervised experience; or

(iii) supervised experience in the administration of medication while employed in a health care facility.

(4) Medications may also be administered by a parent or guardian to his/her own child on school grounds.

(5) Investigational drugs or research or study medications may be administered only by a licensed nurse.

C. Diabetic Students

(1) The Board of Education permits blood glucose testing by students who have a written order from a physician stating the need and capability of such student to conduct self-testing.

(2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician stating that such child is capable of conducting self-testing on school grounds.

(3) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:

(a) The student's parent or guardian has provided written authorization.

(b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes.

(c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.

(d) The school nurse shall provide general supervision to the selected school employee.

(e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon.

(f) The school nurse and school medical advisor have attested in writing that selected school employee completed the required training.

(g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Documentation and Record Keeping

(1) Each school or before-and-after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:

(a) the name of the student;

(b) the name of the medication;
(c) the dosage of the medication;
(d) the route of the administration,
(i.e., oral, topical, inhalant, etc.);
(e) the frequency of administration;
(f) the name of the authorized prescriber;
(g) the dates for initiating and terminating the administration of medication, including extended year programs;
(h) the quantity received at school and verification by the adult delivering the medication of the quantity received;
(i) the date the medication is to be reordered (if any);
(j) any student allergies to food and/or medication(s);
(k) the date and time of each administration or omission, including the reason for any omission;
(l) the dose or amount of each medication administered; and,
(m) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication;
(n) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

(2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.

(3) Written orders of authorized prescribers, written authorizations of parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.

(4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.

(5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.

(a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities, so long as it is superseded by a summary on the student health record.

(b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

(6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:

(a) a medication administration record for each student shall be maintained in the athletic offices;

(b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

(c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

(d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

~~D~~E. Errors In Medication Administration

(1) Whenever any error in medication administration occurs, the following procedures shall apply:

(a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this Policy if necessary;

(b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s).

(c) the principal shall notify the Superintendent or the Superintendent's designee.

(2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.

(3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.

(4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

~~E~~F. Medication Emergency Procedures

(1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

(2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:

(a) use of the 911 emergency response system;
(b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
(c) administration of emergency medication in accordance with this policy;
(d) contact with a poison control center; and
(e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

(3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

~~F~~G. Supervision

(1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.

(2) The school nurse's duty of general supervision includes, but is not limited to the following:

(a) availability on a regularly scheduled basis to:

(i) review orders or changes in orders, and communicate these to personnel designated to give medication for appropriate follow-up;

(ii) set up a plan and schedule to ensure medications are given properly;

(iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and to identified paraprofessionals designated in accordance with Section B(3)(c), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;

(iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(c), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;

(v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes; and

(v) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.

(b) In addition, the school nurse shall be responsible for:

(i) implementing policies and procedures regarding the receipt, storage, and administration of medications;

(ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;

(iii) perform observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, who have been newly trained to administer medications; and,

(iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, regarding the needs of any student receiving medication.

~~G~~H. Training of School Personnel

(1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, who are designated to administer medications shall at least annually receive training in their safe administration; and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapist employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, shall be allowed to administer medications.

(2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district,

coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, shall include, but is not necessarily limited to the following:

(a) the general principles of safe administration of medication;

(b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping;

(c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.

(3) The Board shall maintain documentation of medication administration training as follows:

(a) dates of general and student-specific trainings;

(b) content of the trainings;

(c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and

(d) names and credentials of the nurse or school medical advisor trainer or trainers.

(4) Licensed practical nurses may not conduct training in the administration of medication to another individual.

~~H~~I. Handling, Storage and Disposal of Medications

(1) All medications, except those approved for transporting by students for self medication and those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(e) above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic

trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(e) above.

(2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.

(3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication.

(4) Emergency Medications

(a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse, or in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication;

(b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.

(5) All medications, except those approved for keeping by students for self medication, shall be kept in a designated and locked location, used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

(6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before-and-after school program and school readiness program shall maintain a current list of such authorized persons.

(7) All medications, prescription and non prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.

(8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before-and-after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall

be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.

(9) Medications that must be refrigerated shall be stored in a refrigerator, at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medication may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box which is affixed to the refrigerator shelf.

(10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:

(a) non controlled drugs shall be destroyed in the presence of at least one witness;

(b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies;

(c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.

(11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:

(a) in containers for the exclusive use of holding medications;

(b) in locations that preserve the integrity of the medication;

(c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and

(d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.

(12) In no event shall a school store more than a three (3) month supply of a medication for a student.

~~I~~J. School Readiness Programs and Before-and-After School Programs

(1) As determined by the school medical advisor and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before-and-after school programs run by the Board, which are exempt from licensure by the Department of Public Health:

(a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.

(b) No medication shall be administered in these programs without:

(i) the written order of an authorized prescriber; and

(ii) the written authorization of a parent or guardian or an eligible student.

(c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before-and-after school program, additional nursing services are required for these programs.

(d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.

(e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the

program with the medication order and parent permission for self-administration.

(f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision making regarding medication administration.

(g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

(2) Local poison control center information shall be readily available at these programs.

(3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.

(4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section G of this policy.

(5) All medications must be handled and stored in accordance with Section H of this policy. Where possible, a separate supply of medication shall be stored at the site of the before-and-after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

(6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:

(a) a medication administration record for each student shall be maintained by the program;

(b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

(c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to

the school nurse at least monthly, or as frequently as required by the individual student plan; and

(d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.

(7) The procedures for the administration of medication at school readiness programs and before-and-after school programs shall be reviewed annually by the school medical advisor and school nurse supervisor.

~~J~~K. Review and Revision of Policy

In accordance with the provisions of Section 10-212a-2(a), the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, the school nurse supervisor or other qualified licensed physician. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:
Connecticut General Statutes:
Section 10-206
Section 10-212
Section 10-212a
Section 19a-900
Section 21a-240
Section 52-557b

Public Act 12-198, "An Act Concerning the Administration of Medicine to Students with Diabetes, the Duties of School Medical Advisors, the Availability of CPR and AED Training Materials for Boards of Education and Physical Exercise During the School Day."

Regulations of Conn. State Agencies:
Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Code of Federal Regulations:
Title 21 Part 1307.21

ADOPTED: _____

REVISED: _____

~~9/5/11~~
September 2012

Document comparison by Workshare Professional on Sunday, January 13, 2013 1:34:39 PM

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P.A. 12-88 AN ACT CONCERNING THE REPORTING OF CHILDREN PLACED IN SECLUSION

UPDATE MAILING NO. 4

JUNE 30, 2012

This legislation requires local school boards and other entities providing special education to children, when recording instances when seclusion or restraints are used on a child, to indicate whether the use of seclusion was in accordance with the child's individualized education program (IEP) or whether the use of either action was an emergency.

Under the bill, these entities cannot be required to report instances of in-school suspensions, as defined in the state's education law.

The bill also requires, rather than allows, the State Board of Education (SBE) to review the information on seclusion and restraints and summarize it, including whether such actions result in physical injuries to the child. The SBE must provide these summaries annually to the Children's Committee for inclusion in the children's report card.

Use of Restraints and Seclusion with Children Receiving Special Education Services

Districts providing special education to a child must record (1) each instance when physical restraint or seclusion is used on a child and (2) the nature of the emergency that necessitated the action and include the information in an annual compilation for the state. Under the new legislation, the district must also specify whether the use of seclusion was in accordance with a child's IEP, or whether the use of seclusion or restraints was an emergency. Districts are now also required, rather than given the option, to report to the SBE any instance in which the use of a restraint or seclusion results in the child's physical injury. The SBE is required to review these compilations and provide annual summaries identifying the frequency with which restraints and seclusion were used.

By law, special education children generally may not be involuntarily placed in seclusion except (1) as an emergency intervention to prevent immediate or imminent injury to the child or others or (2) their IEP provides for such. The school district must notify the child's parents or guardians of each incident in which a child is placed in seclusion or a physical restraint is used (CGS §46a-152(b)).

Policy Implications

Policy #5144.1, "Physical Restraints /Seclusion" has been revised to reflect the new legislation.

P 5142.2
Students

POLICY CONCERNING RESTRAINT AND SECLUSION OF PERSONS AT RISK

The Board of Education seeks to foster a safe and positive learning environment for all students. In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students. However, physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of persons at risk in the [_____] Public Schools. The Board of Education mandates compliance with this regulation at all times. Violations of this regulation by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes § 53a-18(6).

I. Definitions:

- Provider: A person who provides direct care, education or supervision of a person at risk.

- Assistant Provider or Assistant: A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider.

- Person at Risk: A child who meets the eligibility criteria for special education services under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.* ("IDEA"), and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.

- Life Threatening Physical Restraint: Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

- Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. **The term does not include**: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of an Individualized Education Program ("IEP").

- Seclusion: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room. Seclusion **does not include** any confinement of a person at risk in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

- Behavior Intervention: Supports and other strategies developed by the planning and placement team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.

- Licensed Health Care Provider: (1) A legally qualified practitioner of medicine; (2) an advanced practice registered nurse; (3) a registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes; or (4) a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes.

II. Procedures for Physical Restraint of Persons at Risk

A. Life-Threatening Physical Restraint: No provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.

B. No provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.

C. Physical restraint of a person at risk shall never be used as a disciplinary measure or as a convenience.

D. Providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.

E. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.

F. Monitoring

1. A provider or an assistant must continually monitor any person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.

2. A provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person being restrained.

III. Procedures for Seclusion of Persons at Risk

A. No provider or assistant shall use involuntary seclusion on a person at risk EXCEPT as follows:

1. as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others; OR

2. as specifically provided for in the IEP of the person at risk, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.

B. Seclusion as a Behavior Intervention in an IEP

1. Prior to including seclusion in the IEP of a person at risk, the PPT must review the results of a functional behavioral assessment and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for the person at risk, the PPT shall include the assessment data and other relevant information in

the IEP of the person at risk as the basis upon which a decision was made to include the use of seclusion as a behavior intervention. The use of seclusion in the IEP must be reviewed at least annually by the PPT. The PPT must include the following information in the IEP of the person at risk:

a. the location of seclusion for the person at risk, which may be multiple locations within a school building;

b. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;

c. the number of times during a single day that the person at risk may be placed in seclusion;

d. the frequency of monitoring required for the person at risk while in seclusion;

e. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents of the person at risk; and

f. any other relevant information agreed-to by the PPT taking into consideration the age, disability and behaviors of the person at risk that might subject the person at risk to the use of seclusion.

2. When seclusion is included in the IEP of a person at risk and is used as a behavior intervention strategy more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention. At this PPT meeting, the team may consider whether additional evaluations or assessments are necessary to address the behavior of the person at risk and may revise the IEP as appropriate.

3. Prior to including seclusion in an IEP of a person at risk, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A person at risk may not be placed in seclusion if such person is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion

as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the person at risk.

C. Seclusion of a person at risk shall never be used as a disciplinary measure or as a convenience.

D. Any period of seclusion (1) shall be limited to that time necessary to allow the person at risk to compose him or herself and return to the educational environment and (2) shall not exceed one hour. The use of seclusion may be continued with written authorization from the building principal or designee to prevent immediate or imminent injury to the person at risk or to others. Where transportation of the person at risk is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.

E. Providers and assistants must explore all less restrictive alternatives prior to using seclusion for a person at risk, unless seclusion is being used pursuant to the IEP of the person at risk.

F. Any room used for seclusion must:

1. be of a size that is appropriate to the chronological and developmental age, size and behavior of the person at risk;

2. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

3. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;

4. be free of any object that poses a danger to the person at risk who is being placed in the seclusion room;

5. have a door with a lock only if that lock is equipped with a device that automatically disengages the lock in case of an emergency.[1] Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the person at risk from leaving the room, shall be able to be removed in the case of any emergency. An "emergency," for purposes of this subsection, includes but is not limited to the following:

[1] Not later than January 1, 2014, the locking mechanism of any room in a public school specifically designated for use as a seclusion room shall be a pressure sensitive plate.

a. the need to provide direct and immediate medical attention to the person at risk;

b. fire;

c. the need to remove the person at risk to a safe location during a building lockdown; or

d. other critical situations that may require immediate removal of the person at risk from seclusion to a safe location; and

6. have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a person at risk.

G. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for a person at risk.

H. Monitoring

1. If seclusion is included in the IEP of the person at risk, the IEP must describe the frequency of monitoring of the person at risk while in seclusion. The monitoring must be conducted by direct observation of the person at risk.

2. If a person at risk has been secluded as an emergency intervention to prevent immediate or imminent injury to the person at risk or others, a provider or an assistant must frequently monitor the person at risk. The monitoring must be conducted by direct observation of the person at risk.

3. A provider or an assistant must regularly evaluate the person at risk in seclusion for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person who is in seclusion.

IV. Training of Providers and Assistant Providers

A. The Board of Education shall provide physical management training for all Board of Education employees who engage in the physical restraint and seclusion of persons at risk pursuant to this regulation. Prior to engaging

in physical restraint and/or seclusion practices pursuant to this regulation, Board of Education employees must successfully complete the Board of Education's physical management training program.

B. The Board shall provide training in physical management, physical restraint and seclusion procedures including, but not limited to, training to recognize health and safety issues for children placed in seclusion to ensure the safe use of seclusion as a behavior intervention.

C. The Board shall also provide training in verbal defusing or deescalation; prevention strategies; types of physical restraint; the differences between life-threatening physical restraint and other varying levels of physical restraint; the differences between permissible physical restraint and pain compliance techniques; monitoring to prevent harm to a person physically restrained or in seclusion and recording and reporting procedures on the use of restraints and seclusion.

V. Documentation and Communication

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a provider must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documents on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. a detailed description of the nature of the restraint or seclusion;

3. the duration of the restraint or seclusion;

4. the effect of the restraint or seclusion on the person's established behavioral support or educational plan; AND

5. whether the seclusion of a person at risk was conducted pursuant to an IEP.

B. A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is physically restrained or placed in seclusion.

1. An attempt shall be made to notify the parent or guardian of the person at risk on the day of, or within twenty-four (24) hours after, physical restraint or seclusion is used with the person at risk as an emergency intervention to prevent immediate or imminent injury to the person or others.

2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the person at risk.

3. The parent or guardian of a person at risk who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

4. Where seclusion has been included in the IEP of a person at risk, notification shall be made in accordance with Section III(B)(1)(e) above.

~~B. After each incident of physical restraint or seclusion, and no later than the school day following the incident, the following information must be documented in the educational file of the person at risk who was physically restrained or secluded:~~

~~1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;~~

~~2. a detailed description of the nature of the restraint or seclusion;~~

~~3. the duration of the restraint or seclusion; AND~~

~~4. the effect of the restraint or seclusion on the person's established behavioral support or educational plan.~~

C. ~~After each incident of physical restraint or seclusion, and no later than the school day following the incident, the provider or assistant must complete the standardized incident report form developed by the Connecticut State~~

~~Department of Education for reporting incidents of physical restraint and seclusion.~~ ~~D.~~ The Director of Special Education [or other responsible administrator], or his or her designee, must, at each initial PPT meeting for a child, inform the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

1. ~~On and after October 1, 2009, the~~The Director of Special Education [or other responsible administrator], or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the child's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

2. ~~If the child was eligible for special education prior to October 1, 2009, the plain language notice developed by the Connecticut State Department of Education shall be provided to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older at the first PPT meeting convened after October 1, 2009.~~3. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the child's IEP.

E. The Director of Special Education ~~or~~[or other responsible administrator], or his or her designee, must be notified of the following:

1. each use of physical restraint or seclusion on a person at risk;

2. the nature of the emergency that necessitated its use; ~~AND~~

3. whether the seclusion of a person at risk was conducted pursuant to an IEP; AND

3. if the physical restraint or seclusion resulted in physical injury to the person at risk.

VI. Responsibilities of the Director of Special Education [or other responsible administrator]

A. The Director of Special Education[or other responsible administrator], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District ~~and~~, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conduct pursuant to IEPs.

B. The Director of Special Education [or other responsible administrator], or his or her designee, ~~may~~must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.

Legal References:

Conn. Gen. Stat. §§ 46a-150 through 46a-154

Conn. Gen. Stat. § 10-76b

Conn. Gen. Stat. § 10-76d

Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11

~~10/5/09~~
~~483286 v.03~~

Public Act 12-88, "An Act Concerning the Reporting of Children Placed in Seclusion"

Other Reference:

Restraint and Seclusion: Resource Document, United States Department of Education, available at http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf.

7/18/12

Document comparison by Workshare Professional on Monday, December 03, 2012 6:23:05 PM

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P/AR 5145
Students

POLICY REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. be protected from discrimination under Section 504 an individual must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

The school district has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing a free appropriate public education ("FAPE") for students determined to be eligible under Section 504. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

In order to fulfill its obligation under Section 504, the Windsor Public Schools also recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Windsor Public Schools prohibits discrimination against any person with a disability in any of the programs operated by the school system.

If the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of his/her child, a parent/guardian has a right request an impartial due process hearing. The parent or guardian may also file an internal grievance on these issues or any other type of discrimination on the basis of disability and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111; TELEPHONE NUMBER (617) 289-0111.

Anyone who wishes to file a complaint, or who has questions or concerns about this policy, should contact Jody Lefkowitz, the Section 504 Coordinator for the Windsor Public Schools, at phone number (860) 687-2000.

Legal References: 29 U.S.C. § 794

34 C.F.R. § 104 et seq.
42 U.S.C. 12101 et seq.
ADA Amendments of 2008, Public Law 110-325

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at http://www.ed.gov/about/offices/list/ocr/504faq.html

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012).

ADOPTED: _____
REVISED: _____

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Windsor Board of Education Section 504 Grievance Procedures

Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Mitigating Measures: include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

Physical or Mental Impairment: a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

II. Procedures for Grievances Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator within ninety (90) school days of the alleged occurrence. Complainants are encouraged to file complainants as soon as possible, as timely reporting of complaints facilitates the prompt and equitable investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.

B. At any time, when complaints involve discrimination that is directly related to a claim regarding the identification, evaluation, or educational placement of a student under Section 504, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the Administrative Regulations for Due Process Complaint Procedures.

