

Windsor Board of Education Regular Meeting

Tuesday, June 17, 2014 7:00 PM

Town Hall, Council Chambers Please click the link below to join the webinar:
<https://us02web.zoom.us/j/85191945173> Or Telephone: +1 646 558 8656 or +1 301
715 8592 Webinar ID: 851 9194 5173
275 Broad Street
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, June 17, 2014 Regular Meeting. Any additions or corrections will be made at a future meeting.

Mr. Ronald Eleveld:	Present
Ms. Michaela Fissel:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Richard O'Reilly:	Present
Mr. Paul Panos:	Present
Ms. Melissa Rizzo Holmes:	Present
Ms. Cristina Santos:	Present
Mr. Kenneth Williams:	Present

1. Call to Order, Pledge to the Flag and Moment of Silence
2. Recognitions/Acknowledgements
 - a. Recognition--Donation of \$500 to the "Community-Based Transition Academy" Program from All Crate Inc.
 - b. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Kuresse Bolds for "Allergies" and Superintendent's Purchase Prize to Julio Medina for "Four Track Runners"
 - c. Recognition--WHS Girls' Outdoor Track and Field Team, 2014 CIAC Class MM Champions
 - d. Recognition--WHS Boys' Outdoor Track and Field Team, 2014 CIAC Class L Champions
 - e. Recognition--Kaitlyn Ali, BOE Student Representative
 - f. Announcement--Windsor Teacher of the Year
 - g. Recognition--Cay Freeman, Connecticut Association of Schools Exemplary Middle School Teacher of the Year for 2014-2015
 - h. Recognition--Retirement of Director of Business Services Frank Williams
3. Audience to Visitors
4. Student Representative Report

- a. NASA HUNCH Video
- 5. Board of Education
 - a. President's Report
 - b. District Improvement Committee Update (possible action)
 - c. School Liaison Reports
 - 1. Windsor High School
 - 2. Sage Park Middle School
 - 3. Clover Street School
 - 4. John F. Kennedy School
 - 5. Oliver Ellsworth School
 - 6. Poquonock School
 - d. Policy Adoption (1st Reading)
 - 1. Revise BL-9325.2 Order of Business
 - 2. Revise P-3110 Formation of the Annual Operating Budget
 - 3. Revise P-6142 Prescribed Courses of Study and New P-6142.1 Curricular Exemptions
 - e. Curriculum Development (1st Reading)
 - 1. Introduction to Electronic Commerce
 - 2. Aviation and Flight
 - 3. English 12: The Journey and Beyond
 - 4. Family Sociology
 - 5. Innovation and Invention - Design and Communication (Grade 7)
 - 6. Introduction to Manufacturing
 - f. Textbook Adoption--Early Global Studies (9th Grade) and Modern Global Studies (10th Grade) College and Honors Level (1st Reading)
- 6. Superintendent's Report
 - a. WHS Overnight Field Trip Request to Quebec and Montreal – April 19 – 22 (or 23), 2015 (1st Reading)
 - b. Presentation--District Data Team Update
 - c. Superintendent's Entry Plan

- d. Dress Code Survey Results
- e. WHS Study Circles
- f. Reconfiguring Awarding of Credits at WHS
- g. Increase in School Lunch Prices beginning 2014-2015 (possible action)
- 7. Committee Reports
 - a. Curriculum Committee
 - b. Policy Committee
 - c. Technology Committee
- 8. Consent Agenda
 - a. Financial Report
 - b. Budget Transfers
 - c. Amendment to the Town of Windsor Retirement Plan
 - d. Enrollment Report
 - e. Food Service Report
 - f. Human Resources Report
- 9. Approval of Minutes
 - a. April 22, 2014 Regular Meeting
 - b. May 12, 2014 District Improvement Committee
 - c. May 19, 2014 Policy Committee
 - d. May 19, 2014 Special Meeting
 - e. May 20, 2014 Special Meeting
 - f. May 20, 2014 Regular Meeting
 - g. June 2, 2014 Executive Committee
 - h. June 5, 2014 Curriculum Committee
 - i. June 5, 2014 Technology Committee
- 10. Other Matters/Announcements/Regular BOE Meetings
 - a. BOE Retreat, Monday, June 23, 2014, 5:30 PM, L.P. Wilson Community Center, Room 17
 - b. BOE Retreat, Tuesday, July 8, 2014, 5:30 PM, L.P. Wilson Community Center, Room 17

c. Next BOE Regular Meeting is Tuesday, September 16, 2014, 7:00 PM, Town Hall, Council Chambers

11. Audience to Visitors

12. Adjournment

Maryam F. Khan, Secretary
Windsor Board of Education



WINDSOR PUBLIC SCHOOLS

Phone: (860) 687-2000 ext. 236
Fax: (860) 687-2009
E-Mail: ccooke@windsorct.org

Craig A. Cooke, Ph.D.
Superintendent of Schools
601 Matianuck Avenue
Windsor, Connecticut 06095

June 4, 2014

Mr. Joseph A. Novak
All Crate, Inc.
200 Lamberton Road
Windsor, CT 06095

Dear Mr. Novak:

On behalf of the Board of Education and the Windsor Public Schools' Community Based Transition Academy, please accept my thanks for your generous donation of \$500 you sent in appreciation of the students cleaning up your property's lawn area parking lot and driveway. They appreciated the All Crate t-shirts as well.

Your support of the Windsor Public Schools is most appreciated the donation will help to assist in the continuation of this worthwhile program.

Sincerely,

Craig A. Cooke, Ph.D.
Superintendent of Schools

CAC/sb

Cc: Russell Sills, Principal, Windsor High School
Tia Alves, Community Based Transition Academy
Board of Education Members

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Craig Cooke

Presented By: Cristina Santos, Craig Cooke

Attachments: None

Subject: WHS Juried Art Show Awards

Background:

On Wednesday, May 28, the Windsor High School held their annual juried art show. The board president and superintendent viewed the students' art work that afternoon and selected the BOE Purchase Prize "Allergies" by Kuresse Bolds and the Superintendent's Choice Purchase Prize "Four Track Runners" by Julio Medina. The students will receive \$150.00 for their pieces.

Marjorie Renno, Kuresse's art teacher writes, "It has been my great pleasure to watch Kuresse Bolds grow into his vast potential over the past four years. By taking AP Studio Art, Kuresse made a commitment to develop a personal investigation that resulted in a visual essay he presented at the art show in May. While Kuresse's voice is gentle, he always has a strong message which translates to his artwork. In his visual investigation, he presents powerfully rendered images of people and food that go beyond observational drawings and become symbolic storytelling. Whether he is working in pencil, ink or cut paper, his sensitivity to the material is as commanding as the message itself. The attention to detail in his work is a direct result of his truly patient nature. His skills are where they are today because of his dedication and understanding that the more time he invests in his work, the stronger his skills become.

When not working on his art, he is helping to support the art department. Over the last four years, he has volunteered countless hours to installing art shows and fundraising for art opportunities for students beyond himself. Earlier this year, Kuresse's artwork could be seen at Bradley International Airport as part of the Connecticut Council on the Arts Showcase, among the first student artists invited to show in this particular program. He is an exemplary artist, student and community member."

Denise Malnati, Julio's art teacher writes, "Julio Medina is a member of the WHS class L state champion track team participating in both the relay and long jump events. He has distinguished himself as both a student athlete and artist at WHS melding his passion for track into the subject matter of his art work. He is a disciplined young man who has worked independently to hone his drawing skill level and develop his personalized drawing technique. Julio's work reflects his patience and willingness to accept constructive feedback in developing dynamic compositions as seen in the superintendent's purchase prize. Julio is a personable young man, respected by both staff and peers, and will be missed as a fixture in the WHS art department."

Recommendation:

Recognize Kuresse Bolds and Julio Medina and their selected art pieces.

Reviewed by: _____

Recommended by the Superintendent: _____

Agenda Item # _____

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2014 Class MM Girls' Track and Field Champions

Iris Afantchao
Jiana Baker
Brianna Balfour
Yolanda Bigmall
Cecelia Blamahsah
Brittney Brown
Brianna Dooley
Torrie Epps
Charlotte Friedrich
Erika Hightower
Sashana Hinds
Candice Johnson
Emily Kopacz
Astryd Lewis
Annicka McDonald
Danielle Milliner
Sharay Robinson
Zaria Walker
Kenya Warner
Alicia Wilkerson

Head Coach: Ron Wilson

Asst. Coach: Celeste Over

2014 Class L Boys' Track and Field Champions

Jodi Barnwell
Aaron Bell
Kyshawn Bonner
Kevin Boudreau
Yishay Brooks
Xavier Charles
Alexander Cheney
Walter Crain
Gabriel Elliott
Malik Ellis
Tristan Enkler
Eric Foster
Bennie Fulse
Timothy Gardner
Amiri Gerald
Ryan Harrington
Rajay Hinds
Isaiah Huff
Chris-Randy Mack
Julio Medina
Geoffrey Oni
Courtney Rush
Kylan Seville
Dillon Vibes
Joshua Walker
Nathaniel Williams
Juwon Wood
Tynique Woods-Culver

Head Coach: Kelvan Kearse

Asst. Coach: Matt Tatelman

2014 Class L Boys' Track and Field Champions

2014-2015 Windsor Teacher of the Year



Kathleen Sorbo Furie is the Windsor Public Schools Teacher of the Year for 2014-2015. A committee of her peers selected her from 34 nominated teachers. She has been a teacher at Windsor Public Schools since 1996 and is currently a first grade teacher at Oliver Ellsworth School. She previously taught second grade at Oliver Ellsworth School, first grade at Clover Street School, and Title I reading at Oliver Ellsworth School.