C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint-of disability-based discrimination, or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

D. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Section 504 Coordinator, with a copy to the Superintendent, who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.

E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

F. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witness(es) or individuals relevant to the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. Remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;

2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;

3. Provide the complainant with a copy of the Board's Section 504 Policy, this procedure, and any other applicable administrative regulations;

4. Conduct an investigation that is adequate, reliable and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504 Coordinator or Superintendent. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. (The complainant shall be notified of such extension). The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504;

7. If a complaint is made during summer recess, as many steps of the investigation that can be completed must be given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that compensatory services and or other measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.

9. In the event the investigator concludes that there is no violation of Section 504, the District may attempt to resolve the complainant's ongoing concerns, if possible.

H. If the complainant is not satisfied with the findings of the investigation, upon conclusion of the investigation, the complainant may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of his/her decision within ten (10) school days following the receipt of the written request for review.

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Windsor Board of Education Due Process Complaint Procedures Under Section 504

An impartial due process hearing is available to the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of his/her child, or otherwise makes a claim of discrimination relating to the identification, evaluation, or educational placement of the student.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Mitigating Measures: include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

Physical or Mental Impairment: a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

II. Procedures for Requests for Due Process

A. Submission of Complaint to Section 504 Coordinator

1. In order to facilitate the prompt resolution and hearing of complaints, any complaint regarding a student's identification, evaluation and/ or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within (90) school days of the alleged date that the dispute regarding the student's identification, evaluation or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.

2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

3. Upon receipt of the complaint, the Section 504 Coordinator shall:

   a. Forward a copy of the complaint to the Superintendent of Schools;

   b. Retain an impartial hearing officer, who shall schedule a pre-hearing conference with the District and the Parent (or his/her legal counsel) to identify the issue(s) for hearing, set the hearing schedule, and address other administrative matters related to the hearing, including the option for mediation, and the right of the right to have legal counsel or other representation at the complainant's own expense, if desired;

   c. Offer to meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached.

B. Impartial Hearing Procedures

1. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504, an understanding of a free appropriate public education ("FAPE") under Section 504, and the distinctions between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).

2. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es), other

evidence, and to have legal counsel or other representation at each party's own expense, if desired.

3. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation and/or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504 Coordinator.

4. A impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is **directly related** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

5. The time limits noted herein may be extended for good cause shown, including but not limited to if more time is needed to permit thorough review, presentation of evidence, and opportunity for resolution.

C. Mediation Procedures:

1. A parent or guardian may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of his/her child.

2. A request for mediation regarding a student's identification, evaluation and/ or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within (90) school days of the alleged date that the dispute regarding the student's identification, evaluation or education placement arose.

3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

4. Upon receipt of a request for mediation, the Section 504 Coordinator shall:

   i. Forward a copy of the request for mediation to the Superintendent of

Schools;

ii. Retain a neutral mediator, who is knowledgeable about the requirements of Section 504, an understanding of a free appropriate public education ("FAPE") under Section 504, and the distinctions between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).

5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.

6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.

7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or proceeding related to the disagreement that is the subject of the mediation.

8. At any time, any party may discontinue mediation, and/or if the parties are not able to reach a voluntary settlement of the dispute, the complainant may continue to an impartial hearing, as described above.

III. Grievances Alleging Discrimination on the Basis of Disability

At any time, when complaints involve discrimination against an individual on the basis of disability, the complainant may file a complaint with the Section 504 Coordinator. in accordance with the Administrative Regulations for Section 504 Grievance Procedures.

IV. The Section 504 Coordinator for this district is:

Jody Lefkowitz
Director of Pupil and Special Education Services
Windsor Public Schools
Windsor, CT 06095
Telephone: (860) 687-2000.

V. Complaints to State and Federal Agencies

At any time, the complainant has the right to file a complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); http://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

WINDSOR PUBLIC SCHOOLS

NOTICE OF PARENT/STUDENT RIGHTS
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing such eligible students a free appropriate public education ("FAPE").–Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is covered under Section 504 if it is determined that he/she suffers from a mental or physical disability that substantially limits one or more major life activities such as (but not limited to) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;

2. To have your child take part in and receive benefits from the Windsor School District's education programs without discrimination based on his/her disability.

3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;

4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;

5. If you suspect your child may have a disability, to request an evaluation at no expense to you, to have an eligibility determination under Section 504, and if eligible, placement decisions made by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;

6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive

regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.

7. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;

8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;

9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;

11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;

13. To an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.

14. To file a local grievance with the district's designated Section 504 Coordinator to resolve complaints of discrimination, including, but not limited to claims of discrimination directly related to the identification, evaluation or placement of your child.

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Jody Lefkowitz
Director of Pupil and Special Education Services
Windsor Public Schools
Windsor, CT 06095
Telephone: (860) 687-2000.

For additional assistance regarding your rights under Section 504, you may contact:

Office for Civil Rights
Boston Regional Office
U.S. Department of Education, 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921 Telephone: (617) 289-0111

Connecticut State Department of Education
Bureau of Special Education
and Pupil Services
P.O. Box 2219
Hartford, CT 06145 Telephone: (860) 807-2030

Section 504 Referral Form

I. Identifying Information

Name:_____ DOB:_____ Age:_____
Date of Referral:_____

___Male ___Female Primary Language: ___ English ___Other:_____

Referring Person: _____ Relationship to Student:_____

Parent/Guardian: _____
Address: _____ Home Phone:_____ Work Phone: ___
Parent/Guardian _____
Address: _____ Home Phone:_____ Work Phone: ___

Current School:_____ Grade:_____

II. Background Information

A. Reason for Referral: (Identifying Areas of Concern)

_____
_____
_____

B. Strategies/Interventions to Date: (attach copies of documentation)

_____
_____
_____

C. Pertinent Evaluative Data: (e.g. test scores, grades, evaluations, etc.)

_____
_____
_____

D. Other Relevant Information:

_____
_____
_____

E. Special Services History

Are you aware of any special services that have been provided to this student in the past?

___yes ___no

If yes, describe the type, location and provider of the service.

_____
_____
_____
_____

4. Parent Notification (if individual other than Parent has made referral):

Has the parent/guardian been notified about your concerns regarding this student?

___yes ___no

If Yes, method of notification:_____

Date(s) parent/guardian was notified: _____

Signed: _____ Date: _____
(Signature of individual completing this form)

10/12

SECTION 504 MEETING NOTICE

Date:_____

Parent/Guardian: _____
Street: _____
City/Zip Code: _____

Parent/Guardian: _____
Street: _____
City/Zip Code: _____

Dear_____:

Please be advised that a Section 504 meeting will be convened on behalf of your child,

_____. The meeting is scheduled as follows:
(Child's Name)

Date:_____ Time:_____

Location: _____

The purpose of this meeting is to:

____ Plan evaluation/initial evaluation
____ Determine eligibility
____ Develop Section 504 Plan
____ Review new information and/or possible need for reevaluation
____ Reconvene to review re-evaluation results and review new plan
____ Other

The following individuals have been invited to attend:

_____		_____	
Name	Administration	Name	Title
_____		_____	
Name	Instruction	Name	Title
_____		_____	
Name	Related Service	Name	Title
_____		_____	
Name	Student, if appropriate	Name	Title

Please make every effort to attend this meeting. You may bring anyone of your choosing to this meeting. The meeting can be rescheduled at a mutually agreed upon time and place.
A COPY OF YOUR RIGHTS IS ENCLOSED.
If you have any questions or wish to reschedule the meeting, please contact me:

Sincerely,_____
[Name and Title]

0 A copy of this notice has been sent to the parent(s), as 504 Rights have been transferred to the student at age 18.

SECTION 504 PLAN

NAME:_____ DOB:_____ GRADE:_____

SCHOOL:_____
DATE OF MEETING:_____

1. Describe the nature of the concern:

_____
_____
_____

2. Describe all evaluation data gathered:

_____
_____
_____

3. Identify the disability (ies) (if any):

_____
_____
_____

4. Describe the basis for determining the disability (ies) (if any):

_____
_____
_____

5. Describe how the disability affects each of the impacted major life activities:

_____
_____
_____

6. Please describe analysis undertaken to determine the potential impact on a major life activity, without consideration of the ameliorating effects of any "mitigating measures," except for ordinary eyeglasses or contact lenses.

   Mitigating measures may include, but are not limited to, medication, medical supplies, equipment, prosthetics, hearing aids and cochlear implants, mobility devices, assistive technology, reasonable accommodations and or learned behavioral or neurological modifications.

   Did the team consider the impact of the disability on a major life activity **without** the potential impact of any mitigating measures (except for ordinary eyeglasses and contact lenses)? For example, if the student is currently using a hearing aid, did the team consider whether the student has a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

   Yes No

Please describe:

_____

_____

_____

6. Does the student require accommodations (i.e., regular or special education, and/or related aids and services) under section 504, in order to access his/her education and other programs of the district and/or to receive educational benefit? If so, please describe each accommodation that is necessary:

Accommodation/Service	**Frequency (time/daily/weekly)**	**Responsible staff/implementer**	**Additional Description**

Use this space for narrative descriptions, if necessary:

_____

_____

_____

_____

_____

Next Projected Meeting Date: _____
Next Review/Re-evaluation Date:_____
(must be completed)

Participants (Name and Title)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

cc: Student's Cumulative File

Section 504
Student Eligibility Determination Worksheet/Meeting Summary

Student's Name:	Date of Birth:	Grade:
School:	Date of Meeting:	
Section 504 Case Manager:	Title:	

A. The purpose of the meeting:

☐ Review initial referral
☐ Determine eligibility under Section 504; and if eligible, consider whether regular or special education, or related aid or services are required for Student to receive equal access to school programs and services or to receive FAPE
☐ Re-evaluation to review eligibility determination due to new information
☐ Re-evaluation due to change in placement (related to discipline)
☐ Review before other significant change in placement
☐ Review/revise Section 504 Plan

B. 504 Team Members Present (Must include individuals who are knowledgeable about the student, the meaning of evaluative data, and placement options)

Name: _____ Role: _____
Name: _____ Role: _____
Name: _____ Role: _____
Name: _____ Role: _____

C. Review student's current academic and overall performance in all school programs and activities. Include and attach referral information if this is an initial referral, and describe nature of concerns, basis for suspecting disability, and impact of suspected disability on student (including academic, social, behavioral etc.)

_____
_____
_____
_____
_____
_____
_____

D. Eligibility Determination:

A student is eligible to receive services and/or accommodations under Section 504 if it is determined that he/she has a physical or mental impairment that substantially limits one or more major life activities. The team must consider a variety of sources when determining whether a student has such impairment.

1. What sources of information are available at this time? ***Check all that apply*** ***(Include relevant dates and names of evaluators, where appropriate.)***

☐ **School records review (dated) _____** ☐ **Observations of student (dated) _____**

☐ **Grades & report card review (dated) _____** ☐ **Teacher reports (dated) _____**

☐ **Parent and/or student report (dated) _____** ☐ **Informal assessments (dated) _____**

☐ **Medical information (dated) _____** ☐ **Nursing Assessment (dated) _____**

☐ **Standardized testing (dated) _____** ☐ **Parent/Student Interviews (dated)_____**

☐ **Checklists/behavior rating scales (dated) _____**

☐ **Other (dated) _____**

2. Is current available information sufficient to make the determination of the presence of a physical or mental impairment that substantially limits a major life activity?

☐ Yes If "YES," continue to number **3** below.
☐ No If "No," Specify the type of additional information that is needed:

- If the team determines additional information is necessary and the information to be obtained includes testing, team must obtain parent consent on C*onsent for Section 504 Evaluation* form. District is responsible for conducting/paying for all tests/evaluations recommended by the team. Parent may wish to provide outside evaluation and/or testing information from a qualified provider to be considered by the team. District shall consider such outside information at team meeting, and must determine whether the information provided by the Parent meets the District's standards for evaluators and evaluations. If it is necessary to communicate with outside providers, the District must obtain a release to communicate with professionals outside of district. Once needed information is gathered, a 504 meeting will be reconvened to continue the process of determining eligibility.

3. Does the student have one or more physical or mental impairments?

A "physical or mental impairment" means a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

☐ **NO** ☐ **YES**

If "NO": If no physical or mental impairment exists, the student is not identified as an individual with a disability. Go to **Section E** of this form.

If "YES": What are the impairment(s)? (*Please describe as recognized in DSM-IV or other respected source, if possible (if not excluded under Section 504/ADA, e.g., illegal drug use), or describe whether adequate information has been received to demonstrate that impairment is ongoing and serious in nature, despite non-existence of diagnosis).*

_____
_____
_____
_____

- **Attach all supporting documentation to this form. A statement of "YES" without supporting documentation is insufficient to meet this standard.**

- If the team determines that the student is identified as having one or more physical or mental impairment, continue to the next page to determine whether there is a substantial limitation to one or more major life activities.

4. Does the identified impairment substantially limit one or more major life activity? Please describe degree of limitation for each major life activity impacted as compared to other students. (*Ask: Is the impairment impacting one or more major life activities? Which ones? How is one or more major life activity impacted? What is the impact at school?*)

A "major life activity" includes, but is not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

_____
_____
_____
_____
_____
_____
_____
_____

5. **Mitigating Measures:**

In determining eligibility, the team must consider the impact of the disability without consideration of the ameliorative effects of any "mitigating measures" that the student may be using. For example, if the student is currently using a hearing aid, did the team consider whether the student would have a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Therefore, with respect to this student, did the team consider the impact of the disability on each major life activity without the potential impact of mitigating measures (except eyeglasses or contact lenses)?

Yes ☐ **No** ☐

Mitigating measures may include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

Please include any information relevant to consideration of mitigating measures:

_____
_____

E. Does the student have a disability under Section 504?

1. Does the student have one or more **Physical or Mental Impairment?** ☐ No ☐ Yes

2. Does the physical or mental impairment **Substantially Limit** one or more Major Life Activity? ☐ No ☐ Yes

*Both questions must be answered **YES,** based on the preceding review of evaluative data, in order to determine that the student **has a disability under Section 504** of the Rehabilitation Act.*

3. Based on the answers to #1 and #2 above, does the student have a disability? under Section 504? ☐ No ☐ Yes

If the answer to #3 is "No," skip to Section I. If the answer to #3 is "Yes," continue to Section F.

F. Does the student require a Section 504 Accommodation Plan in order to provide the student with a free appropriate public education and access to the school's programs (e.g. curriculum, extracurricular activities, facilities etc.)?

☐ No ☐ Yes

If "Yes," the team must develop a Section 504 Plan.

G. Is this a re-evaluation (i.e. review of current plan/status) before a significant change in placement? (e.g., review of new information)

☐ No ☐ Yes *[If "NO," skip to Section H]*

1. What is the anticipated significant change of placement?

☐ **New information received about the student, the impairment or current placement**
☐ Graduation
☐ Change in program due to Disciplinary Action
☐ Other (specify)_____

Please describe the updated information considered by the team in conducting the reevaluation.

_____
_____
_____
_____
_____
_____
_____

If additional information, individualized testing and/or evaluations are necessary to determine continued eligibility and/or what is needed in the Student's plan to provide FAPE, please indicate.

_____
_____
_____
_____
_____
_____
_____

2. Consider: Is the student still eligible? ☐ No ☐ Yes

3. If "Yes," if the plan as currently written provide a FAPE ? ☐ Yes ☐ No

If "No," what changes to the plan are required? Explain basis for each decision in light of information gathered in re-evaluation.

_____
_____
_____

H. Other Relevant Information Discussed at Meeting, including any requests rejected, and basis for such rejection.

_____
_____
_____
_____

J. Summary of Actions Taken

☐ Parent/Guardian (or student if age18 or over) was provided written notice of rights under Section 504 at the meeting.

☐ Insufficient information is available to determine student's eligibility. More evaluative information will be obtained prior to convening another Section 504 Team Meeting.

☐ Student is identified as a person with a disability under Section 504 and in need of regular or special education, or related services or aid

☐ A Section 504 Plan was developed.

☐ Student is NOT identified as a person with a disability under Section 504.

☐ A reevaluation has been conducted

☐ Additional information and/or evaluations are required

☐ A re-valuation prior to significant change in placement has been conducted

☐ Other (please specify) _

_____

Recorder Title

Section 504 Request for Mediation/Hearing

This form is intended to be used if a parent or guardian wishes to pursue mediation or an impartial hearing with respect to the identification, evaluation, or educational placement of his/her child .

Name of person requesting mediation/hearing: _____

Address: _____

Phone #: _____

Fax #: _____

I/we request a **MEDIATION / HEARING** (please circle) concerning
_____, _____, who resides at
(Name of student) (Date of birth)

_____ and attends _____.
(Address of student) (Name of school)

The date of the Section 504 meeting at which the parties failed to reach agreement: _____

Description of the issues in dispute between the parties:

_____

_____

_____

_____

____

Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

_____

_____

_____

_____

_____

_____

If requesting due process hearing relating to the **IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT** of a student, please describe the specific areas of disagreement and the proposed resolution of your concerns:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

Signature of Parent/Guardian Date

SECTION 504 GRIEVANCE FORM

(This form is intended to be used if an individual has a complaint under Section 504 alleging discrimination on the basis of a disability or in the identification, evaluation or educational placement of a student).

1. Name of Complainant:_____ Date: _____

2. Contact Information for Complainant

_____
(Address)

_____
(Home Tel. #)

_____
(Cell # or Work #)

3. Name of the Student and/or Covered Individual (if applicable):
_____

4. Address of Student and/or Covered Individual (if different from above):
_____
_____

5. Age/Grade Level/School/Position (if applicable)
_____

6. Please describe the nature of your complaint:
_____
_____
_____
_____
_____
_____
_____

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

_____
_____
_____
_____
_____
_____

WINDSOR PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT A SECTION 504 EVALUATION/
RE-EVALUATION

Date: _____

Dear_____

Your child, _____, _____ has been referred for an evaluation to
(student's name) (DOB)

determine eligibility for services under Section 504. The school district must obtain the consent of parents before conducting such an evaluation.