She is a graduate of Central Connecticut State University where she received her Bachelor Degree in Education and a Master Degree in Reading, and was elected to Kappa Delta Pi Honor Society in Education. Kathleen lives in Windsor and is married to David Furie and has two daughters, Amanda and Sarah, both college graduates. Also, her father was Paul J. Sorbo, Jr. was Windsor Superintendent of Schools from 1969-1988.

The Windsor Public Schools' Teacher of the Year Program recognizes and honors teacher excellence. It does not attempt to select the "best" teacher; rather, to identify, from among Windsor's many outstanding teachers, one teacher to serve as a visible and vocal representative of what is best in the profession. The program celebrates excellence in teaching by recognizing teachers who have inspired a love for learning in their students and who have distinguished themselves in the profession.

Windsor's Teacher of the Year selection process begins in March when teachers are asked to submit written nominations of colleagues. Nominations were received. Those teachers who were nominated then decided whether or not to continue in the process and be interviewed by a panel of colleagues. Following the interview process, a classroom visit takes place on the finalist. Kathleen is now working on her State of Connecticut Teacher of the Year application packet.

The Windsor Board of Education announces the teacher of the year at its June meeting. The teacher of the year is invited to the September Board meeting and is formally recognized.

The committee consists of:

Dana Allen, Social Worker, WHS and L.P. Wilson
Lisa Bress, Head teacher, Poquonock
Jill Darrell, Grade 3 teacher, Clover Street
Nichole Donzella, Grade 4 teacher, JFK
Mike Greenwood, Co-Facilitator & District TEAM Facilitator, Retired teacher
Gregg Hannan, Physical Education teacher, WHS
Joe Mancino, former Windsor Teacher of the Year, Science teacher, WHS
Jennifer Tigre, Grade 8 Language Arts teacher, Sage Park
Chris Todd, Windsor Teacher of the Year, 2013-2014, Social Studies teacher, WHS
Katrina P. Wicks, Co-Facilitator & former Windsor Teacher of the Year, teacher
Mark Winzler, ex-officio, Interim Assistant Superintendent for Human Resources



Cay Freeman Named CAS Middle Level Exemplary Educator
for 2014-2015

The Connecticut Association of Schools has announced that Sage Park Middle School teacher, Cay Freeman, has been selected as the CAS Middle Level Exemplary Educator of the Year for 2014-2015.

Cay will be formally recognized at a CAS celebration on November 19, 2014, at the Aqua Turf Club in Southington.

The letter announcing the award is attached.



THE CONNECTICUT ASSOCIATION OF SCHOOLS

May 29, 2014

EXECUTIVE DIRECTOR
Dr. Karissa L. Niehoff

OFFICERS:

President

Francis Kennedy, Principal
Berlin High School

President-Elect

Donna Schilke, Principal
Smith Middle School, Glastonbury

Vice President (High)

Donna Hayward, Principal
Suffield High School

Vice President (Middle)

Richard Dellinger, Principal
Arny Reg. Middle School, Bethany

Vice President (Elementary)

Dr. RoseAnne Vojtek, Principal
Ivy Drive School, Bristol

Secretary-Treasurer

Dr. Beth Smith, Headmaster
Shelton High School

AFFILIATED WITH:

- National Association of Secondary School Principals
- New England Association of Schools and Colleges
- Association for Middle Level Education
- National Association of Elementary School Principals
- New England League of Middle Schools
- National Federation of State High School Associations

30 Realty Drive
Cheshire, CT 06410
Phone: (203)250-1111
FAX: (203)250-1345
www.casciac.org

Mrs. Catherine Freeman
Sage Park Middle School
25 Sage Park Road
Windsor, Connecticut 06095

Dear Catherine,

The Connecticut Association of Schools is pleased to announce that you have been selected as the CAS Middle Level Exemplary Educator of the Year for 2014-2015. The talent pool we had to choose from was of the highest quality and that you rose to the top is a credit to you and to the school that recognized and supported your application.

There are many fine middle school educators in Connecticut, and I'm sure that you will represent them well. You will be formally recognized at a CAS celebration on November 19, 2014, at the Aqua Turf Club in Southington. I will be in touch with your principal this fall to finalize the arrangements for you to attend this event.

In addition, we are forwarding your name, along with the names of other finalists, to the Ronald McDonald House Charities of Connecticut and Western Massachusetts. Finalists of the CAS elementary, middle level, and high school educator awards are automatically eligible for the RMHC Local Hero Award which honors ten outstanding teachers each year. Consideration for this award does not require any additional application or submission on your part. Should you be selected as a Local Hero Award winner, you will be contacted in the fall by a RMHC representative.

Congratulations on your selection, and thank you for your substantial contributions to middle level education in Connecticut. We look forward to calling on you over the next year to share your considerable talents with other CAS educators in Connecticut.

Regards,

Earle G. Bidwell

Earle G. Bidwell
Assistant Executive Director

CC: Mr. Paul Cavaliere, Jr., Principal

*Serving schools
and principals*

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Craig Cooke

Presented By: Leonard Lockhart

Attachments: None

Subject: District Improvement Committee Update

Background:

The District Improvement Committee was established in November 2013 as a standing committee for the 2013-2015 term charged to work collaboratively with the district administration for moving the district forward in the areas of student achievement, community engagement and school and family connections.

Status:

Recommendation:

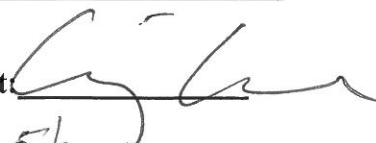
Board should dissolve the District Improvement Committee currently established. In order to not lose the positive momentum created by this committee, the full board should hold public forums as part of board workshops as this was the most beneficial aspect of the current committee. Twice a year, in the fall and spring, hold a public forum one hour prior to board workshops with the entire board present. Board should be cognizant of meeting dates to avoid conflict with other board and school events. The first meeting should be in a listening format with focus on early childhood education. The second meeting should be planned after the completion of the 1st semester and should address long-range planning.

A long-range planning committee format is needed to take advantage of opportunities such as early childhood and alternative education. It is recommended that the BOE President appoint a long-range planning committee.

Motion: Move the board dissolve the District Improvement Committee as currently established.

Reviewed by: _____

Recommended by the Superintendent



Agenda Item #

5b.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Craig A. Cooke, Ph.D.

Presented By: Paul Panos

Attachments: 1. Proposed Revised BL-9325.2 Order of Business
2. Proposed Revised P-3110 Formation of the Annual Operating Budget
3. Proposed Revised P-6142 Prescribed Courses of Study and New P-6142.1 Curricular Exemptions

Subject: Policy Adoptions, 1st Reading

BACKGROUND:


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

STATUS:

1. BL-9325.2 Order of Business will reflect new language.
2. P-3110 Formation of the Annual Operating Budget will reflect new language.
3. P-6142 Prescribed Courses of Study will be updated as Curricular Exemptions has become its own policy. New P-6142.1 Curricular Exemptions will reflect new language.

RECOMMENDATION:

Move to approve the policies being presented for a 1st reading and are waived for a 2nd reading.

Recommended by the Superintendent: 

Agenda Item # 5d.

Rational for Proposal:

ORDER OF BUSINESS

Suggested revision to add Special Meeting – Retreat for the Board of Education Members

Section: Bylaws of the Board

Subject: ORDER OF BUSINESS

BL-9325.2

**BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

Order of Business

The Order of Business at any meeting of the Board of Education shall be determined by the President of the Board of Education in consultation with the Superintendent of Schools.

Nothing in this Bylaw shall prohibit the use of a “consent agenda,” should it be in the interest of the Board of Education to use this method to effectively transact the business of the Board of Education.

From time to time the Board President may consult with the Executive Committee concerning certain items which may or may not need to appear on the agenda.

Regular Meeting Agendas:

- A. At all regular monthly meetings the following items will appear as routine matters:
1. Call to Order;
 2. Pledge to the flag;
 3. Moment of silence;
 4. Student and Staff Achievement;
 5. Consider approval of minutes;
 6. Audience to Visitors at the beginning and the end of the meeting;
 7. Superintendent’s Report;
 8. Report of Board committees and school liaisons;
 8. Other matters and Board requests; and
 9. Adjournment

Special Meeting - Specific Reason

- A. A special meeting may be called for a specific reason and not for the transaction of routine matters.

Section: Bylaws of the Board

Subject: ORDER OF BUSINESS

BL-9325.2

**BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

B. Among the items which appear on the Special Meeting agenda, in addition to the matter or matters which have caused the need for the special meeting, are the following:

1. Pledge to the flag;
2. Moment of silence;
3. Audience to visitors;
4. Special meeting agenda topic or topics;
5. Announcements; and
6. Adjournment.