The tests/evaluation procedures listed below were recommended:

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR(S)

☐ No adaptations/accommodations required

Adaptations/accommodations required for this evaluation are:

☐ If student's native language is other than English, the following adaptations are required:

_____

☐ If the student requires physical adaptations in order for testing/evaluations to be completed, the following adaptations are required:

_____

PARENTAL CONSENT

☐ **I give my consent** for the Windsor Schools to conduct the evaluations described above. I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Windsor Public Schools to conduct the evaluations described above. I understand that the school district must take steps as are necessary, which may include requesting an impartial hearing, to ensure that my child receives or continues to receive a free appropriate public education.

_____ _____
Parent/Guardian Signature Date

WINDSOR PUBLIC SCHOOLS
NOTICE AND CONSENT FOR PLACEMENT ON SECTION 504 AND
FOR THE PROVISION OF ACCOMMODATIONS/SERVICES

Date: _____

Dear _____

Your child, _____, _____ has been evaluated and has been
(student's name) (DOB)
found eligible under Section 504. Prior to the implementation of Section 504 placement and the provision of services/accommodations under Section 504 (as described in the Section 504 Plan attached hereto), the District requires your consent.

PARENTAL CONSENT

☐ **I give my consent** for the Windsor Public Schools to place my child on a Section 504 plan as described in the Section 504 plan attached hereto) I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Windsor Public Schools to provide the accommodations/ services described in the Section 504 plan attached hereto.

_____ _____
Parent/Guardian Signature Date

Included with this form are:

☐ The Section 504 Plan developed at the Section 504 meeting on [date].
☐ Your Notice of Rights under Section 504.

10/12

WORKSHEET FOR MANIFESTATION DETERMINATION

(For those situations when the expulsion of a 504 student is contemplated; or following a series of suspensions which constitute a change in placement)

STUDENT: _____GRADE: _____DATE: _____

1. **Section 504 Meeting Participants:**

NAME	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. **DESCRIBE NATURE OF STUDENT'S DISABILTY:**

_____
_____
_____
_____

3. **DESCRIPTION OF MISCONDUCT:**

_____
_____
_____
_____

a. Date of Disciplinary Action: _____

b. Date Parents Notified of Disciplinary Action:_____

c. 504 of Notice of Rights Given? Yes No

5. **INFORMATION CONSIDERED IN CONDUCTING A MANIFESTATION DETERMINATION**:
(*Each item below must be considered. Check box as each topic is addressed.*)

[ ] Teacher Observations of the Student
[ ] Relevant Information Supplied by Parents
[ ] Evaluations and Diagnostic Results
[ ] Student's 504 Plan
[ ] Relevant Information Supplied by School Staff
[ ] Other (describe)

6. Was the misconduct in question caused by the student's disability, or does the misconduct in question have a **direct and substantial relationship** to the student's disability?

[ ] YES [ ] NO

Comments:

_____

_____

_____

7. Was the misconduct in question a **direct result** of the district's failure to implement the 504 Plan (in relationship to the misconduct in question)?

[ ] YES [ ] NO

Comments:

_____

_____

_____

8. If the answer to **either** #6 or #7 is "**Yes**", the behavior under review **is** considered a manifestation of the student's disability.

9. If the answer to **both** #6 and #7 is "**No**", the behavior under review **is not** considered a manifestation of the student's disability.

Procedure if Misconduct <u>is not a</u> Manifestation of the Student's Disability:

If the manifestation determination team determines that the misconduct in question is **not** a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

Procedure if Misconduct <u>is a</u> Manifestation of the Student's Disability:

If the manifestation determination team determines that the misconduct in question **is** a manifestation of the student's disability, the 504 Team should:

1) conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student;

or

2) if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; **and**

3) return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

PREPARED BY: Frank Williams **PRESENTED BY:** Frank Williams

ATTACHMENTS: February 28, 2013 Financial Report

SUBJECT: Financial Report

BACKGROUND:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

STATUS:

The attached report is for the month of February 28, 2013. There are two reports: one with encumbrances and one without.

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures for February 2013	$ 5,682,501
Expenditures through February 28, 2013	$33,564,920

Recommended by the Superintendent: JAV

Agenda Item # 8a.

Windsor Public Schools
Financial Report
February 28, 2013

	2012/2013 Budget	Expenditures YTD 02/28/2013	Balance * @02/28/2013	% Balance
Instructional Services				
Elementary Schools**	563,680	271,353	292,327	52%
Sage Park Middle School	330,625	184,229	146,396	44%
Windsor High School	500,512	275,575	224,937	45%
Windsor High School Interscholastic Sports	158,425	76,182	82,243	52%
WHS Career & Technical Education	62,000	30,790	31,210	50%
Continuing Education	88,400	160,093	(71,693)	-81%
Instructional Services Management	435,905	85,680	350,225	80%
Curriculum Management & Development	69,640	29,223	40,417	58%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200	1,074,482	(75,282)	-8%
Textbook Adoption	97,500	20,866	76,634	79%
Technology	461,055	256,938	204,117	44%
Total Instructional Services	$ 3,766,942	$ 2,465,411	$ 1,301,531	35%
Education Support Services				
Pupil Personnel Services	$ 196,575	$ 125,443	$ 71,132	36%
Special Education	312,660	118,234	194,426	62%
Special Education Tuition	3,867,000	1,240,961	2,626,039	68%
Policy & Planning	147,350	65,515	81,835	56%
Employee Personnel Services	115,100	40,701	74,399	65%
Financial Management	161,200	55,856	105,344	65%
Financial Services	37,000	10,749	26,251	71%
Pupil Transportation & Safety	3,283,900	1,503,694	1,780,206	54%
Physical Plant Services	2,642,747	1,265,858	1,376,889	52%
Major Maintenance	278,000	278,516	(516)	0%
L.P. Wilson Center	123,600	82,400	41,200	33%
Salaries & Benefits	47,511,056	26,311,581	21,199,475	45%
Total Education Support Services	$ 58,676,188	$ 31,099,508	$ 27,576,680	47%
Total All Sites	**$ 62,443,130**	**$ 33,564,920**	**$ 28,878,210**	**46%**

Note does not include encumbrances

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

Windsor Public Schools
Financial Report
February 28, 2013

	2012/2013 Budget	Expenditures YTD 02/28/2013	Encumbrances 2/28/2013	Balance @ 02/28/2013	% Balance
Instructional Services					
Elementary Schools**	563,680	271,353	15,912	276,414	
Sage Park Middle School	330,625	184,229	34,808	111,588	34%
Windsor High School	500,512	275,575	87,785	137,153	27%
Windsor High School Interscholastic Sports	158,425	76,182	36,758	45,484	29%
WHS Career & Technical Education	62,000	30,790	6,560	24,650	40%
Continuing Education	88,400	160,093	18,712	(90,405)	-102%
Instructional Services Management	435,905	85,680	16,544	333,681	77%
Curriculum Management & Development	69,640	29,223	-	40,417	58%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200	1,074,482	72,730	(148,012)	-15%
Textbook Adoption	97,500	20,866	18,787	57,847	59%
Technology	461,055	256,938	60,040	144,077	31%
Total Instructional Services	$ 3,766,942	$ 2,465,411	$ 368,636	$ 932,894	25%
Education Support Services					
Pupil Personnel Services	$ 196,575	$ 125,443	$ 75,682	$ (4,550)	-2%
Special Education	312,660	118,234	11,310	183,116	59%
Special Education Tuition	3,867,000	1,240,961	2,849,512	(223,473)	-6%
Policy & Planning	147,350	65,515	1,475	80,360	55%
Employee Personnel Services	115,100	40,701	4,810	69,589	60%
Financial Management	161,200	55,856	5,175	100,170	62%
Financial Services	37,000	10,749	262	25,989	70%
Pupil Transportation & Safety	3,283,900	1,503,694	2,374,774	(594,568)	-18%
Physical Plant Services	2,642,747	1,265,858	1,099,325	277,564	11%
Major Maintenance	278,000	278,516	27,869	(28,385)	-10%
L.P. Wilson Center	123,600	82,400	50,080	(8,880)	-7%
Salaries & Benefits	47,511,056	26,311,581	12,590,704	8,608,771	18%
Total Education Support Services	$ 58,676,188	$ 31,099,508	$ 19,090,976	$ 8,485,703	14%
Total All Sites	**$ 62,443,130**	**$ 33,564,920**	**$ 19,459,612**	**$ 9,418,598**	**15%**

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

Prepared by: Jeanne Woodstock **Presented by:** Frank Williams

Attachments: Student Enrollment Summary

Subject: **Enrollment Summary – FEBRUARY 2013**

Attached are the official enrollment figures as of March 1, 2013. Mr. Williams will answer any questions.

Recommended by the Superintendent: JAV

Agenda Item # 8b.

Windsor Public Schools
Student Enrollment Report Recap
March 1, 2013

Enrollment in Windsor Public Schools	
Grades PreK-5	1,435
Grades 6-8	757
Grades 9-12	1,193
Total District Enrollment	**3,385**

Windsor Students not in district schools	
Itinerant Speech / Outside Speech	3
Outside Placement/Private Placement(SPED)	61
Montessori Hartford CREC	31
Metropolitan Learning Center CREC	156
CREC Misc MAGNET SCHOOLS	123
Hartford Host Magnets	171
Misc Magnet Schools	23
Prince Tech	20
Cheny Tech	9
	597
Total Windsor	**3,982**

Windsor Public Schools
Student Enrollment Report
March 1, 2013

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K				48		48
K		88		132		220
1		82		128		210
2		84		137		221
3			87		147	234
4			98		137	235
5			114		153	267
Subtotal K-5						1387
Total	**0**	**254**	**299**	**445**	**437**	**1,435**

Grade	Sage Park MS
6	230
7	250
8	277
Total	**757**

Grade	Windsor High
9	285
10	303
11	289
12	316
Total	**1,193**

Total District Enrollment	**3,385**

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2012-2013

	Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**319**		295	283	283	283	284	285	281			
Grade 10	**274**		307	309	306	303	303	303	297			
Grade 11	**286**		290	290	291	290	290	289	279			
Grade 12	**296**		323	321	317	317	317	316	328			
Windsor High Total	**1175**		**1215**	**1203**	**1197**	**1193**	**1194**	**1193**	**1185**	**0**	**0**	**0**

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2012-2013

Room#	Teacher		Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
8	K Baker				23	22	22	22	22	21	22			
9	S Michalic				22	22	21	21	21	21	22			
10	J Murray				23	23	22	23	23	23	22			
11	J Darrell				23	23	23	22	22	22	22			
		Total	**85**		**91**	**90**	**88**	**88**	**88**	**87**	**88**	**0**	**0**	**0**
		Grade 4												
14	S Podgurski				19	19	19	19	19	19	19			
15	K Baker				19	20	20	20	18	19	19			
16	L Schoenwolff				19	20	20	20	20	20	20			
17	C Nowsch				20	20	20	20	20	20	20			
18	D Williams				20	19	20	20	20	20	20			
		Total	**96**		**97**	**98**	**99**	**99**	**97**	**98**	**98**	**0**	**0**	**0**
		Grade 5												
12	P Reale				21	21	21	21	21	20	20			
13	S Smith				19	17	19	19	19	20	20			
24	M O'Brien				18	18	19	19	19	19	19			
25	S Lewis				18	18	18	18	18	19	19			
26	C Lindsley				18	19	18	18	18	18	18			
27	E Chartier				19	18	18	18	18	18	19			
		Total	**116**		**113**	**111**	**113**	**113**	**113**	**114**	**115**	**0**	**0**	**0**
	CLOVER	**TOTAL**	**297**		**301**	**299**	**300**	**300**	**298**	**299**	**301**	**0**	**0**	**0**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2012-2013

Room#	Teacher	Grade	Projecte		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
2	J Herner				21	21	21	21	21	21	21			
3	A Johnson				21	22	21	21	21	22	22			
1	K Mazur				22	21	21	21	21	21	21			
4	S Schreiber				21	21	21	21	20	20	20			
5	S Silliman				21	21	22	22	22	22	22			
6	M Johnston				21	21	21	21	21	21	21			
8	E Vazquez				20	21	21	21	20	20	19			
		Total	**138**		**147**	**148**	**148**	**148**	**146**	**147**	**146**	**0**	**0**	**0**
		Grade 4												
15	N Donzella				23	24	24	24	24	24	24			
12	B Emerson				23	23	23	23	23	23	23			
14	M Murzak				25	22	22	22	22	22	22			
7	M Pettibone-Johnson				24	23	23	23	23	23	23			
10	C Romero				23	21	21	21	22	23	23			
9	R Tomkowit				24	24	23	23	22	22	22			
		Total	**138**		**142**	**137**	**136**	**136**	**136**	**137**	**137**	**0**	**0**	**0**
		Grade 5												
27	B Belzer				21	21	21	22	22	22	22			
16	C Deacon				23	23	23	23	23	22	22			
20	M Herman				22	22	22	22	22	21	21			
24	V Hoerle				22	22	22	22	22	22	22			
19	S Fye				20	21	21	21	21	21	22			
25	D Mosher				23	23	23	23	23	23	22			
28	O Walker				23	22	22	22	22	22	21			
		Total	**155**		**154**	**154**	**154**	**155**	**155**	**153**	**152**	**0**	**0**	**0**
	Kennedy	**Total**	**431**		**443**	**439**	**438**	**439**	**437**	**437**	**435**	**0**	**0**	**0**

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT

2012-2013

Room#	Teacher	Grade	Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	**Kindergarten**			16	17	17	17	17	17	17			
20	L Butterick				17	18	18	18	18	17	17			
21	J Addie				17	16	16	16	16	18	18			
22	A Zawistowski				16	17	16	16	16	16	16			
23	L Rumrill				15	15	15	15	15	16	16			
24	A Bartholomew				15	15	15	15	15	16	15			
25	K Lehn				16	16	16	17	17	16	16			
26	S Marcello				**16**	**17**	**16**	**16**	**16**	**17**	**16**			
		Total	**132**		**128**	**131**	**129**	**130**	**130**	**133**	**131**	**0**	**0**	**0**
11	K Stoll	**Grade 1**			20	20	20	21	21	21	21			
12	K Freeman				19	19	19	18	18	18	19			
13	B O'Rourke				19	18	18	18	18	18	18			
14	K Furie				20	20	20	20	20	20	20			
15	T Strickland				19	19	19	17	17	17	17			
16	J Roebelen				17	18	17	17	17	17	17			
17	S Paley				18	17	17	16	16	16	15			
		Total	141		132	131	130	127	127	127	127	0	0	0
		Grade 2												
1	V Golec				21	21	20	20	20	20	20			
2	R Brown				20	19	**19**	**19**	**19**	**19**	**19**			
3	M Baldyga				19	19	**19**	**18**	**18**	**18**	**18**			
4	D Ghanesh-May				20	20	19	20	19	20	19			
6	S Martinson				21	21	20	20	19	20	19			
7	L Neil				20	21	20	20	20	20	20			
8	D Jaworski				21	21	21	20	20	20	20			
		Total	**134**		**142**	**142**	**138**	**137**	**135**	**137**	**135**	**0**	**0**	**0**
5 & 10	Pre K Sped													
	& Peer				41	41	44	47	47	48	48			
		Total	**54**		**41**	**41**	**44**	**47**	**47**	**48**	**48**			
	Ellsworth	**Total**	**461**		**443**	**445**	**441**	**441**	**439**	**445**	**441**	**0**	**0**	**0**

POQUONOCK SCHOOL

ENROLLMENT REPORT
2012-2013

RM	Teacher	Grade	Project		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann				17	18	18	18	18	18	19			
2	A Anzaldi				18	18	17	17	16	17	18			
3	M Scott				18	17	17	17	17	18	18			
22	I Hilbert				17	17	18	18	18	18	18			
24	J Delskey				17	17	17	17	17	17	17			
		Total	**79**		**87**	**87**	**87**	**87**	**86**	**88**	**90**	**0**	**0**	**0**
		Grade 1												
15	M Lafayette				17	15	15	15	16	16	16			
16	L Bishop				16	16	16	15	16	16	16			
17	S Raupach				15	15	16	16	16	16	16			
18	M Macaluso				16	16	16	16	16	17	17			
19	K Blume				17	17	17	17	17	17	17			
		Total	**93**		**81**	**79**	**80**	**79**	**81**	**82**	**82**	**0**	**0**	**0**
		Grade 2												
8	L King				19	18	17	17	17	17	18			
9	S Trummel				17	16	16	16	15	15	15			
11	D Diodato				19	18	18	18	18	18	18			
12	K Richards				19	18	18	18	18	18	18			
13	L Huntington				19	19	17	17	17	16	16			
		Total	**99**		**93**	**89**	**86**	**86**	**85**	**84**	**85**		**0**	**0**
	Poquonock	**Totals**	**271**		**261**	**255**	**253**	**252**	**252**	**254**	**257**	**0**	**0**	**0**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2012-2013

		Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6															
Team 1				**82**	78	78	79	79	78	79				5	15.8
Team 2				**71**	69	69	69	69	68	67				4	16.75
Team 3				**80**	79	83	83	83	83	81				5	16.2
	Total	**248**		**233**	**226**	**230**	**231**	**231**	**229**	**227**	**0**	**0**	**0**		
Grade 7															
Team 4				**81**	81	80	81	81	82	82				5	16.4
Team 5				**84**	85	84	84	85	85	86				4	21.5
Team 6				**79**	77	80	81	81	80	79				5	15.8
	Total	**250**		**244**	**243**	**244**	**246**	**247**	**247**	**247**	**0**	**0**	**0**		
Grade 8															
Team 7				**89**	90	90	88	90	89	89				5	17.8
Team 8				**89**	90	92	90	90	90	89				5	17.8
Team 9				**94**	92	92	93	92	92	91				4	22.75
	Total	**277**		**272**	**272**	**274**	**271**	**272**	**271**	**269**	**0**	**0**	**0**		
SPARK				**8**	**9**	**7**	**9**	**10**	**10**	**10**					
Sage Park	**Total**	**775**		**757**	**750**	**755**	**757**	**760**	**757**	**753**	**0**	**0**	**0**		

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: March 19, 2013

Prepared by: Dana Plant **Presented By:** Franklin Williams, III

Attachments: Food Service Financial Report

SUBJECT: Statement on Cafeteria Operations – February 2013

BACKGROUND: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities and at St. Gabriel's, Trinity Christian School, CREC's Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School, and the two CREC schools, Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We operated our second year of the Seamless Summer Feeding program serving both breakfast and snacks at Metropolitan Learning Center in July 2012 and added the same service to Medical Professions Teacher Preparation Academy. Windsor School Food Service is complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in both the breakfast and lunch programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

STATUS: Attached is a Financial Report for the month of February 2013.