Special Meeting - Workshop for the Board of Education Members

A. Workshop meetings usually consider the following agenda items as may be necessary:

1. Call to order;
2. Audience to Visitors,
3. Workshop session topic or topics; and
4. Adjournment.

When appropriate, the President of the Board may open workshop to public comment. There shall be at least one such public comment period per workshop.

Special Meeting – Retreat for the Board of Education Members

A. **Retreat meetings usually consider the following agenda items as may be necessary:**

1. **Call to order**
2. **Pledge of Allegiance**
3. **Moment of Silence**
4. **Retreat session topic or topics; and**

Section: Bylaws of the Board

Subject: ORDER OF BUSINESS

BL-9325.2

**BOARD OF EDUCATION BYLAW
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

5. Adjournment

Special Meeting - Public Forum

- A. Public Forum Meetings provide an opportunity for public input and usually consider the following agenda items.
1. Call to order
 2. Public forum on a specific agenda topic
 3. Adjournment

All regular and special meetings of the Board of Education are subject to the provisions of the Freedom of Information Act.

Bylaw Adopted: January 19, 2005
Revision - First Reading: January 18, 2006
Second Reading: February 28, 2006



SHIPMAN & GOODWIN LLP™
COUNSELORS AT LAW

Rational for Proposal:

FORMATION OF THE ANNUAL OPERATING BUDGET

This policy was revised to comply with Public Act 13-60. Effective October 1, 2013, municipal boards of finance (or other authority that makes appropriations for the local school district), in reviewing the itemized estimate submitted by a local board of education at budget time, will be required to make spending recommendations and suggestions as to how the board of education may consolidate non-educational services and realize financial recommendations. However, if the local board of education rejects such recommendation, it is required to provide a written explanation of the reason for the rejection.

Section: Business/Non Instructional Operations

**Subject: FORMATION OF THE ANNUAL
OPERATING BUDGET**

P-3110

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

Each calendar year, the Superintendent of Schools will formulate and submit a tentative budget for the ensuing school year to the Board of Education on or before January 25.

1. The Superintendent of Schools will confer with appropriate personnel to ensure that the proposed budget includes the funding necessary to adequately support the educational needs of the school district and the efficient operation of the Windsor Public Schools.
2. The Board of Education will review, evaluate, and, if appropriate, adjust as necessary the Superintendent's proposed budget. The Board will submit to the Town Council its recommended operating budget within the timelines specified in the Town Charter.
3. The Board will present its proposed operating budget to the Town Council at the Council's request.
- ~~4. Following the determination of the annual budget at referendum, the Board of Education will adopt a final budget, if necessary.~~
- 4. Following the presentation of the budget to the Town Council, the Board of Education shall review the recommendations and suggestions made by the Town Council, if any, as to how it may consolidate non-educational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations, it shall provide the Town Council a written explanation of the reason for the rejection.**
- 5. Following the determination of the annual budget at referendum, the Board of Education will adopt a final budget, if necessary.**

Policy Adopted: October 17, 2006

Legal Reference:
Connecticut General Statutes

Section: Business/Non Instructional Operations

**Subject: FORMATION OF THE ANNUAL
OPERATING BUDGET**

P-3110

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

10-222 Appropriations and budget.

PA 13-60 An Act Concerning the Consolidation of Non-educational Services

Rational for Revision:

PRESCRIBED COURSES OF STUDY P 6142

This policy to be revised to reflect the addition of the new policy P 6142.1 Curricular Exemptions. Item 4 will be removed as well as the 6142 Form. These items will now be addressed in the new policy, P 6142.1 Curricular Exemptions.

Section: Instruction

Subject: PRESCRIBED COURSES OF STUDY

P-6142

**BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT**

1. The planned, ongoing and systematic program of instruction offered in the Windsor Public Schools shall include at least the following subject matter, as taught by legally qualified teachers:
 - A. the arts
 - B. career education
 - C. consumer education
 - D. health and safety, including human growth and development; nutrition; first aid; disease prevention; community and consumer health; physical, mental and emotional health, including youth suicide prevention; substance abuse prevention; and safety and accident prevention
 - E. language arts, including reading, writing, grammar, speaking and spelling
 - F. mathematics
 - G. physical education
 - H. science
 - I. social studies, including, but not limited to, citizenship, economics, geography, government and history
 - J. on the secondary level, one or more foreign languages
 - K. vocational education
2. The effect of alcohol, of nicotine or tobacco and drugs on health, character, citizenship and personality development will be taught every academic year to all pupils in all grades.
3. Planned, systematic and ongoing AIDS instruction education will be offered to all students at appropriate grade levels.
4. ~~The State allows exemptions from only two areas: AIDS instruction and family life. In order for a student to be exempted, written request must come from parent or guardian.~~

Legal References:

Connecticut General Statutes
10-16b Prescribed courses of study
10-19a Substance abuse prevention
10-19b AIDS/Exemption
10-16c)
10-16d) Family Life
10-16e)
10-16f)

Adopted: 7/24/90

PERSONAL DEVELOPMENT EXEMPT FORM (AIDS)

Date _____
Name _____
Address _____

Dear _____

This communication is in response to your request to remove the course of study Personal Development from your child's curriculum.

Please be advised that the content of Personal Development is required to be taught to all students each year by Windsor Board of Education Policy (P-6142), Connecticut General Statutes 10-16 and 10-19 and the Federal Drug Free Schools Act.

The State allows exemptions from the AIDS instruction portion of these classes which comprise four or five lessons per year. A student exempted from these classes will be given an assignment which approximates the original activity and may be completed in the library. These alternate activities will be pre-approved by the building principal as prescribed in Administrative Regulation (AR-6144).

We believe that children need accurate and timely information regarding personal wellness in order to develop into responsible adults with healthy attitudes and behaviors.

All audio visual materials have been previewed and evaluated by the Personal Development Committee, who utilized recommendations from the State Department of Education and professional journals which review and recommend materials for school use. We believe that information delivered in a classroom setting provides facts rather than myths gathered from classmates or through television. Young people need to be informed to make good decisions.

Central themes in all of our Personal Development instruction is a "no use" message concerning drugs, alcohol and tobacco and that the only safe sexual practice is abstinence.

We believe that every student should be exposed to the entire program, but recognize your right to exemption from the classes dealing specifically with AIDS.

Sincerely,

To: _____ Principal

From: _____ Parent/Guardian

Date: _____

I wish to have my son/daughter _____ exempted from the Personal Development classes dealing specifically with AIDS. I realize they will be given an alternate assignment approved by the principal.



SHIPMAN & GOODWIN LLP™
COUNSELORS AT LAW

Rational for Proposal:

CURRICULAR EXEMPTIONS

This new Windsor policy incorporates the requirements of Public Act 13-273, allowing students to be excused from curricular activities involving animal dissection. There is also an added reference to the statutory exemption for family life curriculum in order to provide a comprehensive policy relative to curricular exemptions and for instruction on Acquired Immune Deficiency Syndrome (AIDS).

CURRICULAR EXEMPTIONS

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education; or
3. HIV/AIDS.

Definitions:

“Dissection Instruction” is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

“Family Life Education Instruction” is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

“HIV/AIDS Instruction” is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

Written Request for Mandatory Exemption:

Parents who wish to exercise such exemptions must notify the school district in writing within the first two weeks of school.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.
2. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

Conn. Gen. Stat. § 10-16c.
§ 10-19(b).

Public Act 13-273, "An Act Concerning Dissection Choice"

ADOPTED: _____
REVISED: _____

September 1, 2013

WINDSOR BOARD OF EDUCATION
Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas:

Check all that apply:

- 1. Dissection
- 2. Family life education
- 3. HIV/AIDS

“Dissection Instruction” is defined as instruction in which a student must participate in, or observe, the dissection of any animal.” Students who have objections to animal dissection may discuss those objections with the appropriate teacher/administrator. Objections to dissection can be initiated by the parent or student, in writing, and may be based on religious grounds, ethical grounds, or if the process is repulsive to the student. The teacher will give students raising an objection to dissection an alternative assignment, and the grade will be used in lieu of the dissection grade.

“Family Life Education Instruction” is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life. Parents may wish to exclude their students from classes dealing with family life education instruction and may do so by contacting the instructor in the first two weeks. An equivalent assignment will be substituted in these cases.

“HIV/AIDS Instruction” is defined as ongoing and systemic instruction on Acquired Deficiency Syndrome (AIDS) offered by the district pursuant to state law. Parents may wish to exclude their students from classes dealing with AIDS and may do so by contacting the instructor in the first two weeks. An equivalent assignment will be substituted in these cases.

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by

Date

Name of Student (Please Print)

Parent's/Guardian's Signature

Date

Student's Signature (if 18 years of age)

Date

Or

WINDSOR BOARD OF EDUCATION AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Mary Anne Butler

Presented By: Mary Anne Butler

Attachments: Introduction to Electronic Commerce, Aviation and Flight, English 12: The Journey and Beyond, Family Sociology, Innovation and Invention – Design and Communication (Grade 7), Introduction to Manufacturing Curriculum

Subject: Introduction to Electronic Commerce, Aviation and Flight, English 12: The Journey and Beyond, Family Sociology, Innovation and Invention – Design and Communication (Grade 7), Introduction to Manufacturing (1st Reading)

Background:

Introduction to Electronic Commerce introduces students to marketing on the Internet and challenges students to explore the realities and implications of e-commerce from a marketer's perspective aligned to the Common Core State Standards Business & Finance Technology Education Frameworks.

Aviation and Flight introduces students to historical events in aviation, the theory of flight, the flight environment, aviation safety, aerodynamics and aircraft performance. Due to the integration of STEM subjects, the course can be applied as an optional credit in science or technology. It is aligned to the Common Core State Standards and the Connecticut Technology Education Standards.

English 12: The Journey and Beyond strengthens students' critical reading and writing skills through studying complex literary texts and contemporary non-fiction selections and is aligned to Common Core State Standards.

Family Sociology is a one-semester course which provides students an opportunity to understand the importance and responsibility and maturity in successful relationships. It is aligned to the Common Core State Standards and the Family, Career and Community Leaders of America Standards.

Innovation and Invention – Design and Communication (Grade 7) in a project-based environment, provides students the opportunity to focus on the process by which a product is brought from concept to production. It is aligned to the Common Core State Standards and the Engineering by Design curriculum designed by the International Technology and Engineering Educators Association (IITEEA).

Introduction to Manufacturing permits students to develop an understanding of the design, materials, fabrication and production components of the machining industry and is aligned to the Common Core State Standards.

Status:

Curricula were presented at the BOE Curriculum Committee meeting on June 5, 2014.


Recommendation:

The Board approves Introduction to Electronic Commerce, Aviation and Flight, English 12: The Journey and Beyond, Family Sociology, Innovation and Invention – Design and Communication (Grade 7), Introduction to Manufacturing curricula as presented for a 1st reading and waives 2nd reading.

Reviewed by: _____

Recommended by the Superintendent: _____

Agenda Item # _____


5e.

9/9/2011

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Electronic Commerce
BOE Approval Date

Purpose of the Course: This course will introduce students to marketing on the internet and how businesses employ electronic commerce. The growth of the internet continues to have a tremendous influence on business. This course will challenge students to explore the realities and implications of e-commerce from a marketer's perspective. Creating an online presence, branding, responsible use of social media and the fundamentals of completing online transactions will be addressed through the establishment of a web-based school store.

Name of the Unit 1: Fundamentals of E-Commerce	Length of the unit: 7 blocks (86 minutes)
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Purpose of the Unit: Students will gain an understanding and appreciation of how the internet can be used to complete business transactions, establish a brand presence and complete commercial transactions. Learning activities will address both business and commercial transactions.

Business Standards:

[Business & Finance Technology Education Frameworks Entrepreneurship](#)

http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Entrepreneurship_Aligned_ELA_CCSS.pdf

[Common Core State Standards Addressed in the unit:](#)

- [CCSS.ELA.RI.9-10.2](#). Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [CCSS.ELA.RI.9-10.7](#). Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA.RI.9-10.8](#). Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- [CCSS.ELA.W.11-12.2](#). Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and

analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- [CCSS.ELA.SL.11-12.4](#). Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - [CCSS.ELA.SL.11-12.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - [CCSS.ELA.SL.11-12.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

<p>Big Ideas: The internet is a global marketplace.</p> <p>Like any entrepreneurial endeavor, there are rewards and challenges for all e-commerce businesses.</p>	<p>Essential Questions: Will e-commerce change the standard of living for people around the world?</p> <p>What is the future of e-commerce?</p>
<p>Students will know:</p> <ul style="list-style-type: none">● Trends that provide domestic and international opportunities for entrepreneurs for whom e-commerce is	<p>Students will be able to:</p> <ul style="list-style-type: none">● Comparison shop by applying the theories and concepts underlying e-commerce

<p>part of their business strategy</p> <ul style="list-style-type: none"> • Advantages of e-commerce over traditional business methods • Ways online businesses try to capture sales and increase repeat customers 	<ul style="list-style-type: none"> • Compare and contrast brick and mortar and online businesses • Identify marketing strategies used by online businesses
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<p>Significant task 1:</p> <p><u>Purchase Decisions Summary Table:</u></p> <p>This significant task will open with a brainstorming session in which students list the factors that influenced a recent buying decision. Students then will take notes on a teacher-generated PowerPoint that summarizes the components that drive purchasing behavior. Following the presentation, students will work individually to create a summary table of the factors they deem most influential. Upon completion, students will work in small groups of three and revise their summary table in preparation for writing their report.</p> <p>Individually, students will type a first draft of well-written report of their findings. In small groups of two, students will peer edit the first draft of the report using the school -wide rubric #1: Use Research tools to access, evaluate, and document information as their guide. After peer editing, each student will make the necessary corrections and compose their final report.</p> <p>As a culminating activity, individual students will create a PREZI, PowerPoint or other presentation medium and share their findings with the class.</p> <p>Timeline: 4 blocks (86 minutes) Key vocabulary: Global economy, psychological pricing, bundle pricing, discount pricing, business strategy, strategy implementation Resources: Glencoe Entrepreneurship: Building a Business, E-Commerce, computers/I-Pads</p>

<p>Common learning experiences:</p> <p>Activity focused on comparing online stores with brick and mortar establishments</p> <p>Research on planning a purchase using traditional and web based resources</p> <p>Review of school-wide rubrics and their application</p> <p>Write a well written two page report explaining their findings</p> <p>Peer editing of purchasing decision report</p> <p>Editing and revising purchase summary table</p> <p>Think-Pair Share on the differences between online and brick and mortar retail establishments</p> <p>Vocabulary instruction; utilizing word walls and non-linguistic representation methods; such as graphic organizers and creating pictorial representation of vocabulary words</p> <p>Sharing research with class using presentation software</p>
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Common assessments:

Comparison of web- based vs. physical retail establishment assessed using School Wide Rubric #1: Use research tools to access, evaluate and document information.

Collaborative work during Think-Pair Share and peer editing assessed using School Wide Rubric #2 Work Collaboratively.

Oral presentation on research findings assessed using School Wide Rubric #3: Effectively Communicates for a Variety Purposes.

Research report assessed using English department rubric: Writing for a variety of purposes.

Teacher notes:

Go over school wide rubrics with students to familiarize them of the requirements of the rubric.

Suggested grading weight of Unit 1 Assignments:

Shopping Comparison Assignment	15%
Cooperative Learning	15%
Written Report	25%
Presentation (creation)	15%
Presentation	15%
Recommendations	15%

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Electronic Commerce

Name of the Unit 2: Web Site Development	Length of the unit: 17 blocks (86 minutes)
Purpose of the Unit: This unit introduces students to the importance of making the correct choices in developing an effective website. Students will come to understand that the purpose of the website will influence the style, the website technologies required, hosting costs and budget required for maintaining the website.	

<p>Business Standards:</p> <p>Business & Finance Technology Education Frameworks Entrepreneurship</p> <p>http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Entrepreneurship_Aligned_ELA_CCSS.pdf</p> <p>Common Core State Standards Addressed in the unit:</p> <p>10.W.2: Text Types and Purposes - Writing Informative/explanatory text to examine and convey complex ideas</p> <p>10.W.7: Research to Build and Present Knowledge - Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation</p> <p>10.W.8: Research to Build and Present Knowledge - Gather relevant information from multiple authoritative print and digital sources</p> <p>10.SL.1: Comprehension and Collaboration - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues</p> <p>10.SL.4: Presentation of Knowledge and Ideas - Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.</p> <p>10.L.1: Conventions of Standard English - Demonstrate command of the conventions of standard English and usage when writing or speaking</p>
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10.L.4: **Vocabulary Acquisition and Use-** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

<p>Big Ideas: An effective website should be organized to ensure it is easy to access, read and navigate.</p> <p>You never get a second chance to make a good first impression.</p> <p>Having a reliable system for product delivery is important to online companies.</p>	<p>Essential Questions: How has electronic commerce changed the way marketers reach out to potential customers?</p> <p>Is e-commerce a passing fad?</p> <p>What factors and disciplines affect webpage design?</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • The basic design principles used when planning the visual aspects of a website: Proximity, Alignment, Repetition, Contrast (PARC) • The concept of freemium • Features and capabilities of Xara web design software 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use Xara web design software to create an effective website • Apply basic web design principles • Set up a site map, flowchart, web graphic organizer to show the layout of the website • Use freemium to create an income stream for their e-commerce business
<p>Significant task 1: <u>Understanding Website Layout:</u></p> <p>The purpose of this significant task is to introduce students to the concept of website optimization. Students will engage in activities to familiarize them with how web pages operate and the best layouts for potential customers to be able to accomplish a successful search.</p> <p>As a whole group students will be introduced to basic design principles and organization of a web site; including categorization methods, ways of focusing the reader’s attention and the importance of simplicity in presentation. Following the teacher presentation, students will be paired with a partner to create a graphic organizer outlaying their chosen website(s) from a teacher-approved list. Each team will then display the graphic organizer on Xara. Students will present their work and explain the organization of their website, highlighting how their work adheres to the principles of web design.</p> <p>Following a group critique, students will apply their acquired skills to create an organizational flowchart in Xara on one of the following: vacation planner business, sporting goods business or an office supply business. Students will include as many actual parts of the web page as possible on their flowchart and explain the rationale behind their organizational decisions in respect to proximity, alignment, repetition and contrast.</p> <p>Timeline: 3 blocks (86 minutes)</p> <p>Key vocabulary: Site map, demographics, home page, navigate, feasibility assessment, flowchart,</p>	

layout, target market, navigation scheme, white space, streaming video J-PEG, GIF, resolution, point size, visual balance, freemium

Resources: Glencoe, E-Commerce, Xara software tutorial

Significant task 2:

Designing an Effective Website:

As an introduction to basic design principles, students will use the SmartBoard to brainstorm a list of features found on an effective website. Once the list is created, their list will be compared with established basic web design principles; such as the importance of simplicity, the effective use of white space, the importance of using plain and objective language, etc. With the knowledge gained from this activity students will work independently to rate the design principles of 10 websites selected by the teacher, based on a teacher-generated rubric tapping web design principles.