RECOMMENDATION: Informational only.

Recommended by the Superintendent: JAN

Agenda Item # 8c.

Windsor School Food Service
Financial Statement
February 2013

REVENUE	February 2012	7/1/11 - YTD	February 2013	7/1/12 - YTD
SALES	$112,627.12	$775,590.64	$ 85,644.70	$739,758.51
REIMBURSEMENTS - STATE		55,808.00		79,862.00
ACCOUNTS RECEIVEABLE	79,305.75	515,298.22	65,917.70	528,201.82
CLOC	2,603.00	119,018.00		121,389.35
INTEREST/Ret Ck Fees	25.00	267.52	25.00	256.28
MISC. (Rebates)	443.25	3,786.84	1,782.69	5,282.61
REVENUE TOTALS	**$195,004.12**	**$1,469,769.22**	**$153,370.09**	**$1,474,750.57**
EXPENSES				
WAGES	$82,705.33	$509,336.85	$ 71,901.22	$487,837.52
PAYROLL TAXES	6,116.92	37,887.77	5,311.07	36,525.81
BENEFITS	8,408.75	69,584.86	7,714.49	65,733.42
FOOD/MILK	124,283.73	860,211.79	95,150.34	819,833.79
PAPER	4,063.69	31,350.55	3,935.25	35,752.78
SUPPLIES		1,384.16	385.73	1,009.94
EQUIPMENT		2,894.05		5,932.50
SERVICES	3,296.11	10,135.37	394.27	8,281.54
EXPENSE TOTALS	**$228,874.53**	**$1,522,785.40**	**$184,792.37**	**$1,460,907.30**
NET INCOME	($33,870.41)	($53,016.18)	($31,422.28)	**$13,843.27**
INVENTORY		**$26,560.48**		**$ 25,000.00**
OPENING BALANCE 7/1		($6,002.58)		($25,858.48)
COMPUTED OPERATING POSITION		($32,458.28)		**$12,984.79**

Windsor School Food Service
Program Participation
February 2013

A LA CARTE SALES

		Feb 12	Feb 13
WHS			
	# OF DAYS	16	12
	SALES	$31,343.88	$20,037.05
	AVERAGE	$2,089.59	$ 1,669.75

REIMBURSABLE MEALS

ELEMENTARY	1086	1021
SPMS	605	522
MPTP	158	179
MLC	538	464
WHS	696	591

REIMBURSABLE MEALS BREAKFAST

# OF DAYS	16	13
ELEMENTARY	140	226
SPMS	65	63
MPTP	66	66
MLC	162	138
WHS	161	134

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

PREPARED BY: Craig Cooke, Ph.D. **PRESENTED BY:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

SUBJECT: Human Resources Report – January 30, 2013 – March 5, 2013

ATTACHMENTS: None

RESIGNATIONS/SEPARATIONS

Christopher Harding	Custodian II	Kennedy
Melissa Lepak	Special Education Paraprofessional	Ellsworth
Jacqueline Milcetic	Paraprofessional	Windsor High
Timothy Oborski	Special Education Paraprofessional	Kennedy
Christina Petzko	Elementary	On Leave (eff. 6/30/2013)
Dana Shoop	Special Education	Ellsworth (eff. 6/30/2013)

RETIREMENTS

None

TRANSFERS/REASSIGNMENTS

Caitlin Bramucci	From Special Education Paraprofessional	Clover Street
	To Building Substitute	Clover Street
Vincent Cianfarani	From 46 Week Secretary	Windsor High
	To 52 Week Secretary	Windsor High
Kathleen Masse	From 52 Week Secretary	Windsor High
	To 46 Week Secretary	Windsor High

PERSONAL LEAVES

None

HIRES

Lisa Ciaffaglione	Part-Time Nurse Consultant	Treehouse Program
Anita DeBerry (LTS)	School Social Worker	Kennedy
Antoinette Locke	School and Community Resource Coordinator	District
Laura Macaluso (LTS)	Elementary	Poquonock
Angelica Oberle	Special Education Paraprofessional	Ellsworth
Keisha Powell (LTS)	Special Education	Kennedy

Reviewed by: _____ Recommended by the Superintendent: JAW

Agenda Item # 8d.

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of March 19, 2013.

Prepared by: Craig Cooke
Assistant Superintendent for Human Resources

Presenter: Craig Cooke

Attachments: None

SUBJECT: Childrearing Leave

BACKGROUND: The Agreement with the Windsor Education Association provides that unit members may request childrearing leave for one or two years to commence at the conclusion of their childbearing leave.

STATUS: We have one request for childrearing leave.

RECOMMENDATION: A proposed motion to grant the childrearing leave follows: Move that childrearing leave be approved for the individual mentioned in the Superintendent's Confidential Memorandum #13-01 dated March 19, 2013.

Reviewed by: _____ Recommended by Superintendent JAW

Agenda Item # 8e.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

PREPARED BY: George Greco **PRESENTED BY:** Frank Williams

ATTACHMENTS: Professional Cost Estimate

SUBJECT: Oliver Ellsworth Roof Replacement Project

BACKGROUND:

The existing roof was installed at the Oliver Ellsworth School in 1993. This roof is a built-up type roof and carries a 20 year warranty. The materials which were used on this roof have begun to dry out significantly and have lost a considerable amount of their flexibility. Due to unauthorized traffic on this roof, numerous leaks have developed and have been repaired. This is an ongoing concern. Replacement of the roof will prevent leaks and damage to the facility and also address major concerns pertaining to Indoor Air Quality (IAQ) issues.

At its March 20, 2012 regular meeting, the Board of Education approved the Educational Specifications for the Oliver Ellsworth School Roof Replacement Project. The Town Council approved the funding for the project on February 19, 2013, and also appointed the Public Building Commission (PBC) to oversee the project. The PBC, through competitive bid process, selected the firm of Hibbard & Rosa Architects, L.L.C. to prepare professional cost estimates, bid documents and plans for the project. At its meeting of February 12, 2013, the PBC approved the plans and bid documents.

STATUS:

The project has been accepted for State reimbursement by the Bureau of School Facilities of the State Department of Education; it has been funded by the Town Council and is scheduled for accomplishment during the summer of 2013. The State Department of Education, School Facilities Unit, requires Board of Education approval of the final plans and project manual.

RECOMMENDATION:

The Windsor Board of Education must approve the final plans and project manual as prepared for bidding and the professional cost estimate for this project. The following motion will satisfy this requirement:

> **"Move that the Windsor Board of Education approve the final plans and project manual as prepared for bidding and dated May 30, 2012, and the professional cost estimate dated October 3, 2012 for the Oliver Ellsworth Elementary School Roof Replacement Project."**

Recommended by the Superintendent: JAV.

Agenda Item # 8f.

ED042 Rev. 05/09
Statutory Ref.: C.G.S. Sections 10-282, 10-283, 10-291, 10-284 and 10-292

STATE OF CONNECTICUT
Department of Education
Bureau of School Facilities
165 Capitol Avenue
Hartford CT 06106-1630

REQUEST FOR REVIEW OF FINAL PLANS

DISTRICT NAME:	FACILITY NAME AND ADDRESS:	STATE PROJECT NUMBER:
Windsor	Oliver Ellsworth School	TMP-164-ZFKT
		PHASE NUMBER: 1

Estimated date to begin construction* 6/17/2013 Estimated date to complete construction 8/23/13

*** Please note that construction must begin within 2 years of grant commitment date to maintain grant eligibility.**

Certification of Approval dates:

	Final Plans & Prof. Costs estimate	Site Approval (if applicable)
Local Board of Education	/ /	/ /
School Building Committee	01/12/13	/ /

We hereby certify that these final plans and project manual as prepared for bidding and dated 05/30/2012 and the professional costs estimate dated 10/3/2012 for this project have been reviewed and approved for this site on the dates shown above.

For the Town or Regional Board of Education:

Chairperson's Name (Type or print)	Signature	Date
Doreen Richardson		1/29/13 **

For the School Building Committee:

Chairperson's Name (Type or print)	Signature	Date
Joseph A. Novak, Jr.		1/29/13 **

**** Signature dates cannot precede the date on the submitted plans.**

Project Architect/Engineer Firm:

Firm Name (Type or print)	Telephone
Hibbard & Rosa Architects, LLC	860-346-1809

I hereby: (check one)

(INDICATE FOR BUREAU OF SCHOOL FACILITIES REVIEW)

[ ] request a review of the final plans, project manual, Ineligible and Limited Eligible Costs Worksheet and professional cost estimate cited above. (Attach copies of all these documents.)

(INDICATE FOR LOCAL OFFICIALS REVIEW)

[X] submit certifications of local approval of plans and project manual as provided by CGS Sec. 10-292(b) and **attached professional cost estimate cited above, the Ineligible and Limited Eligible Costs Worksheet and scope letter including alternates. (Reverse side of form must be completed.)**

Superintendent's Name (Type or print)	Signature	Date
Jeffrey A. Villar, Ph.D.		1-29-13

NOTE: NO PHASE OF THIS SCHOOL CONSTRUCTION PROJECT AND NO PURCHASE ORDER OVER $10,000 SHALL GO OUT TO BID UNTIL YOU HAVE RECEIVED WRITTEN NOTIFICATION FROM THE STATE DEPARTMENT OF EDUCATION THAT IT HAS APPROVED YOUR FINAL PLANS AND PROJECT MANUAL.

State Project No. TMP-164-ZFKT

REQUEST FOR STATE ACCEPTANCE OF LOCAL PLAN REVIEW AND APPROVAL

Name of Contact Person	Telephone	Date
FRANK WILLIAMS	860-687-3000	02/26/2013

Indicate the basis of eligibility for local plan approval (check all that apply):

- [ ] Oil Tank Replacement
- [ ] Asbestos Abatement *
- [ ] Energy Conservation *
- [X] Roof Replacement
- [ ] Code Violation Correction *
- [ ] Not funded by Chapter 173 grant
- [ ] Network Wiring *
- [ ] Certified Indoor Air Quality Emergency

(Note: To qualify for local approval, projects marked with an asterisk (*) must not exceed $1,000,000.)

Certifications of Local Approval:

Pursuant to CGS Section 10-292(b), I certify that I have local jurisdiction over the State Building Code and that the plans and project manual dated _____ for the above referenced project comply with all applicable building codes.

Wayne McKinney — Local Building Official's Name (Type or print) | Signature | 1/25/13 — Date

Pursuant to CGS Section 10-292(b), I certify that I have local jurisdiction over the State Fire Safety Code and that the plans and project manual dated _____ for the above referenced project comply with all applicable fire codes.

Robert Bolasevich — Local Fire Marshal's Name (Type or print) | Signature | 1/25/13 — Date

Pursuant to CGS Section 10-292(b), I certify that I have local jurisdiction over the State Health Code and that the plans and project manual dated 5/30/2012 for the above referenced project comply with all applicable health codes.

Dr. Charles Petrillo — Local Health Official's Name (Type or print) | Signature | 1/25/2013 — Date

Pursuant to CGS 10-292(b), I certify that I have local jurisdiction over Section 504 of the Rehabilitation Act of 1973 including the Uniform Federal Accessibility Standards (UFAS) and the 504 Regulations. I further certify that the plans and project manual dated _____ for the above referenced project comply with all applicable accessibility codes.

Jody Lefkowitz — Local Federal 504 Official's Name (Type or print) | Signature | 1/30/13 — Date

NOTES: IF ANY REQUIRED CERTIFICATION CANNOT BE OBTAINED LOCALLY, PLANS AND PROJECT MANUAL MUST BE REVIEWED AND APPROVED IN THEIR ENTIRETY BY THE STATE DEPARTMENT OF EDUCATION, BUREAU OF SCHOOL FACILITIES.

A COPY OF THE APPROVED PLANS AND PROJECT MANUAL MUST BE KEPT ON FILE AT THE LOCAL BOARD OF EDUCATION UNTIL FINAL GRANT PAYMENT HAS BEEN MADE ON THIS PROJECT.

APPROVED MINUTES OF A REGULAR MEETING OF THE WINDSOR BOARD OF EDUCATION TUESDAY, APRIL 12, 2011

THE FOLLOWING ARE THE APPROVED MINUTES OF THE TUESDAY, APRIL 12, 2011 REGULAR MEETING OF THE WINDSOR BOARD OF EDUCATION. ANY ADDITIONS OR CORRECTIONS WILL BE MADE AT A FUTURE MEETING.

11-056 CALL TO ORDER, PLEDGE TO THE FLAG AND ONE MINUTE OF PRAYER OR SILENT MEDITATION

A Regular Meeting of the Windsor Board of Education was held on Tuesday, April 12, 2011 in the Council Chambers at Town Hall. President Milo Peck called the meeting to order at 7:00pm.

Present were: President Milo Peck, Vice President Christopher McAuliffe, David Gay, Howard Jubrey, Jr., Paul Panos, Doreen Richardson, Cristina Santos, Christopher Watts (7:05 p.m.) and Interim Superintendent Dr. Ernest Perlini.

Absent: Ms. Lucille Browne.

11-057 RECOGNITIONS/ACKNOWLEDGEMENTS

a. Resolution – Teacher Appreciation Week – May 2 – 6, 2011

Dr. Perlini acknowledged Ms. Lisa Bress, Vice President of the Windsor Educators Association and Ms. Cay Freeman, Windsor Teacher of the Year, to receive a resolution and comments recognizing the week of May 2 - 6, 2011 as Teacher Appreciation Week. President Milo Peck read the proclamation commemorating Windsor Teacher Appreciation Week.

b. Recognition – Hartford Builder's Association Youth Design Winners

Dr. Perlini requested Principal Sills introduce the recipients of the Hartford Home Builders Youth Design Project, seniors Filipe Pereira and Josh Vargas. The Home Builders Association has held a Youth Design contest as part of the Connecticut Home Show for almost 60 years. This contest gives students from all Connecticut high schools the opportunity to demonstrate their creative and technical skills, be recognized for their talents and win scholarships and awards.

Students must include a scale model home with presentation drawings that meet specific criteria. This year's criteria were to design a three bedroom home, not to exceed 2,000 square feet of floor space, and must include three National Association of Home Builders Model Green Building Guidelines.

This year was the largest group of contestants ever in the competition, with 115 students competing. Both Filipe and Josh received the Judge's Award for Best Presentation. Over 200 hours and extensive detail work in design, drafting and building the home models was put in by

both students. They were each awarded $500 for the school, and offered a choice of internships at industry-related businesses for the summer.

11-058 AUDIENCE TO VISITORS

President Peck invited audience to visitors to spend 3 minutes commenting on any school related activities or concerns.

There were no audience to visitors.

11-059 STUDENT REPRESENTATIVE'S REPORT

President Peck recognized Spencer Keilich, Windsor High School Student Representative, to provide his first report in front of the camera. Spencer advised that spring sports have begun. The Spanish Class will take a trip to Spain departing on April 14th. The Science Fair is scheduled to take place in the Library on Thursday, April 14th. There will be a Courtyard Clean-Up scheduled for Friday, April 15th. The National Honors Society Induction will be held on April 26th. Awards Night will be held on April 28th. A Walk-A-Thon is scheduled for May 5th, which is open to all Windsor residents.

11-060 SUPERINTENDENT'S REPORT

a. Windsor Public Schools Mentoring Program – Everybody Wins

President Peck recognized Dr. Perlini who introduced Ms. Beverly Boucher, President of Board, Everybody Wins! CT and Ms. Carol Scully, Executive Director of Everybody Wins! CT. Currently, Clover Street and J.F.K Elementary Schools participate in the Everybody Wins! CT Power Hour program. The goal of this program is to help bridge the literacy and achievement gap for public school students across Connecticut.

Questions from the Board followed.

b. Textbook Adoption – AP Environmental Science (1st Reading)

Ms. Robin Sorensen presented Ms. Christine Tedisky and Ms. Irma Gregory. Advanced Placement Environmental Science was approved by the Board of Education in December 2010 and is scheduled to begin in the fall of 2011. Three textbooks were reviewed and the recommended text is *Environmental Science for AP* by Andrew Friedland, Rick Relyea and David Courard-Hauri, published by W.H. Freeman and Company.

Questions from the Board followed.

Ms. Doreen Richardson made a motion to accept the textbook adoption of AP Environmental Science as a first reading. The motion was seconded by Mr. Howard Jubrey, Jr.

Motion Passed 8-0-0

c. Textbook Adoption – Text on Literature for a Global Society (1st Reading)

Ms. Robin Sorensen presented Ms. Cheryl Pazdar. A 12th grade elective English course entitled, Literature of a Global Society, was formerly Contemporary Literature. It was decided that the course needed to be updated with current, more global texts to address student interests and to offer a more contemporary view of the world today. The new texts will include current literature from the Middle East, the Caribbean, and Africa and will fit into the course's major themes of The Self and Family, War and Peacekeeping and Global Concerns. Students will have a choice of texts and will compare and contrast them within and across regions of the globe. They will also make connections to current global issues and investigate opposing viewpoints. The recommended novels are: *The Kite Runner* by Khaled Hosseini; *Before We Were Free* by Julia Alvarez, *A Thousand Splendid Suns* by Khaled Hosseini; *The Other Side of the Sky: A Memoir* by Farah Ahmedi; *I am Nujood, Age 10 and Divorced* by Nujood Ali; *An Ordinary Man* by Paul Rusesabagina; *In the Time of the Butterflies* by Julia Alvarez; *Chandra's Wars* by Alana Stratton; and, *Chandra's Secrets* by Alana Stratton.

Questions from the Board followed.

Mr. Paul Panos made a motion to accept the textbook adoption of the above named novels as a first reading. The motion was seconded by Mr. Christopher Watts.