Students then will view Screencasts and YouTube videos as an introduction to the functions of Xara Graphic Studio. Students will complete activities that will teach them the basic Xara Graphic Studio functions such as: creating shapes, transparencies, drop shadows, font manipulation, overlays, widgets, buttons, and manipulating photos.

Timeline: 4 blocks (86 minutes)

Key vocabulary:

creating shapes, transparencies, drop shadows, font manipulation, overlays, widgets, buttons, manipulating photos

Significant task 3:

Mimicking a Website:

Once basic skills in Xara Graphic Studio are mastered, students will choose a website to mimic using Xara to showcase their burgeoning skills. Individually, students will copy and paste into Xara a teacher-approved website to use as a tracing layer.

Individually students will then create a live version of this website using their mastered skills and showcase their website to the class and explain/justify their choices.

Timeline: 5 classes (86 minute blocks)

Key vocabulary:

Tracing layer, navigation bar, banner, google adwords, freemium, buttons

Significant Task #4

Positioning a Website:

Significant tasks 1 through 3 address the concepts of recognizing good and bad website designs. Now is the time for students to apply these concepts in a real world situation.

Two important questions students should continually ask themselves/partners about the website are:

1. Who is the target audience?
2. What do I want the site to accomplish?

With these key questions foremost in their mind, in small groups of three, students will be assigned a

product or service business and do the following:

- Brainstorm a name for their website
- Brainstorm key words to use to give the web site a good position in the search engine
- Using three different search engines, enter the key words to see what develops
- Consider the proper positioning of these key words on the website

Each small group will elect a representative to present their findings to the class. Class discussion will follow to identify the most effective key terms that generate the proper positioning on the website. Direct instruction with guiding questions will be utilized to supplement student findings to ensure that all essential concepts are addressed.

Timeline: 3 blocks (86 minutes)

Key vocabulary: positioning, cross marketing, freemium, url, chain-yank award, title element, meta data, robots, pay-per click, back-end management, server, bandwidth, Structured Query Language
Resources: Xara software, I-Pads, computers, Glencoe-E-commerce, the Non-Designer's web book

Common Learning Experiences:

Activities highlighting design principles in websites; such as, evaluating the use of design principles in existing websites and compare/contrast tasks that compare the effectiveness of different placement of navigation tools

Exploration of factors affecting website optimization

Introduction to freemium

Online tutorials focused on the functions of Xara software

Utilize Xara Graphic Organizer (flowchart) to design the basic layout of a website

Presentation of Xara assignments

Common assessments:

Student group work assessed using School Wide Rubric #2: Working collaboratively

Xara presentation assessed using School Wide Rubric #3: Effectively communicating for a variety of purposes school wide rubric

Elements of good design activities assessed using the School- Wide Rubric #1 : Research tools to access and evaluate and document information and Rubric #4: Critical Analysis/Thinking

Tracing layer using Xara Graphic Studio project assessed using Rubric #5: Problem Solving

Teacher Notes:

Use the SmartBoard to create two lists about effective website design. Show correlation between the two lists. As we continue with the actual web page (s), keep the list of features of good web design in a visible area in the classroom. Keep in mind the following:

1. What creates a look of quality and sophistication?
2. What does a lack of quality convey to potential customers? (lack of trust)

Create rubric based on page 116; *The Non-Designer's Web Book*

1. **P** - Proximity

A - Alignment

R- Repetition

C- contrast

Significant task 3 teacher notes: Focus on the following: Google adwords, freemium, marketing/E-commerce

When testing for errors, make sure to check the validity of external and internal links, find missing files, which graphics are located in the wrong place and tells which links are broken. If possible, check the site using various browsers, on different platforms with graphics turned off, and with variety of default fonts and point sizes.

Wrap up the activities /chapter by telling students one of the key things people running web-site stores need to know is marketing, and that without effective marketing, they cannot succeed.

Rubrics: Have students place the school wide rubrics in a separate area of their Interactive Notebook to allow easy access when needed.

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Electronic Commerce

Name of the Unit 3: E-Commerce Marketing	Length of the unit: 14 blocks (86 minutes)
Purpose of the Unit: This unit introduces students to various aspects of marketing on the Internet. Students will have an understanding that marketing, with an emphasis on customer service, is an important aspect of e-commerce and critical to building an online brand.	

<p>Business Standards:</p> <p>Business & Finance Technology Education Frameworks Entrepreneurship</p> <p>http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Entrepreneurship_Aligned_ELA_CCSS.pdf</p> <p>Common Core State Standards Addressed in the unit:</p> <p>10.W.2: Text Types and Purposes - Writing Informative/explanatory text to examine and convey complex ideas</p> <p>10.W.7: Research to Build and Present Knowledge - Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation</p> <p>10.W.8: Research to Build and Present Knowledge - Gather relevant information from multiple authoritative print and digital sources</p> <p>10.SL.1: Comprehension and Collaboration - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues</p> <p>10.SL.4: Presentation of Knowledge and Ideas - Present information findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.</p> <p>10.L.1: Conventions of Standard English - Demonstrate command of the conventions of standard English and usage when writing or speaking</p> <p>10.L.4: Vocabulary Acquisition and Use- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context</p>
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<p>Big Ideas: Marketing executives rely on data to make decisions.</p> <p>The relationship between buyers and sellers is personalized and dynamic.</p>	<p>Essential Questions: Do all companies need a web presence?</p> <p>Can an e-commerce business effectively compete with an established brick and mortar store?</p>
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<p>Students will know:</p> <ul style="list-style-type: none"> • The website is an important foundational online asset • Content that attracts and engages customers need to be broad, searchable, relevant and geared to do just what it says, “attract and engage” • It is important to clearly identify the target market and conduct research to find the best ways to reach your audience 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use Xara Graphic software to create and e-zine • Create a survey using primary and secondary data • Use their knowledge of marketing to create an infomercial
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Significant task 1:

Fundamentals of Internet Marketing:

To help students access their prior knowledge on marketing, they will be asked to recall marketing/promotional strategies that were successful in influencing a purchasing decision. In a whole group, students will discuss which strategies worked and why, and which did not. During the discussion, students will use the SmartBoard to generate a master list of the pros and cons of each strategy.

In small groups of four, students will review the strategies they identified and note how they apply to a product assigned to them by the teacher; such as apparel, sporting goods, etc. Each group also will identify the product's target market, target segment, and product mix and determine into what market niche the product will fit.

As a culminating activity, each small group will create a multimedia presentation that illustrates their knowledge of marketing concepts and how they apply to their product. Students will present their multimedia presentations, using technologies such as PowerPoint or PREZI to the class and a question and answer session will follow each presentation.

Timeline: 3 blocks (86 minutes)

Key vocabulary:

Marketing, marketing mix, market segments, cross selling, promotion, product mix, personalization, e-mail marketing, permission marketing, niche sales forecast, SWOT analysis, mission statement, attraction, engagement, leads, E-CRM, e-tailers, rich media

Resources: Xara software, I-Pads, computers, Glencoe-E-commerce

Significant task 2:

Creating an e-zine, part I:

The world-wide reach of the Internet has made it a place rich with marketing opportunities. At the same time, the sheer popularity of the internet and social media has made it possible for an e-commerce site to drop into obscurity if not marketed carefully. The purpose of this significant task is for students to recognize the impact marketing has on their e-commerce business.

In small groups of three, students will research several teacher approved e-zines, focusing on those that businesses have created, and compare and contrast features. Individually, students will complete the top hat graphic organizer and as a whole group discuss the features that created the most impact from a potential buyer's perspective.

In their original small groups, students will use their knowledge of e-zine features to design the first draft of the e-zine cover, following teacher- provided desktop publishing and Xara Graphics design principles. With the use of the SmartBoard, students will critique each other's design, based on Xara Graphics design principles. Each group will then revise their e-zine cover, and one will be selected to represent the e-commerce class.

Timeline: 6 blocks (86 minutes)

Key vocabulary:

Mission statement, sales forecast, SWOT analysis, attraction, lead, engagement, capture, nurture, convert, measure, google analytics, E-CRM, e-tailers

Resources: Xara software, I-Pads, computers, Glencoe-E-commerce

Common Learning Experiences:

Direct instruction on using a video camera and taking effective video

Vocabulary instruction; including word wall and non-linguistic representation strategies

Guided instruction introducing e-zines

Collaborative work to create an e-zine cover

Online tutorials on Xara Graphic Organizer

Presentation of Xara assignments

Common assessments:

Fundamentals of internet marketing multimedia presentation assessed using Rubric #3: Effectively Communicating for a variety of purposes school wide rubric.

Xara Graphics Design Principles- E-zine cover assignment assessed using teacher -created rubric on design principles and School Wide Rubric #4: Critical Analysis/Thinking.

Infomercial (Multimedia culminating project): School Wide Rubrics #3: Effectively Communicating for a variety of purposes school wide rubric and Rubric 2: Work Collaboratively.

Teacher notes:

Wrap up the activities /chapter by telling students one of the key things people running web-site stores need to know is marketing, and that without effective marketing, they cannot succeed.

Differentiated Instructions: Some students will work on quickly. These students may be assigned independent projects which will be provided by the teacher, with the assistance of the district technology coordinator. For students who require additional time and/or instruction, the teacher will utilize peer helpers, and give students multiple opportunities to practice and fine tune their skills, allow extra time to complete assignments and test as well modify assignments and tests.

With the huge spike in Smartphones, it is extremely important to add a mobile component to the website.

Compare Nike website with Nuala's . Nike's site is aimed at people with an active lifestyles whereas Nualas' site is aimed at people with la more relaxed, leisurely lifestyle. (product mix)

E-zine cover must include: logo, tag line, graphics, publication date, etc.

Significant task 4: With assistance from advanced students as well as district technology coordinator, students will upload approved videos, podcasts, and Xara images on website.

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Electronic Commerce

Name of the Unit 4: Building a Career in E-Commerce	Length of the unit: 7 blocks (86 minutes)
Purpose of the Unit: Students will explore career opportunities within the technology industry. The growth of the internet and the rapid growth of electronic commerce have increased opportunities in careers specializing in developing and maintaining websites, creating and maintaining corporate intranets, and many other careers. Job opportunities in these career fields have the potential to increase exponentially in the years to come.	

<p>Common Core State Standards Addressed in the unit:</p> <ul style="list-style-type: none"> • CCSS.ELA.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • CCSS.ELA.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • CCSS.ELA.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <p>Business Standards addressed in this unit: Business & Finance Technology Education Frameworks Entrepreneurship http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Entrepreneurship_Aligned_ELA_CCSS.pdf</p>
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<p>Big Ideas: The career you choose will be a major factor in determining your lifestyle.</p> <p>Many popular careers of today didn't exist 10 years ago.</p> <p>Keep an open as you plan your future.</p>	<p>Essential Questions: How might emerging technologies impact your chosen career?</p> <p>How can you plan for a career in an occupation that might not exist today?</p>
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<p>Students will know:</p> <ul style="list-style-type: none"> • Traits employers want in e-commerce workers • Preparation needed for e-commerce careers • Career strategies for finding e-commerce jobs • Training and education necessary for a career in e-commerce 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Craft S.M.A.R.T goals • Create an e-resume and a digital portfolio • Select a career strategy in e-commerce jobs
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Significant Task #1:
Preparing for a career in e-commerce:
The purpose of this significant task is to increase students' awareness of e-commerce careers that interest them and to think of that job in terms of career advancement goals.

As an introduction, students will brainstorm e-commerce careers in which they are interested and want to explore. Each student then will select a career from the list and graphically plot a course leading to successful placement in the area. Factors to be included are: when to begin, specific education needed, helpful career strategies, entry-level and related early jobs to seek. Each student will extend the activity by using Xara Graphic organizer (Flowchart) to create a career timeline storyboard, then present to the class.

Individually students will use the information gathered to create an e-resumé and a cover letter for their chosen career, utilizing the writing process rules: Write, Edit, Revise, and Final Draft. In groups of two, students will peer edit each other's e-resumé and cover letter, using the e-resume writing rubric. Once work is edited and revised, a finalized copy of their e-resumé will be added to their digital portfolios.

Differentiation: Electronic visuals could selected from the following: slide presentation, video presentation, electronic collage, visual organizer, etc.

Timeline: 4 blocks (86 minutes)

Key Vocabulary: jobs, careers, job shadowing, internships, mentorship, OSHA, multimedia, Occupational Outlook Handbook, digital portfolio, electronic resume, job shadowing, , multimedia, Occupational Safety and Health Administration, ergonomics

Common Learning Experiences:

Introduction to S.M.A.R.T goals

Creation of professional S.M.A.R.T. goals

Practice in using Xara Graphic Organizer

Brainstorming a list of careers related to e-commerce

Researching a career path within e-commerce

Peer editing of resume and cover letter

e-Resumé creation

Vocabulary instruction using word wall and non-linguistic representation strategies

Using Xara Graphic Organizer (flowchart) to create a career timeline

Common assessments:

S.M.A.R.T goal assignment relating to their E-commerce occupation assessed with teacher-created rubric.

Researching careers in E-commerce assessed using rubric #1: Using research tools to access, evaluate and document information.

E-Resumé assessed using teacher-created rubric.

Windsor Public Schools
Curriculum Map
Aviation and Flight
BOE Approved Date

<p>Purpose of the Course: Students will be introduced to a wide range of topics in the exciting field of aviation. Areas of study will include historical events in aviation, the theory of flight, the flight environment, aviation safety, aerodynamics, and aircraft performance. The physics of flight and navigation principles will be explored, and students will apply their knowledge as they learn to design and fly an airplane through the use of flight simulators. Career opportunities such as pilots, flight attendants, technicians, and air traffic controllers will be explored as students are provided with a tour of an aviation facility. Due to the integration of STEM subjects, this course can be applied as an optional credit in science or technology.</p>
<p>Grade Level: 9-12</p>
<p>Course Name: Aviation and Flight</p>
<p>Name of the Unit: History of Flight Unit 1</p>
<p>Length of the Unit: 9 blocks (86 minutes)</p>
<p>Purpose of the Unit: Introduce students to the evolution of aircraft design and acquaint them with the uses of aviation and its impact on modern life.</p>
<p>Common Core State Standards Addressed In The Unit:</p> <p>CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Connecticut Technology Education Standards addressed in this Unit: http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/TE_Standards_09_12.pdf</p>

[EKS.05](#) Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).

[ENG.02.05](#) Brainstorm possible solutions

[ENG.05.04](#) Actively contribute to a team project.

[ENG.05.05](#) Identify characteristics of an effective design team

[TRAN.01.03](#) Predict the social, economic and environmental impacts of existing and evolving transportation technology

Big Ideas:

Achieving mastery over flight has been a constant struggle throughout human history.

Aircraft design is driven by both technological innovation and the need for new functions.

The aviation Industry has economic, social, political, and environmental effects.

Essential Questions:

What do we learn from failure?

How far should aviation research progress?

What will be the future impact of aviation design?

Students will know:

- Relationships between aircraft form and function
- Needs and innovations that drove aviation history
- Significant people in aviation history
- The social, political, economic and environmental impact of aircraft

Students will be able to:

- Organize the sequence of events that led to modern aviation
- Gather, analyze, and organize multiple sources
- Synthesize information about a historical event across multiple sources
- Explain and connect ideas using supporting evidence to present a major historical event to the class

Significant Task 1:

This unit will be introduced through a class lecture and web-based video clips that demonstrate the major innovations and significant events throughout aviation history. Examples of the videos that will be presented include; *The Magic of Aviation* presented by the Boeing Corporation, and *The History of American Aviation* (YouTube video from US Military Videos). Following this introduction, students will work in small groups as they engage in two lab activities that represent milestone discoveries of flight. The labs will consist of designing and constructing flying devices that utilize similar concepts of early aviation pioneers.

Lab1 will incorporate an activity that involves the construction of a “lighter than air” vehicle such as a balloon. An example of this type of activity is *Hot Air Ballooning* from the EAA Air Academy.

Lab 2 will incorporate an activity that involves the construction of a winged aircraft. An example of this type activity is the construction of the Wright Brothers glider from <http://www.grc.nasa.gov/>.