Motion Passed 8-0-0

d. Assistive Technology

Ms. Jody Lefkowitz presented Ms. Rebecca Zenczak, Assistive Technology Teacher, Ms. Shannon Anderson, Speech and Language Pathologist, and Ms. Marsha Yorns, Occupational Therapist to present information to the Board about technology and services currently provided for students with disabilities.

The District provides Assistive Technology evaluations and services to identified students with disabilities, based on individual student needs and the recommendations of the Pupil Placement Team (PPT). The term Assistive Technology encompasses a broad range of devices from low-tech to high-tech learning tools, which include: low-tech devices that do not require electricity to function; mid-tech devices, which require the use of batteries or have some basic circuitry involved; and high-tech devices, which may use batteries, but also have some advanced circuitry. Currently, within the district, there are 21 students using text-to-speech software; 40 students with access to word processors; 35 students utilizing word prediction software; 5 students using augmentative alternative communication; and 7 students using adaptive positioning equipment.

A PowerPoint presentation was given to show examples of the various equipment and the students using it.

Questions from the Board followed.

e. **Student Aspiration Survey**

In October 2010, The Board of Education adopted its goals and objectives for 2010 – 2014. One of the goals and objectives was to "Ensure that all schools provide a safe and orderly environment that supports and promotes learning". Mr. Howard Jubrey, Jr. and Ms. Cristina Santos were charged with researching available surveys to conduct in both the high school and the middle school to survey the students on their attitudes towards learning. The results of this

survey will be made public, and a defined course of action will stem from the results.

Mr. Jubrey advised that the proposed survey is "My Voice Student Aspirations Survey" from the Quaglia Institute for Student Aspirations. This is an on-line tool for gathering student data about what motivates and inspires students to achieve, and how well students believe that their school is meeting those objectives. Each participating school receives a customized report with detail about its students and the school climate. Mr. Jubrey advised that this survey is a free survey.

It was discussed that a sampling of 25% of students in the middle school and 35% of students in the high school would be sufficient to provide a statistical sampling. Each survey would take 15 minutes to complete, per student, and would need to be administered in the computer labs.

Board discussion followed.

President Peck requested Mr. Sills provide his comments and concerns regarding the survey. Mr. Sills advised that it is more difficult to administer an on-line survey to a large number of students at the high school. He stated that 35% of the students, about 400, would need to schedule time in the computer lab to take the survey. This would mean that scheduled events in the computer lab would need to be rescheduled to allow the survey to be administered. Mr. Sills suggested that the survey be given to a few classes initially. This would allow the Board to review the results to ensure that the survey is providing the information they are looking for, before administering the survey to the entire 35% of students.

Vice President Christopher McAuliffe made a motion to accept the Student Aspiration Survey as informational. The motion was seconded by Mr. David Gay.

Motion Passed 8-0-0

f. Graduation Date and Last Day of School

Interim Superintendent Perlini advised that each year the Board of Education must vote on the date for graduation. It was requested that the Board approve the date of Thursday, June 16, 2011 as the date for the Windsor High School graduation, which will be held at The Bushnell in Hartford. The Connecticut State Law requires that graduation not be held before the 180th day of the school year, and June 16th is the 181st day of Windsor's school year.

Interim Superintendent Perlini advised that the last day of school for the students in grades kindergarten through 11 will be on Monday, June 20th.

Vice President Christopher McAuliffe made a motion to accept Thursday, June 16, 2011 as the graduation date for the Windsor High School seniors; and, Monday, June 20, 2011 as the last day of school for grades kindergarten through 11. The motion was seconded by Mr. Christopher Watts.

Motion Passed 7-0-1
(Ms. Doreen Richardson was not present for the vote)

g. Approval of JFK School Roof Replacement Project

Mr. Frank Williams advised that the existing roofs at John F. Kennedy Elementary School were installed in 1988 and 1990. The roofs are ballasted EPDM rubber and carry a 10-year warranty.

Typically, with age, this type of roof shrinks and eventually tears. Many minor leaks have developed and been repaired. This is an on-going project with more extensive leaks anticipated within the next few years. There is a major concern pertaining to indoor air quality issues.

At the September 21, 2010 regular meeting of the Board of Education, the educational specifications for the JFK Roof Replacement were approved. The Town Council approved the funding for the project on December 22, 2010 and appointed the Public Building Commission to oversee the project. Through the competitive bid process, the firm of Hibbard & Rosa Architects, LLC were selected to prepare professional cost estimates, bid documents and plans for the project. At the March 1, 2011 meeting, the Public Building Commission approved the plans and bid documents.

Mr. Williams advised that the project had been accepted for State reimbursement by the Bureau of School Facilities of the State Department of Education; it has been funded by the Town Council, and is scheduled for accomplishment during the summer of 2011. The State Department of Education, School Facilities Unit, requires approval of the final plans and project manual from the Board of Education.

Vice President Christopher McAuliffe made a motion that the Windsor Board of Education approve the final plans and project manual as prepared for bidding and dated February 22, 2011, and the professional cost estimate dated February 18, 2011 for the John F. Kennedy Elementary School Roof Replacement Project. The motion was seconded by Mr. Paul Panos.

Motion Passed 8-0-0

h. Vision Statement from Long Range Planning Committee

In March 2008, the Long Range Planning Committee drafted a Vision Statement. At its most recent meeting, the Committee members revisited the document and made revisions. The Committee then voted to recommend to the Board of Education as a first reading at the March 15, 2011 Regular Board of Education meeting.

Vice President Christopher McAuliffe made a motion that the Board of Education accept the Vision Statement developed by the Long Range Planning Committee on February 10, 2011 and discussed by the Board on March 15, 2011 and April 12, 2011 without revisions. The motion was seconded by Mr. Paul Panos.

Board discussion followed.

Motion Passed 5-3-0
(President Peck, Ms. Cristina Santos and Mr. Howard Jubrey, Jr. voted against this motion)

11-061 CONSENT AGENDA

The consent agenda was accepted without objection

a. Financial Report

Expenditures for March 2011	$ 2,044,236
Expenditures through March 31, 2011	$40,771,652

b. Enrollment Report

c. **Food Services Report**
d. **Human Resources Report**
e. **Other**

11-062 BOARD OF EDUCATION

a. School Consolidation/Grade Reorganization

Interim Superintendent Perlini advised that the Administration is in the process of developing a plan to implement the Windsor Board of Education's unanimous decision to consolidate elementary schools, reorganize the grade configuration and implement a full-day kindergarten program for the start of the 2012 – 2013 school year.

On April 1, 2011, Dr. Perlini met with the elementary principals, the Assistant Superintendent of Schools, the Special Education Director and the Director of Business Services to begin the process of developing a comprehensive plan to be presented to the Board prior to June 30, 2011. This was the first of many meetings that will be held to develop a plan to implement important changes which will impact students in the school district.

Dr. Perlini advised that during this preliminary meeting, eight different topics were identified that will require extensive discussions in the weeks ahead. The topics included communication to all groups impacted by the changes, student impact as a result of the building/grade reconfiguration, equity/parity of assignment of staff, special education needs, and transition activities.

b. Future Meetings of the Lighthouse Project

In February 2010, the Windsor Board of Education began participating in the "Lighthouse Project". This project stems from a research study released by the Iowa Association of School Boards, showing that "School Boards, Administrators and Teachers in high achieving districts had significantly different knowledge and beliefs than those in low-achieving districts". In the late winter and early spring, the Board of Education Members, Windsor Public School Administrators and Windsor Public School teachers completed two surveys on the "Lighthouse Seven Conditions Survey" and the "Lighthouse Beliefs Survey". The results from these surveys were distributed to the Board at a workshop on August 24, 2010.

Interim Superintendent Perlini advised that during the past week, he has discussed the continuation of the Board of Education's participation in the "Lighthouse Project" with the Executive Committee, and the State Department of Education Consultant to the Board, Mr. Warren Logee. It was suggested that further work of this project be postponed until a new Superintendent of Schools has been selected.

c. Other

11-063 APPROVAL OF MINUTES

a. March 15, 2011

Ms. Cristina Santos made a motion to accept the minutes of March 15, 2011. The motion was seconded by Vice President Christopher McAuliffe.

Motion Passed 8-0-0

b. March 30, 2011

On page one under Audience To Visitors, Ms. Carol Sama was ***for*** the proposal of the grade consolidation and reconfiguration.

On page three, Ms. Cristina Santos made a motion that the Board approve the proposed plan for full-day kindergarten, elementary school consolidation and grade reconfiguration. The motion passed 8-0-0.

On page three, the motion to adjourn was passed with a vote of 8-0-0.

Vice President Christopher McAuliffe made a motion to accept the minutes of March 30, 2011, as amended. The motion was seconded by Mr. David Gay.

Motion Passed 8-0-0

11-064 OTHER MATTERS/ANNOUNCEMENTS

a. **National Honor Society**
   April 26th, 7:00 p.m., Sage Park Auditorium
b. **Older Americans Breakfast**
   May 5th, 9:00 a.m., Windsor High School
c. **K-12 Art Show**
   March 31 – April 26th, Town Hall Council Chambers, 2nd & 3rd Floors
d. **Regular Board of Education Meeting**
   Tuesday, May 17th, 7:00 p.m., Council Chambers

11-065 AUDIENCE TO VISITORS

President Peck invited audience to visitors to spend 3 minutes commenting on any school related activities or concerns.

There were no audience to visitors.

11-066 ADJOURNMENT

Ms. Cristina Santos made a motion to adjourn the meeting at 10:12 p.m. The motion was seconded by Mr. David Gay.

Motion Passed 8-0-0

Respectfully Submitted,

Original signed

Doreen Richardson, Secretary
Windsor Board of Education

- OE + LPW Roof
- Pavement @ Schools

TOWN OF WINDSOR
First in Connecticut. First for its citizens.

Council Agenda

Council Chambers
Windsor Town Hall
February 19, 2013

7:00 PM Public Hearing
To hear public comment on:

- "AN ORDINANCE APPROPRIATING $450,000 FOR THE TOWN'S SHARE OF COSTS IN CONNECTION WITH THE RECONSTRUCTION OF PROSPECT HILL ROAD FROM ITS INTERSECTION WITH POQUONOCK AVENUE (STATE ROUTE 75) TO WEST OF ITS INTERSECTION WITH WEST STREET; AND AUTHORIZING THE ISSUE OF $450,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION."

- "AN ORDINANCE APPROPRIATING $110,000 FOR COSTS IN CONNECTION WITH CONSTRUCTION OF WALKWAY SEGMENTS, BUS SHELTERS AND RELATED IMPROVEMENTS THROUGHOUT THE DAY HILL ROAD CORRIDOR; AND AUTHORIZING THE ISSUE OF $110,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION."

- Installation of a new sidewalk along the north side of Prospect Hill Road in conjunction with the Prospect Hill Road Reconstruction, Phase I project

7:30 PM Regular Council Meeting

1. ROLL CALL
2. PRAYER – Councilor Terranova
3. PLEDGE OF ALLEGIANCE – Councilor Terranova
4. PROCLAMATIONS/AWARDS
5. PUBLIC COMMUNICATIONS AND PETITIONS
   (Three minute limit per speaker)
6. REPORT OF APPOINTED BOARDS AND COMMISSIONS
   a) Public Building Commission
7. TOWN MANAGER'S REPORT
8. COMMUNICATIONS FROM COUNCIL MEMBERS
9. REPORTS OF STANDING COMMITTEES

10. ORDINANCES

a) *Approve an ordinance entitled, "AN ORDINANCE APPROPRIATING $450,000 FOR THE TOWN'S SHARE OF COSTS IN CONNECTION WITH THE RECONSTRUCTION OF PROSPECT HILL ROAD FROM ITS INTERSECTION WITH POQUONOCK AVENUE (STATE ROUTE 75) TO WEST OF ITS INTERSECTION WITH WEST STREET; AND AUTHORIZING THE ISSUE OF $450,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

b) *Approve an ordinance entitled, "AN ORDINANCE APPROPRIATING $110,000 FOR COSTS IN CONNECTION WITH CONSTRUCTION OF WALKWAY SEGMENTS, BUS SHELTERS AND RELATED IMPROVEMENTS THROUGHOUT THE DAY HILL ROAD CORRIDOR; AND AUTHORIZING THE ISSUE OF $110,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

11. UNFINISHED BUSINESS

a) *Approve sidewalk construction on Prospect Hill Road (Town Manager)

12. NEW BUSINESS

a) *Transfer $40,000 from the Northfield Drive Sidewalk project to the Capital Projects Fund and appropriate $40,000 to the Day Hill Road Pedestrian Circulation Project (Town Manager)

b) *Introduce bond ordinance entitled, "AN ORDINANCE APPROPRIATING $100,000 FOR COSTS IN CONNECTION WITH PAVEMENT IMPROVEMENTS AT TOWN AND SCHOOL FACILITIES; AND AUTHORIZING THE ISSUE OF $100,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

c) *Set a Public Hearing for March 4, 2013 at 7:15 p.m. to hear a bond ordinance entitled, "AN ORDINANCE APPROPRIATING $100,000 FOR COSTS IN CONNECTION WITH PAVEMENT IMPROVEMENTS AT TOWN AND SCHOOL FACILITIES; AND AUTHORIZING THE ISSUE OF $100,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

d) *Introduce and act on a bond ordinance entitled, "AN ORDINANCE APPROPRIATING $1,815,000 FOR COSTS IN CONNECTION WITH THE L.P. WILSON COMMUNITY CENTER ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,815,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

e) *Set a Special TOWN MEETING for March 4, 2013 at 7:00 p.m. to consider a bond ordinance entitled, "AN ORDINANCE APPROPRIATING $1,815,000 FOR COSTS IN CONNECTION WITH THE L.P. WILSON COMMUNITY CENTER ROOF

REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,815,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

f) *Introduce and act on a bond ordinance entitled, "AN ORDINANCE APPROPRIATING $1,790,000 FOR COSTS IN CONNECTION WITH THE OLIVER ELLSWORTH ELEMENTARY SCHOOL ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,790,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

g) *Refer the following bond ordinance to the Special Town Meeting on March 4, 2013 at 7:00 p.m., "AN ORDINANCE APPROPRIATING $1,790,000 FOR COSTS IN CONNECTION WITH THE OLIVER ELLSWORTH ELEMENTARY SCHOOL ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,790,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION." (Town Manager)

h) Town Manager's Evaluation (Deputy Mayor Simon)

13. *RESIGNATIONS AND APPOINTMENTS

14. MINUTES OF PRECEDING MEETINGS

a) *Minutes of the February 4, 2013 Public Hearing meetings
b) *Minutes of the February 4, 2013 Regular Town Council Meeting

15. PUBLIC COMMUNICATIONS AND PETITIONS

(Three minute limit per speaker)

16. EXECUTIVE SESSION

17. ADJOURNMENT

★Back-up included

Agenda Item Summary

Date:	February 19, 2013
To:	Honorable Mayor and Members of the Town Council
Prepared By:	Brian Funk, Director of Public Works
Reviewed By:	Peter Souza, Town Manager
Subject:	Bond Ordinance for Pavement Improvements at Town and School Facilities

Background

The Capital Improvements Program (CIP) includes a multi-year program of improvements to driveways and parking areas at town and school facilities. For the upcoming construction season, it is proposed to improve the parking areas and driveways at facilities that include: a) the Windsor Library on Broad Street, b) the Wilson Library and c) the Community Center at 330 Windsor Avenue. Other locations would be added if funding allows.

Discussion/Analysis

The proposed improvements at the latter two facilities represent repairs and maintenance. The existing pavement will be removed and replaced with new asphalt. No changes would be made to the outline or borders of the parking areas or driveways.

At the first location – the Windsor Library – in addition to removing and replacing pavement, staff is evaluating the possibility of implementing a change to the layout of one of the driveways. If possible, this change would result in increasing the number of parking spaces at the site by three or four.

Financial Impact

Total project costs are $100,000, including bonding costs.

Other Board Action

The Planning & Zoning Commission approved this project pursuant to Section 8-24 of the *CT General Statutes* at their meeting of February 12, 2013.

Recommendations

If the Town Council is in agreement, the following motions are recommended for approval:

1) Waiving of the Reading

"RESOLVED, that the reading into the minutes of the text of the ordinance entitled, 'AN ORDINANCE APPROPRIATING $100,000 FOR COSTS IN CONNECTION WITH PAVEMENT IMPROVEMENTS AT TOWN AND SCHOOL FACILITIES; AND AUTHORIZING THE ISSUE OF $100,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION' is hereby waived, the full text of the ordinance having been distributed to each member of the Council and copies being made available to those

persons attending this meeting; and that the full text of the ordinance be recorded with the minutes of this meeting."

2) Introduce an Ordinance

"MOVE to introduce an ordinance entitled, 'AN ORDINANCE APPROPRIATING $100,000 FOR COSTS IN CONNECTION WITH PAVEMENT IMPROVEMENTS AT TOWN AND SCHOOL FACILITIES; AND AUTHORIZING THE ISSUE OF $100,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION."

3) Set a Public Hearing

"RESOLVED, that a Public Hearing be held at the Windsor Town Hall on March 4, 2013 at 7:15 p.m. (prevailing time) on the following ordinance entitled, 'AN ORDINANCE APPROPRIATING $100,000 FOR COSTS IN CONNECTION WITH PAVEMENT IMPROVEMENTS AT TOWN AND SCHOOL FACILITIES; AND AUTHORIZING THE ISSUE OF $100,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION."

And

"BE IT FURTHER RESOLVED, that the Town Clerk is authorized and directed to post and publish notice of said Public Hearing."