For each lab activity, students will work in their groups and follow a sequence of activities:

- Create their model
- Make predictions regarding the performance of the model
- Test the model
- Evaluate the accuracy of their predictions
- Classroom presentation of findings

Timeline: 6 blocks (86 minutes)

Key vocabulary:

innovation, Bernoulli’s Principle, fuselage, empennage, aspect ratio, cambered airfoil

Resources:

FAA Website - <http://www.faa.gov/>

EAA Academy Website - <http://www.eaa.org/>

NASA Website - <http://www.nasa.gov/>

Common Learning Experiences:

- Videos on the history of flight. (<http://www.faa.gov/> is a great resource)
- Design and construction of a “lighter than air” vehicle and a winged vehicle
- Model testing and analysis of data
- Vocabulary instruction
- Computer-based research
- Brainstorming sessions to foster clarity and creativity
- Student lead class discussion based on the significant event in aviation they researched
- Student presentation of a significant event that led to impactful change in modern aviation.
- Vocabulary lessons utilizing word walls, graphic organizers, and non-linguistic vocabulary strategies

Common Assessments:

- Research project scored using school-wide rubric 1 – Use technological and traditional

research tools to access and evaluate information ethically

- Team activities scored using school-wide rubric 2 – Works collaboratively to accomplish group goals
- Presentations scored utilizing school-wide rubric 3 – Effectively communicates Information for a variety of purposes
- Unit quiz

Teacher Notes:

- Activities and tasks are designed to provide quality feedback that will allow for an increase in the effectiveness of learning activities as the course progresses. Students are being asked to perform and evaluate lower level activities in order to prepare them for the progressively higher level learning that becomes necessary later in the course. Any struggles that are identified during this Unit will be properly addressed in order to provide students with the assistance needed for success.
- The activities and tasks in this unit are completed in groups; this can allow for the development of individuals through peer assistance. The design is to identify students that may have prior knowledge, and display the initiative to help others. These students can become an asset during the higher level activities.
- Activities should include different degrees of difficulty in order to properly differentiate lessons. There should also be additional activities prepared in order to provide students that complete assignments in a more rapid timeframe, with material that can maintain their involvement, and continue their development.

Windsor Public Schools
Curriculum Map
Aviation and Flight
BOE Approved Date

Grade Level: 9-12
Course Name: Aviation and Flight
Name of the Unit: Principles and Theory of Flight Unit 2
Length of the Unit: 10 Blocks (86 minutes)
Purpose of the Unit: To provide students with an understanding of basic aerodynamic principles and the four forces of flight (lift, weight, thrust, drag).
<p>Common Core State Standards Addressed In The Unit:</p> <p>CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CT Technology Education Standards:</p> <p>ENG.02.06 Analyze and research between alternate solutions.</p> <p>ENG.05.04 Actively contribute to a team project.</p> <p>ENG.02.08 Build a prototype from plans.</p>

[ENG.02.09](#) Test a prototype.

[ENG.02.10](#) Redesign prototypes.

[ENG.02.11](#) Communicate processes and results.

Big Ideas:

Precise calculations must be met to achieve flight.

The laws of physics guide all aircraft design.

All parts of an airplane's design serve a purpose.

Essential Questions:

Have Newton's laws remained relevant in the era of technology?

Why do some theories remain a driving force in modern research and development while others do not?

How could science be used to enhance aviation technology?

Students Will Know:

- Newton's Laws of inertia, acceleration, and action / reaction
- The two types of motion
- Bernoulli's Principle
- The four forces of flight. (lift, weight, thrust, and drag)

Students will be able to:

- Explain motion, velocity, and acceleration
- Identify the scientific principles that affect lift and drag
- Calculate aerodynamic forces using the lift and drag equations
- Prove the four forces of flight through hands-on activities

Significant Task 1:

This unit will begin with a series of teacher- led activities on Newton's three Laws of Motion. For each demonstration (such as, *air powered mass* from <http://www.nasa.gov/>), students will first predict the outcome, observe the results, and then analyze the accuracy of their prediction.

Following a presentation on Bernoulli's Principle, each student will engage in hands- on activities (such as Bernoulli on a straw from <http://members.gocivilairpatrol.com/>), that apply the concept to flight. As a culminating activity, students will work in teams of 2 in order to create a media presentation explaining how Bernoulli's Principle and Newton's Law of Motion work together to create flight. Students will be encourage to choose from a variety of media options (PowerPoint, PREZI, Imovie) to develop a 5 – 10 minute demonstration to share with the class.

Timeline: 6 - 86 minute blocks

Key vocabulary: airflow, pressure, kinetic energy, potential energy, venture, motion, force, acceleration, velocity, inertia, vector

Resources:

FAA Website - <http://www.faa.gov/>

EAA Academy Website - <http://www.eaa.org/>

NASA Website - <http://www.nasa.gov/>

Civil Air Patrol Website - <http://members.gocivilairpatrol.com/>

Common Learning Experiences:

- Internet research on Newton's Laws of Motion and Bernoulli's Principle
- Student outcome predictions
- Student created demonstrations on Newton's three Laws of Motion
- Group work on flight presentations
- Conducting basic aerodynamic calculations
- Vocabulary lessons utilizing word walls, graphic organizers, and non-linguistic vocabulary strategies

Common Assessments:

- Student prediction sheets will be scored utilizing school-wide rubric 1 – Use technological and traditional research tools to access and evaluate information ethically
- Presentations scored utilizing school-wide rubric 3 – Effectively communicates Information for a variety of purposes
- Aerodynamic calculations scored by percent of correct answers

Teacher Notes:

- Differentiation is achieved by providing students with designs that incorporate a range of difficulty. The expectations for each student should be differentiated appropriately, yet all students must be challenged in order to achieve their highest level of success.
- Students will present demonstrations on Newton's Law after their predictions as they develop an understanding of the principles involved.

Windsor Public Schools
Curriculum Map
Aviation and Flight
BOE Approved Date

Grade Level: 9-12
Course Name: Aviation and Flight
Name of the Unit: Aerodynamics Unit 3
Length of the Unit: 11 Blocks (86 minutes)
Purpose of the Unit: To give students an understanding of how the principles of Newton's law and Bernoulli's principle apply to an airfoil.
<p>Common Core State Standards Addressed In The Unit:</p> <p>CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CT Technology Education Standards:</p> <p>ENG.02.06 Analyze and research between alternate solutions.</p> <p>ENG.02.08 Build a prototype from plans.</p> <p>ENG.02.09 Test a prototype.</p> <p>ENG.02.10 Redesign prototypes.</p> <p>ENG.02.11 Communicate processes and results.</p> <p>TRAN.02.01 Define and properly use common transportation technology terminology (e.g. combustion. pathways. velocity. vehicle. mode. payload. and terminal)</p>

Big Ideas:

The aerodynamics of flight are based in Physics.

The air environment directly affects airfoil performance.

Airfoil design varies based on the function of an aircraft.

Essential Questions:

In what ways does modern technology assist in the design of air foils?

How will continuously changing environmental factors shift aircraft design?

In what ways can aerospace create a more efficient airplane design?

Students Will Know:

- Drag, thrust, weight, and lift are forces that interact during all aspects of flight
- The sections of an airfoil
- The angle of attack changes the way the air functions around the aircraft
- Parasitic drag is a force that is incorporated into aircraft design while induced drag must be created to control an airplane
- The three axes of an aircraft
- How to incorporate the design process in the development of a prototype

Students will be able to:

- Explain the effect drag, thrust, weight, and lift during flight
- Label the leading edge, trailing edge, mean camber line, and chord line sections of an airfoil
- Graph how the angle of attack will affect an aircraft in flight
- Design, test, and evaluate an airfoil
- Calculate the lift/drag ratio of an aircraft design
- Display knowledge of roll, pitch, and yaw during a simulated flight

Significant Task 1:

Following an introduction to the interaction between air pressure and airfoil design, small groups of students will take part in station-based activities demonstrating the impact of lift and drag on a variety of airfoil designs. Following completion of the stations, each student will utilize the design process to create an initial airfoil design, and then test its ability function against drag, thrust, and lift. Following testing, each student will revise their design and create a 3 dimensional airfoil section made of a material like Styrofoam to test in a wind tunnel experiment.

Timeline: 4 – 86 minute blocks

Key vocabulary: airfoil, air pressure, forces, coefficient of lift

Resources: FAA Website - <http://www.faa.gov/>

EAA Academy Website - <http://www.eaa.org/>

NASA Website - <http://www.nasa.gov/>

Autodesk Flow Design Tutorials

Significant Task 2:

Following an introduction addressing how an aircraft is controlled in flight, each student will begin a series of flight maneuvers on a simulator; based on roll, pitch, and yaw (the three axes of flight). They will follow a set pattern of maneuvers as they engage in flight from one specific set point to another, and record their results based on altitude, attitude, and heading. During this exercise, their recorded data will familiarize them with basic flight instrumentation, and how to interpret actual flight conditions. The instrumentation that the students will become familiar with includes, airspeed, altitude, attitude, heading indicator, and all engine operating conditions.

Timeline: 3 – 86 minute Blocks

Key vocabulary: angle of attack, leading edge, trailing edge, mean camber line, chord line, airflow, drag, roll, pitch, yaw

Resources: : FAA Website - <http://www.faa.gov/>

EAA Academy Website - <http://www.eaa.org/>

NASA Website - <http://www.nasa.gov/>

X Plane 9 Flight simulator tutorials

Common Learning Experiences:

- Label sections of an airfoil
- Calculate the Coefficient of Lift on airfoil design
- Airfoil construction
- Wind tunnel testing and data collection
- Flight simulator training exercises
- Vocabulary lessons utilizing word walls, graphic organizers, and non-linguistic vocabulary strategies

Common Assessments, including the end of unit summative assessment:

- Airfoil construction evaluation
- Airfoil testing data sheet
- Flight simulator data sheet
- Compare and contrast activity scored using school-wide rubric 1 – Use technological and traditional research tools to access and evaluate information ethically
- Airfoil design activity will be scored using school-wide rubric 4 – Critical analysis/thinking

Teacher Notes:

- This unit is designed to introduce students to how optimum lift can be calculated and achieved. It is important that they gain a firm understanding of design before they progress through each phase.
- Differentiation is achieved by providing students with designs that incorporate a range of difficulty. The expectations for each student should be differentiated appropriately, yet all students must be challenged in order to achieve their highest level of success.
- The flight simulator exercises can be regulated for each student, and new challenges will be provided for maximum effect.