Attachments
Bond Ordinance

AN ORDINANCE APPROPRIATING $100,000 FOR COSTS IN CONNECTION WITH PAVEMENT IMPROVEMENTS AT TOWN AND SCHOOL FACILITIES; AND AUTHORIZING THE ISSUE OF $100,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION

BE IT HEREBY ORDAINED,

Section 1. That the Town of Windsor appropriate ONE HUNDRED THOUSAND DOLLARS ($100,000) for costs in connection with pavement improvements at various Town and School facilities as determined by the Director of Public Works, such improvements contemplated to include: (a) the removal of the asphalt pavement followed by the modification of the base material, and then paving, or (b) milling of the asphalt surface followed by paving, or (c) resurfacing of the existing asphalt surface; and related work including but not limited to installation of curbing, replacement or improvements to drainage structures, and line striping of the finished pavement. The appropriation may be spent for design, construction and installation costs, rental of equipment, materials, engineering, inspection and consultant fees, administrative costs, printing, legal fees, net interest on borrowings and other financing costs, and other expenses related to the project. The Director of Public Works is authorized to determine the scope and particulars of the project and may reduce or modify the project scope, and the entire appropriation may be expended on the project as so reduced or modified.

Section 2. That the Town issue bonds or notes in an amount not to exceed ONE HUNDRED THOUSAND DOLLARS ($100,000) to finance in part the appropriation for the project. The amount of bonds or notes authorized to be issued shall be reduced by the amount of grants received by the Town for the project and not separately appropriated to pay additional project costs. The bonds or notes shall be issued pursuant to Section 7-369 of the General Statutes of Connecticut, Revision of 1958, as amended, and any other enabling acts. The bonds or notes shall be general obligations of the Town secured by the irrevocable pledge of the full faith and credit of the Town.

Section 3. That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes or the receipt of grants for the project. The amount of the notes outstanding at any time shall not exceed ONE HUNDRED THOUSAND DOLLARS ($100,000). The notes shall be issued pursuant to Section 7-378 of the General Statutes of Connecticut, Revision of 1958, as amended. The notes shall be general obligations of the Town and shall be secured by the irrevocable pledge of the full faith and credit of the Town. The Town shall comply with the provisions of Section 7-378a of the General Statutes if the notes do not mature within the time permitted by said Section 7-378.

Section 4. That the Town Manager and either the Treasurer or the Director of Finance of the Town shall sign any bonds or notes by their manual or facsimile signatures. The Director of Finance shall keep a record of the bonds and notes. The law firm of Day Pitney LLP is designated as bond counsel to approve the legality of the bonds or notes. The Town Manager and either the Treasurer or the Director of Finance are authorized to determine the amounts, dates, interest rates, maturities, redemption

provisions, form and other details of the bonds or notes; to designate one or more banks or trust companies to be certifying bank, registrar, transfer agent and paying agent for the bonds or notes; to provide for the keeping of a record of the bonds or notes; to designate a financial advisor to the Town in connection with the sale of the bonds or notes; to sell the bonds or notes at public or private sale; to deliver the bonds or notes; and to perform all other acts which are necessary or appropriate to issue the bonds or notes.

Section 5. That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the project. The Town Manager and either the Treasurer or the Director of Finance are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

Section 6. That the Town Manager and either the Treasurer or the Director of Finance are authorized to make representations and enter into written agreements for the benefit of holders of the bonds or note to provide secondary market disclosure information, which agreements may include such terms as they deem advisable or appropriate in order to comply with applicable laws or rules pertaining to the sale or purchase of such bonds or notes.

Section 7. That the Town Council, the Town Manager, the Treasurer, the Director of Finance, the Director of Public Works and other proper officers and officials of the Town are authorized to take all other action which is necessary or desirable to complete the project and to issue bonds or notes to finance the aforesaid appropriation.

Agenda Item Summary

Date:	February 19, 2013
To:	Honorable Mayor and Members of the Town Council
Prepared By:	Brian Funk, Director of Public Works
Reviewed By:	Peter Souza, Town Manager
Subject:	Bond Ordinance for Roof Replacement at the L.P. Wilson Community Center & Recommendation of a Special Town Meeting

Background

Funds are being requested to continue the town's asset management effort for roofs on town facilities. This project entails the replacement of the southern section of the roof over the L.P. Wilson Community Center. This roof was installed in 1988, making it 25 years old this year. The southern half of the facility has experienced leaks around the existing roof drains, flashing and exhausts fans.

The project to replace the roof on the northern half of the L.P. Wilson Community Center was completed in 2005 and should not require replacement until after 2025.

Discussion/Analysis

The project will involve removal of the existing roofing and the installation of a new roof at the facility. The new roof will have additional insulation installed to reduce energy usage and to increase the slope of the roof. Increasing the slope and installing additional drains on the roof will improve stormwater drainage on and from the roof.

Should funding for construction be approved, it is anticipated that the roof replacement work would occur in the spring or summer of this year.

Financial Impact

Total project costs are $1,815,000, including contingency and bonding costs. Because this amount exceeds the figure that can be approved by the Town Council, per the *Town Charter*, this project will need to be submitted for approval by a Special Town Meeting.

Funding for design of the project was provided by the Town Council in early 2012. The construction phase is in the adopted Capital Improvements Program (CIP) in FY 2013.

The current cost estimate for the roof replacement project is as follows:

Construction	$1,627,000
Bonding	26,000
Contingency	162,000
Total	$1,815,000

These amounts are based on bids already received for this project. Should bonding authorization be approved, then the Public Building Commission (PBC) would take action to award the construction contract.

Other Board Action

The Town Council referred this project to the PBC in early 2012. The PBC will continue to oversee the construction of the roof replacement work.

Recommendations

If the Town Council is in agreement, the following motions are recommended for approval:

1) Waiving of the Reading & Introduction of an Ordinance

"RESOLVED, that the reading into the minutes of the text of the ordinance entitled, 'AN ORDINANCE APPROPRIATING $1,815,000 FOR COSTS IN CONNECTION WITH THE L.P. WILSON COMMUNITY CENTER ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,815,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION' is hereby waived and said ordinance is introduced, the full text of the ordinance having been distributed to each member of the Council and copies being made available to those persons attending this meeting; and that the full text of the ordinance be recorded with the minutes of this meeting."

2) Approval of Ordinance and Recommend to the Special Town Meeting

"MOVE that an ordinance entitled, "AN ORDINANCE APPROPRIATING $1,815,000 FOR COSTS IN CONNECTION WITH THE L.P. WILSON COMMUNITY CENTER ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,815,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION' be approved and recommended to a Special Town Meeting."

4) Set Special Town Meeting

"MOVE that a Special Town Meeting be set for March 4, 2013 at 7:00 p.m. (prevailing time) at the Council Chambers of the Windsor Town Hall, to approve or disapprove an ordinance entitled, "AN ORDINANCE APPROPRIATING $1,815,000 FOR COSTS IN CONNECTION WITH THE L.P. WILSON COMMUNITY CENTER ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,815,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION."

And

"MOVE that the Town Clerk is authorized and directed to post and publish notice of said Special Town Meeting."

Attachments

Bond Ordinance

AN ORDINANCE APPROPRIATING $1,815,000 FOR COSTS IN CONNECTION WITH THE L.P. WILSON COMMUNITY CENTER ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,815,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION

BE IT HEREBY ORDAINED,

Section 1. That the Town of Windsor appropriate ONE MILLION EIGHT HUNDRED AND FIFTEEN THOUSAND DOLLARS ($1,815,000) for costs in connection with the replacement of the roof at the south side of the L.P. Wilson Community Center at 601 Matianuck Avenue in Windsor, improvement of drainage on and from the roof, installation of additional insulation, related amenities, code compliance improvements, and other related work and improvements. The appropriation may be spent for design, construction and installation costs, equipment, materials, engineering, inspection and consultant fees, removal and proper disposal of any hazardous materials, administrative costs, printing, legal fees, net interest on borrowings and other financing costs, and other expenses related to the project. The Public Building Commission is authorized to determine the scope and particulars of the project and may reduce or modify the project scope, and the entire appropriation may be expended on the project as so reduced or modified.

Section 2. That the Town issue bonds or notes in an amount not to exceed ONE MILLION EIGHT HUNDRED AND FIFTEEN THOUSAND DOLLARS ($1,815,000) to finance the appropriation for the project. The bonds or notes shall be issued pursuant to Section 7-369 of the General Statutes of Connecticut, Revision of 1958, as amended, and any other enabling acts. The bonds or notes shall be general obligations of the Town secured by the irrevocable pledge of the full faith and credit of the Town.

Section 3. That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the project. The amount of the notes outstanding at any time shall not exceed ONE MILLION EIGHT HUNDRED AND FIFTEEN THOUSAND DOLLARS ($1,815,000). The notes shall be issued pursuant to Section 7-378 of the General Statutes of Connecticut, Revision of 1958, as amended. The notes shall be general obligations of the Town and shall be secured by the irrevocable pledge of the full faith and credit of the Town. The Town shall comply with the provisions of Section 7-378a of the General Statutes if the notes do not mature within the time permitted by said Section 7-378.

Section 4. That the Town Manager and either the Treasurer or the Director of Finance of the Town shall sign any bonds or notes by their manual or facsimile signatures. The Director of Finance shall keep a record of the bonds and notes. The law firm of Day Pitney LLP is designated as bond counsel to approve the legality of the bonds or notes. The Town Manager and either the Treasurer or the Director of Finance are authorized to determine the amounts, dates, interest rates, maturities, redemption provisions, form and other details of the bonds or notes; to designate one or more banks or trust companies to be certifying bank, registrar, transfer agent and paying agent for the bonds or notes; to provide for the keeping of a record of the bonds or notes; to designate a

financial advisor to the Town in connection with the sale of the bonds or notes; to sell the bonds or notes at public or private sale; to deliver the bonds or notes; and to perform all other acts which are necessary or appropriate to issue the bonds or notes.

Section 5. That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the project. The Town Manager and either the Treasurer or the Director of Finance are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

Section 6. That the Town Manager and either the Treasurer or the Director of Finance are authorized to make representations and enter into written agreements for the benefit of holders of the bonds or note to provide secondary market disclosure information, which agreements may include such terms as they deem advisable or appropriate in order to comply with applicable laws or rules pertaining to the sale or purchase of such bonds or notes.

Section 7. That the Town Council, the Town Manager, the Treasurer, the Director of Finance, the Public Building Commission, and other proper officers and officials of the Town are authorized to take all other action which is necessary or desirable to complete the project and to issue bonds or notes to finance the aforesaid appropriation.

Section 8. That the ordinance shall become effective upon its approval at a Special Town Meeting, in accordance with Section 9-3 of the Windsor Town Charter.

APPROVED AS TO FORM:

_____

Bond Counsel

ATTEST:

_____

Town Clerk

Agenda Item Summary

Date: February 19, 2013

To: Honorable Mayor and Members of the Town Council

Prepared By: Brian Funk, Director of Public Works

Reviewed By: Peter Souza, Town Manager

Subject: Introduction of Bond Ordinance for Roof Replacement at Oliver Ellsworth Elementary School & Recommendation to a Special Town Meeting

Background

Funds are requested to continue the town's asset management efforts for roofs at town facilities. This project entails the replacement of the roof at the Oliver Ellsworth Elementary School. The existing roof was installed in 1993 on top of an older roof. This older roof was original to the building. Numerous leaks have developed over the past couple of years through these two layers, which have been repaired. The construction phase of the project is in the adopted Capital Improvements Program (CIP) in FY 2013.

Discussion/Analysis

This project will involve the removal of both layers of roofing material and the installation of a new roof at the school. The new roof will have additional insulation installed to reduce energy usage and to increase the slope on the roof. This along with the installation of additional drains on the roof will improve stormwater drainage on and from the roof and will comply with State of Connecticut requirements for minimum slopes on school facilities.

This project, if approved, will occur this summer. It is planned that work would begin after school is let out for the summer break with substantial completion of the project prior to the beginning of a new school year in later August.

During the Council's January 22, 2013 meeting, this project was formally submitted to the state to request a grant for partial reimbursement of eligible costs of this project.

Financial Impact

Construction, contingency and bonding costs are estimated at $1,790,000. Because this amount exceeds the figure that can be approved by the Town Council and per the *Town Charter*, this project will need to be submitted for approval via a Special Town Meeting.

The project is eligible for reimbursement of approximately 47% of project costs from the state. However, the town needs to authorize the full amount of $1,790,000 to meet state grant requirements. Therefore, a combination of short-term and long-term borrowing will be used to fund the project in anticipation of the grant reimbursement.

The current cost for the roof replacement project is as follows:

Construction	$ 1,600,000
Bonding	$ 30,000
Contingency	$ 160,000
Total	$ 1,790,000

These amounts are based on bids already received for this project. Should bonding authorization be approved, then the Public Building Commission (PBC) will take action to award the construction contract.

Other Board Action
The Windsor Board of Education has previously voted approval of the project.

The Town Council referred this project to the PBC in early 2012. The PBC will continue to oversee the construction of the roof replacement work.

Recommendations
If the Town Council is in agreement, the following motions are recommended for approval:

1) Waiving of the Reading & Introduction of Ordinance

"RESOLVED, that the reading into the minutes of the text of the ordinance entitled, 'AN ORDINANCE APPROPRIATING $1,790,000 FOR COSTS IN CONNECTION WITH THE OLIVER ELLSWORTH ELEMENTARY SCHOOL ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,790,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION' is hereby waived and said ordinance is introduced, the full text of the ordinance having been distributed to each member of the Council and copies being made available to those persons attending this meeting; and that the full text of the ordinance be recorded with the minutes of this meeting."

2) Approval of Ordinance and Recommend to the Special Town Meeting

"MOVE that an ordinance entitled, 'AN ORDINANCE APPROPRIATING $1,790,000 FOR COSTS IN CONNECTION WITH THE OLIVER ELLSWORTH ELEMENTARY SCHOOL ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,790,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION' be approved and recommended to a Special Town Meeting."

3) Special Town Meeting

"MOVE, that the following ordinance be considered for approval or disapproval at a Special Town Meeting on March 4, 2013 at 7:00 p.m. (prevailing time) at the Council Chambers of the Windsor Town Hall, 'AN ORDINANCE APPROPRIATING $1,790,000 FOR COSTS IN CONNECTION WITH THE OLIVER ELLSWORTH ELEMENTARY SCHOOL ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,790,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION."

And

"MOVE that the Town Clerk is authorized and directed to include the above ordinance in the Special Town Meeting notice which is to be posted and published."

Attachments
Bond Ordinance

AN ORDINANCE APPROPRIATING $1,790,000 FOR COSTS IN CONNECTION WITH THE OLIVER ELLSWORTH ELEMENTARY SCHOOL ROOF REPLACEMENT PROJECT; AND AUTHORIZING THE ISSUE OF $1,790,000 BONDS AND NOTES TO FINANCE THE APPROPRIATION

BE IT HEREBY ORDAINED,

Section 1. That the Town of Windsor appropriate ONE MILLION SEVEN HUNDRED NINETY THOUSAND DOLLARS ($1,790,000) for costs in connection with the replacement of the roof at the Oliver Ellsworth Elementary School at 730 Kennedy Road in Windsor, improvement of drainage on and from the roof, installation of additional insulation, related amenities, code compliance improvements, and other related work and improvements. The appropriation may be spent for design, construction and installation costs, equipment, materials, engineering, inspection and consultant fees, removal and proper disposal of any hazardous materials, administrative costs, printing, legal fees, net interest on borrowings and other financing costs, and other expenses related to the project. The Public Building Commission is authorized to determine the scope and particulars of the project and may reduce or modify the project scope, and the entire appropriation may be expended on the project as so reduced or modified. The Town anticipates receiving an estimated $840,000 in State of Connecticut Department of Education grants to defray in part the appropriation for the project.

Section 2. That the Town issue bonds or notes in an amount not to exceed ONE MILLION SEVEN HUNDRED NINETY THOUSAND DOLLARS ($1,790,000) to finance the appropriation for the project. The bonds or notes shall be issued pursuant to Section 7-369 of the General Statutes of Connecticut, Revision of 1958, as amended, and any other enabling acts. The bonds or notes shall be general obligations of the Town secured by the irrevocable pledge of the full faith and credit of the Town.

Section 3. That the Town issue and renew temporary notes from time to time in anticipation of the receipt of the proceeds from the sale of the bonds or notes for the project. The amount of the notes outstanding at any time shall not exceed ONE MILLION SEVEN HUNDRED NINETY THOUSAND DOLLARS ($1,790,000). The notes shall be issued pursuant to Section 7-378 of the General Statutes of Connecticut, Revision of 1958, as amended. The notes shall be general obligations of the Town and shall be secured by the irrevocable pledge of the full faith and credit of the Town. The Town shall comply with the provisions of Section 7-378a of the General Statutes if the notes do not mature within the time permitted by said Section 7-378.

Section 4. That the Town Manager and either the Treasurer or the Director of Finance of the Town shall sign any bonds or notes by their manual or facsimile signatures. The Director of Finance shall keep a record of the bonds and notes. The law firm of Day Pitney LLP is designated as bond counsel to approve the legality of the bonds or notes. The Town Manager and either the Treasurer or the Director of Finance are authorized to determine the amounts, dates, interest rates, maturities, redemption provisions, form and other details of the bonds or notes; to designate one or more banks or trust companies to be certifying bank, registrar, transfer agent and paying agent for the

bonds or notes; to provide for the keeping of a record of the bonds or notes; to designate a financial advisor to the Town in connection with the sale of the bonds or notes; to sell the bonds or notes at public or private sale; to deliver the bonds or notes; and to perform all other acts which are necessary or appropriate to issue the bonds or notes.

Section 5. That the Town hereby declares its official intent under Federal Income Tax Regulation Section 1.150-2 that project costs may be paid from temporary advances of available funds and that (except to the extent reimbursed from grant moneys) the Town reasonably expects to reimburse any such advances from the proceeds of borrowings in an aggregate principal amount not in excess of the amount of borrowing authorized above for the project. The Town Manager and either the Treasurer or the Director of Finance are authorized to amend such declaration of official intent as they deem necessary or advisable and to bind the Town pursuant to such representations and covenants as they deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the bonds or notes authorized by this resolution, if issued on a tax-exempt basis, including covenants to pay rebates of investment earnings to the United States in future years.

Section 6. That the Town Manager and either the Treasurer or the Director of Finance are authorized to make representations and enter into written agreements for the benefit of holders of the bonds or note to provide secondary market disclosure information, which agreements may include such terms as they deem advisable or appropriate in order to comply with applicable laws or rules pertaining to the sale or purchase of such bonds or notes.

Section 7. That the Town Council, the Town Manager, the Treasurer, the Director of Finance, the Public Building Commission, the Board of Education, the Superintendent of School and other proper officers and officials of the Town are authorized to take all other action which is necessary or desirable to complete the project and to issue bonds or notes and to obtain grants to finance the aforesaid appropriation.

Section 8. That the ordinance shall become effective upon its approval at a Special Town Meeting, in accordance with Section 9-3 of the Windsor Town Charter.

APPROVED AS TO FORM:

_____

Bond Counsel

ATTEST:

_____

Town Clerk

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 19, 2013

PREPARED BY: Frank Williams **PRESENTED BY:** Frank Williams

ATTACHMENTS: Town of Windsor Town Council Agenda Item Summary &
Exhibit 1 – Fourth Amendment to the Town of Windsor, Connecticut Retirement Plan

SUBJECT: Town of Windsor Retirement Plan

BACKGROUND:

The Town of Windsor Retirement Plan covers town Employees and BOE employees who are not eligible for membership in the State Teachers' Retirement Board (TRB) plan.
As defined in the pension plan, the Employer means the Town of Windsor and the Board of Education. Amendments to the Town of Windsor, Connecticut Retirement Plan require approval of the Town Council and the Board of Education. The Attached agenda item summary includes the proposed amendments to the pension plan.

STATUS:

The Town Council approved the amendments at its meeting on Monday, November 5, 2012.

RECOMMENDATION: That the Board of Education approves the following motions:

"Resolved, that in accordance with Revenue Ruling 2006-43, the town shall pick up and pay the required contributions of each Public Safety Dispatchers Bargaining Unit employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective November 1, 2012, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h) (2)."

And

"RESOLVED, that Exhibit 1, entitled Third Amendment to the Town of Windsor, Connecticut Retirement Plan, is hereby adopted and approved and BE IT FURTHER RESOLVED that the Superintendent of Schools and President of the Windsor Board of Education are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."

Recommended by the Superintendent: JAW

Agenda Item # 8g.

Agenda Item Summary

Date: November 5, 2012

To: Honorable Mayor and Members of the Town Council

Prepared By: Amelia Bliss, Director of Human Resources
James Bourke, Assistant Finance Director

Reviewed By: Peter Souza, Town Manager PETER

Subject: Amendment to the Town of Windsor Retirement Plan

Background

During the recent contract negotiations with the town's United Public Service Employees Union Local #424 Unit 10 (UPSEU-Public Safety Dispatchers Bargaining Unit), management took steps to reduce the town's cost for funding its share of the employees' defined benefit pension plan. To accomplish this, it was negotiated that the members of this bargaining unit would contribute an additional 1% to the pension plan beginning November 1, 2012 on a pre-income tax basis and an additional 0.75% on July 1, 2013. The new bargaining agreement was approved by the Town Council and signed by the parties in late October. In order to implement this course of action, the Town Council and Board of Education are requested to adopt the resolutions referenced below.

Discussion/Analysis

The Public Safety Dispatchers Bargaining Unit employees are scheduled to increase their pension contribution rate from 2.25% to 3.25% of payroll earnings effective November 1, 2012 and from 3.25% to 4.00% of payroll earnings effective July 1, 2013. In accordance with the bargaining unit agreement, the employees' contributions will be made on a pre-tax basis. This requires that the Town Council adopt a resolution per the Internal Revenue Code.

Also, the Council is asked to adopt a resolution that amends Article III of the town's retirement plan. This article sets forth the required employee contribution amounts.

Financial Impact

Based on the FY 2013 payroll estimates, it is estimated that the increase of 1% of employee contribution saves the general government portion of the budget approximately $2,640 for the remainder of FY 2012 and the cumulative increase will result in avoided costs of $7,260 in FY 2014.

Other Board Action

As defined in the pension plan, 'the Employer' means the 'Town of Windsor and the Board of Education.' Therefore, both the Town Council and the Board of Education need to adopt the appropriate resolutions to implement this change.

Recommendations
If the Town council is in agreement, the following motions are recommended for approval:

"RESOLVED, that in accordance with Revenue Ruling 2006-43, the town shall "pick up" and pay the required contributions of each Public Safety Dispatchers Bargaining Unit Employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective November 1, 2012, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h)(2)."

And

"RESOLVED, that Exhibit 1, entitled 'Fourth Amendment to the Town of Windsor, Connecticut Retirement Plan', is hereby adopted and approved and BE IT FURTHER RESOLVED that the Mayor and Town Manager are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."

Attachments
Exhibit I, Amendment to retirement plan

EXHIBIT 1

FOURTH AMENDMENT TO THE TOWN OF WINDSOR, CONNECTICUT RETIREMENT PLAN

Effective November 1, 2012, Article III of the Town of Windsor, Connecticut Retirement Plan (the "Plan") is hereby amended by adding the following paragraphs to the end thereof:

"Effective November 1, 2012, any eligible Public Safety Dispatchers Bargaining Unit Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly earnings as determined and reported by the Administrator. For these purposes, a "Public Safety Dispatcher Bargaining Unit Employee" means an Employee of the Town of Windsor as defined in Article I, paragraph 11, as amended, who is represented by the Public Safety Dispatchers Bargaining Unit per the Collective Bargaining Agreement between the Town of Windsor and the Public Safety Dispatchers Bargaining Unit Employees dated October 25, 2012 and effective July 1, 2011 through June 30, 2014.

Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick up and pay the contributions that would otherwise be payable by each eligible Public Safety Dispatchers Bargaining Unit Employee. The contributions so "picked up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each eligible Public Safety Dispatchers Bargaining Unit Employee's earnings. Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each Public Safety Dispatchers Bargaining Unit Employee's earnings equal to the amount of the Employee contributions picked up by the Employer, provided that such deduction shall not reduce the Public Safety Dispatchers Bargaining Unit Employee's earnings for purposes of computing benefits under this Plan.

Public Safety Dispatchers Bargaining Unit Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.

Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer for Public Safety Dispatchers Bargaining Unit Employees effective November 1, 2012 shall be credited to a separate account for each Public Safety Dispatchers Bargaining Unit Employee, so that Public Safety Dispatchers Bargaining Unit Employee contributions made prior to November

1, 2012 may be distinguished from Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer on and after November 1, 2012.

Effective July 1, 2013 the required payroll deduction for eligible Public Safety Dispatchers Bargaining Unit Employees shall increase from 3.25% to 4.00%."

Article II of the Plan is hereby amended to add the following paragraph at the end thereof:

"Notwithstanding the foregoing or any other provision of the Plan, Public Safety Dispatchers Bargaining Unit Employees of the Town of Windsor (as defined in Article II herein) hired on or after November 1, 2012 shall not be eligible to participate in the Plan."

Executed by the Town of Windsor, Connecticut, this 5th day of November, 2012, at Windsor, Connecticut.

TOWN OF WINDSOR, CONNECTICUT

By: _____
Town Manager

By: _____
Mayor

Executed by the Board of Education of the Town of Windsor, Connecticut, this 13th day of November, 2012, at Windsor, Connecticut.

BOARD OF EDUCATION OF THE TOWN OF WINDSOR, CONNECTICUT

By: _____
Superintendent of Schools

By: _____
President, Board of Education

Town of Windsor
TOWN COUNCIL MEETING
November 5, 2012

Agenda Item	Action	Vote
"RESOLVED, that the reading into the minutes of the text of the ordinance entitled, "AN ORDINANCE APPROVING THE PURCHASE AND SALE OF 15 PARKWOOD DRIVE" is hereby waived, the full text of the ordinance having been distributed to each member of the Council and copies made available to those persons attending this meeting and the full text of the ordinance be recorded with the minutes of this meeting."	Approved	9-0-0
"MOVE to introduce and approve and ordinance entitled, "AN ORDINANCE APPROVING THE PURCHASE AND SALE OF 15 PARKWOOD DRIVE." The full text of the ordinance is available in the Town Clerk's Office."	Approved	9-0-0
"RESOLVED, that a Special Town meeting be set for Monday, November 19, 2012 at 7:00 p.m. (prevailing time) in the Council Chambers of the Windsor Town Hall, to approve or disapprove an ordinance entitled, "AN ORDINANCE APPROVING THE PURCHASE AND SALE OF 15 PARKWOOD DRIVE," which the Town Council has recommended its approval." and "Be it further RESOLVED, that the Town Clerk is authorized and directed to post and publish notice of said Special Town meeting."	Approved	9-0-0
"MOVE that the Town Manager be authorized to negotiate and execute all necessary agreement and contract documents on behalf of the Town of Windsor with the Department of Transportation of the State of Connecticut for the purchase of a Section 5310 program vehicle to provide transportation for the elderly and people with disabilities and to affix the corporate seal."	Approved	9-0-0
"MOVE that the Town of Windsor classification plan be amended to add the position of Lead Senior Transportation Driver in Grade V of the Part-Time and Seasonal Pay Plan and that the proposed job description for Lead Senior Transportation Driver be approved."	Approved	9-0-0
"RESOLVED that Peter Souza, Town Manager, is authorized to enter into and amend contractual instruments in the name and on behalf of the Town of Windsor with the Department of Social Services if the State of Connecticut for a case management program and to affix the corporate seal."	Approved	9-0-0
"RESOLVED, that in accordance wuth Revenue Ruling 2006-43, the town shall "pick up" and pay the required contributions of each Public Safety Dispatchers Bargaining Unit Employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective November 1, 2012, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h)(2)." and "RESOLVED, that Exhibit 1, entitled 'Fourth Amendment to the Town of Windsor Connecticut Retirement Plan', is hereby adopted and approved and BE IT FURTHER RESOLVED that the Mayor and Town Manager are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."	Approved	8-1-0 (Deputy Mayor Simon opposed)
"MOVE to accept the resignation of Florence Barlow from the Youth Commission."	Approved	9-0-0
"MOVE to APPOINT Jennifer Macierowski as a Republican Member to the Board of Ethics for a five year unexpired term to expire July 30, 2016 or until a successor is appointed."	Approved	9-0-0
"MOVE to REAPPOINT Timothy Fitzgerald as a Democratic Member to the Board of Ethics for a five year term to expire July 31, 2017 or until a siccessor is appointed."	Approved	9-0-0
"MOVE to approve the October 15, 2012 minutes of the Regular Town Council meeting as amended."	Approved	9-0-0
"MOVE to adjourn the meeting at 8:54 p.m."	Approved	9-0-0

Town Council Members: Mayor Donald Trinks, Deputy Mayor Simon, Councilors Boccia, Herzfeld, Jepsen, Jubrey, McKenney, McDonald and Terranova

staff to give a broader array of duties to a part-time driver. The driver will regularly assist the Transportation Coordinator with a limited number of non-driving duties and will be responsible for creating daily manifests, scheduling drivers, answering incoming calls and ensuring the continuity of this service during the Transportation Coordinator's absence.

Councilor Boccia is wondering if this description is adding a part-time position or if it is intended to give the description for a current part-time person. Mr. Liegl responded that this is not adding a position. They will continue to maintain the 9 part-time drivers that they have.

Motion Passed 9-0-0

e) Authorize the Town Manager to execute the annual Social Services Block Grant agreement with the Connecticut Department of Social Services

Moved by Councilor Jepsen, seconded by Councilor Terranova, that Peter Souza, Town Manager, is authorized to enter into and amend contractual instruments in the name and on behalf of the Town of Windsor with the Department of Social Services of the State of Connecticut for a case management program and to affix the corporate seal.

Ms. Kristen Formanek, Social Services Coordinator, presented the item to the Council. The State of Connecticut Department of Social Services has informed the town that it may apply for a Social Services Block Grant in the amount of $21,422. This amount will cover a one-year contract that will run from October 1, 2012 through September 30, 2013. The town has applied for and received this grant since 1984. The grant supports the following programs offered by the Human Services Department's Social Services Division: Case Management Services and Health and Wellness related programs.

Motion Passed 9-0-0

f) Approve resolutions amending the Town of Windsor's Employee Retirement Plan

Moved by Councilor Jepsen, seconded by Councilor Herzfeld, that in accordance with Revenue Ruling 2006-43, the town shall "pick up" and pay the required contributions of each Public Safety Dispatchers Bargaining Unit Employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective November 1, 2012, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h)(2) and that Exhibit 1, entitled 'Fourth Amendment to the Town of Windsor, Connecticut Retirement Plan', is hereby adopted and approved and be it further resolved that the Mayor and Town Manager are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions.

Ms. Amelia Bliss, Director of Human Resources, presented the item to the Council. During the recent contract negotiations with the town's United Public Service

Employees Union Local #424 Unit 10, management took steps to reduce the town's cost for funding its share of the employees' defined benefit pension plan. To accomplish this, it was negotiated that the members of this bargaining unit would contribute an additional 1% to the pension plan beginning November 1, 2012 on a pre-income tax basis and an additional 0.75% on July 1, 2013.

Councilor Boccia is wondering why it is required that Board of Education members sign off on this. Ms. Bliss responded that it is because they have Board of Education employees in the same pension plan and all changes to the plan have to be approved by both bodies. The Board of Education will be hearing these changes at their meeting next week.

Deputy Mayor Simon stated that he will be voting 'no' on this. He did vote to approve this contract, but he does not think it is a necessary policy for the town to eliminate public pensions for its employees. One of the clauses in this that will be voted on is a statement that says new hires will not be able to participate in the pension plan and he does not think this is a necessary policy for the town. He will be voting 'no' as a symbol of his opposition to that.

Motion Passed 8-1-0 (opposed by Deputy Mayor Simon)

13. RESIGNATIONS AND APPOINTMENTS

Resignations

Moved by Deputy Mayor Simon, seconded by Councilor Jepsen, to accept the resignation of Florence Barlow from the Youth Commission.

Motion Passed 9-0-0

Appointments / Reappointments

Moved by Deputy Mayor Simon, seconded by Councilor Jepsen to:

Item A Appoint Jennifer Macierowski as a Republican Member to the Board of Ethics for a five year unexpired term to expire July 30, 2016 or until a successor is appointed.

Item B Reappoint Timothy Fitzgerald as a Democratic Member to the Board of Ethics for a five year term to expire July 31, 2017 or until a successor is appointed.

Motion Passed 9-0-0

14. MINUTES OF PRECEDING MEETINGS'

a) Minutes of the October 15, 2012 Regular Town Council Meeting.

Special Meeting/Public Forum of the Windsor Board of Education
Unapproved Minutes

February 2, 2013 10:00 AM
Board Room, L.P. Wilson Community Center

The following are the unapproved minutes of the February 2, 2013 Special Meeting/Public Forum of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

Attendance Taken at 10:03 AM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos

Absent Board Members:
Ms. Darleen Klase
Mr. Kenneth Williams
Updated Attendance:
Ms. Pam DiGiore was updated to absent at: 12:30 PM
Mr. Leonard Lockhart was updated to absent at: 1:30 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Kristin Ingram, BOE Finance Committee Chairperson, called the meeting to order at 10:05 a.m. with the Pledge of Allegiance and a Moment of Silence. Also is attendance were Superintendent Jeffrey A. Villar, Ph.D.; Assistant Superintendent for Instructional Services, Mary Anne Butler; Assistant Superintendent for Human Resources, Dr. Craig Cooke; Director of Business Services, Frank Williams; and Director of Pupil and Special Education Services, Jody Lefkowitz.

2. Public Forum on Superintendent of Schools Proposed 2013-2014 Budget

Discussion:
None.

3. Adjournment

Discussion:
The Public Forum on the Superintendent of Schools Proposed 2013-2014 Budget was closed at 10:05 a.m. by Kristin Ingram.

4. A meeting of the BOE Finance Committee will immediately follow the adjournment of the Public Forum.

5. Finance Committee Meeting

6. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:

Kristin Ingram, BOE Finance Committee Chairperson, called the meeting to order at 10:11 a.m.

7. Audience to Visitors

Discussion:
None.

8. Discussion of the 2013-2014 Budget Proposal

Discussion:
Kristin Ingram stated the first item was to look at the packet supplied to the BOE Finance Committee by Dr. Villar.

Dr. Villar stated the packet contained responses to questions asked by the BOE Finance Committee and Kristin Ingram from previous meetings. The packet also contained explanations associated with revised pages from the original draft budget proposal.

The committee discussed the balance of the proposed 2013-2014 budget beginning with Site 76, Technology, and continued through Appendices A-J.

The committee recommended that the 2013-2014 Budget Proposal, which contains a 2.49%, represented too large of an increase for the citizens of Windsor. The committee requested revisions be made to the 2013-2014 Budget Proposal to decrease the percentage of increase. Documentation to support and explain areas of the budget were requested for presentation at the next BOE Finance Committee meeting on February 5, 2013 at 6:30 p.m.

9. Audience to Visitors

Discussion:
None.

10. Adjournment

Motion Passed: Kristin Ingram made a motion to adjourn the meeting at 1:50 p.m. The motion was seconded by Richard O'Reilly. This motion passed with a motion by Mrs. Kristin Ingram and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Absent
Mr. Leonard Lockhart Absent
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

_____
Kristin Ingram, Chairperson
BOE Finance Committee

mb

Special Meeting of the Windsor Board of Education
Unapproved Minutes

February 05, 2013 5:00 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the February 05, 2013 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

Attendance Taken at 5:10 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Doreen Richardson called the meeting to order at 5:10 PM.

2. Audience to Visitors

Discussion:
None

3. BOE Evaluation of Superintendent (executive session and possible action anticipated)

Motion Passed: Motion to move into executive session passed with a motion by Mr. Leonard Lockhart and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

4. Announcements

5. Adjournment

Discussion:
The meeting was adjourned at 6:28 PM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. Leonard Lockhart and a second by Mr. Paul Panos.

Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor BOE Finance Committee Meeting
Unapproved Minutes

February 5, 2013 6:30 PM
Board Room, L.P. Wilson Community Center

The following are the unapproved minutes of the February 5, 2013 Windsor BOE Finance Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:29 PM:

Present Board Members:
Mrs. Kristin Ingram
Mr. Richard O'Reilly
Ms. Cristina Santos
Mrs. Doreen Richardson

Also in attendance: Board members, Ms. Darleen Klase, Mr. Paul Panos, Ms. Pam DiGiore, Mr. Leonard Lockhart, and Mr. Kenneth Williams. Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Human Resources, Craig Cooke, Ph.D., Director of Business Services, Mr. Frank Williams, Director of Pupil and Special Education Services, Jody Lefkowitz, and Assistant Superintendent for Instructional Services, Ms. Mary Anne Butler.

1. Call to Order, Pledge of Allegiance, Moment of Silence

The meeting was called to order by Ms. Ingram at 6:31 pm.

2. Audience to Visitors

None at this time.

3. Discussion of the 2013-2014 Budget Proposal

Informational packet that was distributed was reviewed.

Discussion ensued regarding proposed budget.

Motion Passed: Motion to send the Board of Education a reduction of 1% for a 1.49% increase passed with a motion by Mrs. Kristin Ingram and a second by Ms. Cristina Santos.

Mrs. Kristin Ingram Yes
Mr. Richard O'Reilly No
Mrs. Doreen Richardson No vote
Ms. Cristina Santos Yes

4. Audience to Visitors
None at this time.

5. Adjournment

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Kristin Ingram, Chairperson
Finance Committee
Windsor Board of Education

KI/av

Special Meeting of the Windsor Board of Education
Unapproved Minutes

February 7, 2013 7:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the February 7, 2013 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:30 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:
Mr. Richard O'Reilly

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Meeting was called to order at 7:30 PM.

2. Audience to Visitors

Discussion:
None

3. BOE Evaluation of Superintendent (executive session and possible action anticipated)

Motion Passed: Move to go into executive session passed with a motion by Mr. Leonard Lockhart and a second by Ms. Darleen Klase.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Absent
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

4. Announcements

5. Adjournment

Motion Passed: Move to adjourn the meeting at 10:45 PM passed with a motion by Mr. Leonard Lockhart and a second by Mr. Kenneth Williams.

Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Absent
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor Board of Education Regular Meeting
Unapproved Minutes

February 12, 2013 7:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the February 12, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:
Ms. Pam DiGiore
Updated Attendance:
Ms. Pam DiGiore was updated to present at: 7:18 PM

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
Doreen Richardson called the meeting to order with the Pledge of Allegiance and a Moment of Silence at 7:00 p.m. Also in attendance was Superintendent Jeffrey A. Villar, Ph.D.; Assistant Superintendent for Human Resources, Craig Cooke; and Director of Business Services, Frank Williams.

2. Recognitions/Acknowledgements
2.a. New BOE Student Representative--Jonathan Rush

Discussion:
Doreen Richardson introduced the new Board of Education Student Representative, Jonathan Rush. The Board welcomed Mr. Rush and encouraged his questions and comments regarding Board meetings.

3. Audience to Visitors

Discussion:
Bradshaw Smith, 23 Ludlow Road. Spoke about a letter sent to the Superintendent in early February regarding the proposed 2013-2014 budget.

Lawrence Jaggon, 8 Massow Lane. Spoke about an incident of bullying on school property and requested an investigation into the matter.

4. Student Representative Report

Discussion:
Jonathan Rush reported on current events at Windsor High School such as the completion of the auditorium. The auditorium has already been used for drama rehearsals and a Poetry Out Loud event. The 8th grade Parent/Student Night, which provides a brief tour and introduction to the school, was a huge success. Five student-athletes recently celebrated signing with area colleges and will participate in various sports.

5. Board of Education

5.a. President's Report

Discussion:
Doreen Richardson reported the CABE 2013 Legislative Agenda, which advocates on behalf of board issues that have a direct impact, and hoped Board members had a chance to go through the agenda. It is a lengthy document that covers areas such as special education, school funding, legislative actions around policy, and early child care and education. Discussion about endorsing the agenda followed and it was determined that endorsing the agenda offers support to CABE, and if an item required consideration, it could be appropriately forwarded to the Board or a committee at that time.

Motion Passed: Richard O'Reilly made a motion to endorse the proposal of the CABE Agenda as presented. Leonard Lockhart seconded the motion. This motion passed with a motion by Mr. Richard O'Reilly and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Abstain
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Abstain
Mr. Kenneth Williams Yes

5.b. Finance Committee's Recommendation regarding the 2013-2014 Financial Plan (Anticipated Action)

Discussion:
Kristin Ingram, BOE Finance Committee Chairperson, presented to the Board the results of the Finance Committee and presented proposed cuts to illustrate what it would represent. There were no teaching staff cuts, but administrative cuts, and salary numbers were based on current salaries, not next year's. The total cuts would be $639,668 for a 1.46% overall increase in the proposed 2013-2014 budget. Discussion followed regarding the proposed cuts and the methodology of research used to determine the decreases.

Kristin Ingram made a motion that the Board of Education accepts the Finance Committee's recommendation of a 1.49% increase, as presented. Cristina Santos seconded the motion. Mr. Lockhart offered a substitute motion.

Motion Passed: Leonard Lockhart made a substitute motion to accept the 2013-2014 proposed budget as originally presented by Dr. Villar which represents a 2.49% increase over the current year's budget. Kenneth Williams seconded the substitute motion. This motion passed with a motion by Mr. Leonard Lockhart and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore No
Mrs. Kristin Ingram No
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Yes

Motion Passed: Leonard Lockhart made a motion to accept the proposed 2013-2014 budget as originally submitted to the Board by Dr. Villar with a 2.49% increase. Kenneth Williams seconded this motion. This motion passed with a motion by Mr. Leonard Lockhart and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore No
Mrs. Kristin Ingram No
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No

Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Yes

5.c. Board of Education Self-Evaluation, 2nd Draft for Approval by Board

Discussion:
Doreen Richardson spoke about Policy 9400 that requires a yearly evaluation of the Board, and recommends that the Board do this work. Ms. Richardson recommended that the Board appoint a committee to get the evaluation tool up to par and flesh out the process in a more thorough manner.

The BOE Self-Evaluation Tool Committee will be Kenneth Williams, Chairperson, Paul Panos and Darleen Klase.

Motion Passed: Paul Panos made a motion to form a committee to arrive at a self-evaluation tool for the Board. Kenneth Williams seconded this motion. This motion passed with a motion by Mr. Paul Panos and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Abstain
Mr. Kenneth Williams Yes

6. Superintendent's Report

Discussion:
Dr. Villar reported the district closed schools for a couple of days while it worked to recover from substantial snowfall which was done in cooperation with town authorities. Dr. Villar thanked them for their efforts and responsiveness. An announcement was sent out to parents to speak with their children about the dangers that snow represents and to please use caution to insure their safety. The district was inspecting roofs for weight concerns, checking drain function, and attempting to insure paved surfaces had salt and sand to continue to be proactive.

7. Committee Reports
7.a. Curriculum Committee

Discussion:
Cristina Santos, BOE Curriculum Committee Chairperson reported there was no meeting in January. The next monthly meeting is March 6, 2013 at 4:30 p.m. at L. P. Wilson.

7.b. Finance Committee

Discussion:
Kristin Ingram, BOE Finance Committee Chairperson, thanked members of the Board for all the time involved in attending the Finance Committee meetings. Mrs. Ingram would like to look at the audit created by the Town of Windsor to use for informational purposes at future finance meetings.

7.c. Technology Committee

Discussion:
Richard O'Reilly, BOE Technology Committee Chairperson, reported the January 24, 2013 meeting discussed the accomplishments achieved in less than 1 year; the list has been uploaded to the agenda of this meeting. Technology is not only in the hand of students, but also in the district to make it more effective and efficient. Progress is being made on items such as the help desk, the wireless networks, and having hardware and software up to standards. The next meeting is March 21, 2013 at 5:30 p.m. at L.P. Wilson, which will have hands-on demonstrations.

7.d. Long Range Planning Committee

Discussion:
Leonard Lockhart, BOE Long Range Planning Committee Chairperson, reported the meeting in late January was canceled, and will post the next meeting date sometime in March.

7.e. Roger Wolcott Committee

Discussion:
Leonard Lockhart, BOE Roger Wolcott Committee Chairperson, reported that Dr. Villar presented options for use of the Roger Wolcott building at the January 30, 2013 meeting. Possibilities include the alternative education program currently housed at L.P. Wilson, a Birth-to-3 preschool program, and space for Team Paragon.

8. Consent Agenda

Motion Passed: Darleen Klase made a motion for the Board to accept the items on the Consent Agenda as presented. Kenneth Williams seconded the motion. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

8.a. Financial Report
8.b. Enrollment Report
8.c. Food Services Report
8.d. Human Resources Report
8.e. Draft of 2014-2015 School Calendar
8.f. WHS Quebec and Montreal Canada Field Trip, April 14-18, 2013, 2nd Reading
8.g. WHS Spain Field Trip, April 12-20, 2013, 2nd Reading

9. Approval of Minutes

Motion Passed: Richard O'Reilly made a motion to accept the items on the Consent Agenda as presented. Kristin Ingram seconded the motion. This motion passed with a motion by Mr. Richard O'Reilly and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

9.a. January 9, 2013 BOE Curriculum Committee Minutes
9.b. January 10, 2013 BOE Special Meeting Minutes
9.c. January 15, 2013 BOE Regular Meeting Minutes
9.d. January 17, 2013 BOE Special Meeting Minutes
9.e. January 22, 2013 BOE Finance Committee Minutes
9.f. January 24, 2013 BOE Technology Committee Minutes
9.g. January 29, 2013 BOE Special Meeting Minutes

9.h. January 30, 2013 BOE Roger Wolcott Committee Minutes

10. Other Matters/Announcements/Regular BOE Meetings
10.a. BOE Roger Wolcott Committee Meeting, Tuesday, February 26, 2013 at 6:00 PM, LP Wilson Community Center, Room 17
10.b. BOE Policy Committee Meeting, Monday, March 4, 2013 at 5:30 PM, LP Wilson Community Center, Room 17

Discussion:
The start time of this meeting is 6:30 p.m.
10.c. BOE Curriculum Committee Meeting, Wednesday, March 6, 2013 at 4:30 PM, LP Wilson Community Center, Room 17
10.d. March Regular BOE Meeting, Tuesday, March 19, 2013 at 7:00 PM, Town Hall, Council Chambers
10.e. BOE Technology Committee Meeting, Thursday, March 21, 2013 at 5:30 PM, LP Wilson Community Center, Room 17
10.f. Presentation of BOE Budget to Town Council, Wednesday, April 3, 2013 at 6:30 PM, Town Hall, Council Chambers

11. Audience to Visitors

Discussion:
David Furie, 37 Lighthouse Hill Road. Commended the Board for their actions tonight regarding the budget process, and thanked the Board for keeping Team Paragon in mind with regard to a potential space for the group.

12. Adjournment

Motion Passed: Richard O'Reilly made a motion to adjourn the meeting at 9:17 p.m. Kristin Ingram seconded the motion. This motion passed with a motion by Mr. Richard O'Reilly and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

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Windsor BOE Roger Wolcott Committee Meeting
Unapproved Minutes

February 26, 2013 6:00 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the February 26, 2013 Windsor BOE Roger Wolcott Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:02 PM:

Present Board Members:
Ms. Pam DiGiore
Mr. Leonard Lockhart
Mrs. Doreen Richardson
Mr. Kenneth Williams

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 6:00 PM. Also in attendance were Board members Kristin Ingram and Cristina Santos, Superintendent Jeffrey A. Villar, Ph.D., Frank Williams, Director of Business Services and Jody Lefkowitz, Director of Pupil and Special Education Services. The meeting was opened to the audience for comments.

2. Review and discuss Alternate Education Programs

Discussion:
The committee reviewed floor plans for Roger Wolcott and discussed moving the alternate education program to Roger Wolcott.

3. Discuss future agenda items

Discussion:
Next meeting will be scheduled for Tuesday, April 2, 2013 at 6:00 PM. Administration will present information on preschool programs.

4. Adjournment

Motion Passed: Move to adjourn the meeting at 7:02 PM passed with a motion by Ms. Pam DiGiore and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mr. Leonard Lockhart Yes
Mrs. Doreen Richardson Yes
Mr. Kenneth Williams Yes

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Jeffrey A. Villar, Ph.D.
Superintendent of Schools

Special Meeting of the Windsor Board of Education
Unapproved Minutes

February 26, 2013 7:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the February 26, 2013 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:30 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:
Ms. Darleen Klase
Mr. Paul Panos
Updated Attendance:
Ms. Darleen Klase was updated to present at: 8:10 PM
Ms. Cristina Santos was updated to absent at: 9:10 PM
Ms. Pam DiGiore was updated to absent at: 9:10 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 7:30 PM. Also in attendance was Superintendent Jeffrey A. Villar, Ph.D.

2. Audience to Visitors

3. BOE Evaluation of Superintendent (executive session and possible action anticipated)

Motion Failed: Move to enter into executive session at 7:39 PM for the purpose of evaluating the Superintendent inviting the Superintendent to participate failed with a motion by Mr. Kenneth Williams and a second by Mr. Leonard Lockhart.

Ms. Pam DiGiore	No
Mrs. Kristin Ingram	No
Ms. Darleen Klase	Absent
Mr. Leonard Lockhart	Yes
Mr. Richard O'Reilly	Yes
Mr. Paul Panos	Absent
Mrs. Doreen Richardson	Yes
Ms. Cristina Santos	No
Mr. Kenneth Williams	Yes

Motion Passed: Move to enter executive session at 8:00 PM for the purpose of evaluating the Superintendent including the participation of the Superintendent, the session will be suspended for 10 minutes for the purpose of

reviewing the summary document and resumed immediately passed with a motion by Mrs. Kristin Ingram and a second by Ms. Cristina Santos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Absent
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Discussion:
Executive session ended at 8:55 PM. First motion failed by vote of 4-3 due to requirement of needing a 2/3 vote.

4. Discussion of Superintendent's Contract and Compensation (executive session and possible action anticipated)

Motion Passed: Move that the President of the BOE be authorized to work with the BOE attorney to extend the contract of the Superintendent by one calendar year staying within the 3 year limitation passed with a motion by Mr. Kenneth Williams and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore No
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Yes

Motion Passed: Move to authorize the BOE President to increase the salary of the Superintendent 3% passed with a motion by Mr. Kenneth Williams and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore No
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Yes

Motion Passed: Move that the BOE President be authorized to work with attorney to form a strategy to normalize the Superintendent's contract with the school year calendar passed with a motion by Mr. Kenneth Williams and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore No
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No

Mr. Kenneth Williams Yes

5. Consideration of Board Response to Ethics Complaint Regarding the Superintendent (possible action)

Motion Passed: Move that the BOE adopt a statement regarding the events which led to the filing of an ethics complaint against the Superintendent of Schools passed with a motion by Mrs. Doreen Richardson and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Abstain
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

6. Announcements

7. Adjournment

Motion Passed: Move to adjourn the meeting at 9:20 PM passed with a motion by Mr. Kenneth Williams and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

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Jeffrey A. Villar, Ph.D.
Superintendent of Schools

Windsor BOE Policy Committee Meeting
Unapproved Minutes

March 4, 2013 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the March 4, 2013 Windsor BOE Policy Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Pam DiGiore
Mr. Paul Panos
Mrs. Doreen Richardson

Absent Board Members:
Mr. Kenneth Williams

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 6:30 PM. Also in attendance were board members Darleen Klase and Cristina Santos, Superintendent Jeffrey A. Villar, Ph.D. and Director of Pupil and Special Education Services, Jody Lefkowitz.

2. Review P-5142.2 - Restraint and Seclusion of Persons at Risk

Discussion:
The committee reviewed and accepted changes to Policy 5142.2. and will move to the full Board of Education.

3. Review P-5141.21 - Administration of Medication

Discussion:
The committee reviewed and accepted changes to Policy 5141.21. and will move to the full Board of Education.

4. Review BL-9323 - Construction of Agenda and Posting of Agenda

Discussion:
The committee reviewed BL-9323-Construction of Agenda and Posting of Agenda. The committee also reviewed the BOE bylaw from Simsbury Public Schools. The discussion of editing the bylaw to reflect language used in Simsbury's policy will be added to Windsor's policy.

5. Discussion of Shipman and Goodwin's recommended policy regarding Section 504 of the Rehabilitation Act of 1973

Discussion:
The committee reviewed the proposed policy regarding Section 504 of the Rehabilitation Act of 1973. This policy was accepted and will move to the full Board of Education.

6. Adjournment

Discussion:
The meeting was adjourned at 8:04 PM.

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Jeffrey A. Villar, Ph.D.
Superintendent of Schools

Windsor BOE Curriculum Committee Meeting
Unapproved Minutes

March 6, 2013 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the March 6, 2013 Windsor BOE Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:
Ms. Darleen Klase
Ms. Cristina Santos

Absent Board Members:
Mrs. Kristin Ingram
Mrs. Doreen Richardson
Updated Attendance:
Mrs. Doreen Richardson was updated to present at: 4:50 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Cristina Santos, BOE Curriculum Committee Chairperson, called the meeting to order at 4:30 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, and Assistant Superintendent for Instructional Services, Mary Anne Butler.

2. Review of Algebra I Curriculum

Discussion:
Tom Baird, Math Curriculum Supervisor, spoke about the Algebra I curriculum and the changes involved that will necessitate some professional development for the middle school. This curriculum will be put in place next year.

Mary Anne Butler stated the complete 8th grade math curriculum will be brought to the full Board for adoption in March with the Algebra I curriculum.

3. Review of Kindergarten Language Arts Curriculum

Discussion:
Tracie Peterson, K-8 Literacy Supervisor, Carrie Canoni and Lynne Markwell, Literacy Coaches at Poquonock School, spoke about the kindergarten curriculum, which is based on 90 minutes of reading and 45 minutes of writing daily. Reading and writing units aligned to the Common Core State Standards were presented. One unit in reading and writing were highlighted in detail. The Kindergarten curriculum will go to the full Board in March.

4. Adjournment

Discussion:
Cristina Santos adjourned the meeting at 5:40 p.m.

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Cristina Santos, Chairperson
BOE Curriculum Committee

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