Windsor Public Schools
Curriculum Map
Aviation and Flight
BOE Approved Date

Grade Level: 9-12
Course Name: Aviation and Flight
Name of the Unit: Aircraft and Performance Unit 4
Length of the Unit: 14 Blocks (86 minutes)
Purpose of the Unit: The purpose of this unit is for students to gain knowledge of aircraft design features, aerodynamics during flight maneuvers, and aircraft performance under different load factors.
<p>Common Core State Standards Addressed In The Unit:</p> <p>CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CT Technology Education Standards:</p> <p>ENG.02.06 Analyze and research between alternate solutions.</p> <p>EKS.05.04 Create ideas, proposals, and solutions to problems</p> <p>ENG.02.08 Build a prototype from plans.</p> <p>ENG.02.09 Test a prototype.</p> <p>ENG.02.10 Redesign prototypes.</p> <p>ENG.02.11 Communicate processes and results.</p>

Big Ideas:

The design process is utilized in a multiple of industries for research and development.

Aerodynamic forces change during different flight maneuvers.

Precise calculations are necessary in order to achieve aircraft balance and stability.

Weather has a major impact on flight.

Essential Questions:

What developments in aviation will have the most impact in our global economy?

Can design changes negate the effects of weather on flight?

Students will know:

- Stability is a major factor in aircraft design
- Causes of spiral instability
- The aerodynamic forces applied during turns, descents, climbs, and stalls
- Load factors are designed into an aircraft
- Weight and balance calculations for safe flight
- Primary and secondary flight controls
- Normal/abnormal readings on instrumentation during flight

Students will be able to:

- Design aircraft features with functional stability
- Explain aerodynamic forces during flight maneuvers
- Calculate the weight and balance data of an aircraft
- Design an aircraft with a specific function; such as cargo, passenger
- Construct a prototype of their design and perform wind tunnel testing
- Analyze, evaluate, and create improved designs; based on data acquisition
- Read instrumentation during flight
- Perform a series of flight maneuvers on a simulator

Significant Task 1:

This unit will be introduced through an interactive presentation on an aircraft design. Working in small groups of 2-3, students will design an aircraft that includes a specific airfoil (previously tested), and a plan for their design that includes function. Each team member will be responsible for a specific set of operations during the design and presentation process. Each group will complete a prototype design using software and present their idea for initial approval. First, each group will present their proposal to the class. Proposals will be evaluated by the class and then approved for prototype construction by the teacher.

Timeline: 5 - 86 minute Blocks

Key vocabulary: prototype, brainstorm, solution, vector, static stability, dynamic stability

Resources: FAA Website - <http://www.faa.gov/>

Science Buddies Website - <http://www.sciencebuddies.org/>

NASA Website - <http://www.nasa.gov/>

Design Software Tutorials

Significant Task 2:

Following an introduction to the design process, students will perform initial exercises that will familiarize them with the equipment to be used for creating a prototype. Then, in teams of 2-3, they will begin the process of construction. Upon completion of their prototypes, students will make predictions on the aerodynamic efficiency of their aircraft, and then perform a series of tests in a wind tunnel. Teams will analyze data, and then perform minor adjustments to improve their prototype. Then, as individuals, students will evaluate their team's results and create a summarized report on the project. The report will include data research, requirements, brainstormed solutions, development work, prototype construction/testing, and redesign. (based in the design process)

As a culminating activity, students will test their aircraft design in a series of maneuvers under varying conditions in a flight simulator.

Timeline: 6 – 86 minute blocks

Key vocabulary: attitude indicator, airspeed in knots, empennage, aileron, elevator, flaps

Resources: FAA Website - <http://www.faa.gov/>

Science Buddies Website - <http://www.sciencebuddies.org/>

NASA Website - <http://www.nasa.gov/>

Wind Tunnel/Data Acquisition Tutorials

Common Learning Experiences:

- Brainstorm a design proposal of an aircraft with a specific function
- Create a design with industry level software with premade designs from which to choose
- Utilize media resources (PowerPoint, PREZI) in order to present a design proposal
- Construction of a prototype utilizing modeling materials
- Efficient data acquisition and evaluation
- Test and redesign techniques that confirm improvements in design
- Full flight simulation exercises with changes in environmental conditions
- Vocabulary lessons utilizing word walls, graphic organizers, and non-linguistic vocabulary strategies

Common Assessments:

- Initial computer design scored using school-wide rubric 1 - Use technological and traditional research tools to access and evaluate information ethically
- Presentations scored using school-wide rubric 3 – Effectively communicates information for a variety of purpose
- Prototype construction scored using school-wide rubric 4 – Critical analysis/thinking
- Flight simulation scored with a teacher-created flight simulator data sheet

Teacher Notes:

- During prototype design, students are to be assigned certain responsibilities, and scored appropriately with the same rubric. Examples of such areas of concentration would be; wing design, fuselage design, weight and balance calculations. Differentiation can be implemented here as the degree of difficulty differs in each area, yet all team members are striving to achieve the same goal.

1/27/14

- Once the designs are approved, there must be a solid time frame and schedule for prototype construction. Teacher observation will be important as some teams will complete the process quicker than others, and may begin their construction with the tools and machinery available.
- During this unit, students may go on a field trip to the New England Air Museum for an Aviator Day. The day would consist of a series of preplanned activities that would be performed and scored. The winning student would be named Aviator of the Day.

**Windsor Public Schools
Curriculum Map for the Secondary Level
English 12: The Journey and Beyond
BOE Approval Date**

Purpose of the Course:

This course is designed to strengthen students' critical reading and writing skills. Students will prepare for college-level work by studying complex literary texts and contemporary non-fiction selections. In completing the requirements for this course, students will prepare a comprehensive reading and writing project that incorporates research, revision, and presentation. Students will also be responsible for completing several summative writing assessments, in which they will learn to plan, draft, and proofread a formal, multi-page document.

Name of the Unit:

UNIT 1- The Universal Journey

Length of the unit:

12-14 Blocks

Purpose of the Unit:

Students will examine the true purpose of "the human journey" and how it is impacted by both individual and societal values.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3

Analyze a complex set of ideas or sequence of events;

Explain how specific individuals, ideas, or events interact and develop over the course of the text.

SL.11-12.1b

Work with peers to promote civil, democratic discussions and decision-making,

Set clear goals and deadlines and establish individual roles as needed.

W.11-12.2f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

<p>Big Ideas:</p> <ul style="list-style-type: none"> - Individuals undergo emotional, physical and/or spiritual journeys to find their purpose in life, which according to classic philosophers, is a life filled with either knowledge, virtue, or happiness. - Societal values make individuals question their personal values when those values conflict/interfere with the idea of the “greater good” and what society deems as acceptable. - When a person embarks on a journey of self-discovery, the ideal end result is a state of self-actualization. - The journey leads to a transformation of our individual thinking about who we are. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What is the true purpose of “the human journey”? - How do an individual’s values conflict with society’s? - To what degree does “the journey” help us to develop an understanding of ourselves?
<p>Students will know:</p> <ul style="list-style-type: none"> - “the human journey” and “the purpose of life” are illustrated through literature; - the importance of acknowledging multiple points-of-view regarding the meaning of life; - the importance of understanding “the human journey” and “the purpose of life” within the study of literature. <p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Determine themes and central ideas, and be able to analyze various texts. 2. Support analysis, reflection, and research with appropriate text. 3. Write effective arguments using sufficient evidence. 4. Identify a narrator’s or author’s point of view 5. Define these literary terms: <ul style="list-style-type: none"> • lens • artifact • self-actualization • societal values • impetus • conflict • virtue • purpose • analysis • inference • personal journey

Significant task 1: Annotating and Comparing Excerpts/ Written Response to Essential Question 1

In a whole class setting, the teacher should review various annotating techniques including: [Text Coding](#), [Questioning](#), [Basic Questioning](#), and/or [Reflecting](#). (Models of these types of annotations should be provided to students.)

While continuing in a whole class arrangement, students will begin this unit by reading, annotating and comparing three excerpted texts (using [Interrupted Style](#) is highly recommended) to determine common themes associated with the unit. Recommended texts that are aligned with the unit theme are: “The Journey” (Poem), an excerpt from “Notes of a Native Son” (Non-Fiction), and “The World is Too Much With Us” (Poem). The teacher should choose a variety of texts with which to work.

After reading and annotating these excerpts, students will engage in a guided discussion in groups of 3-4 to compile evidence of common themes among the excerpts, specifically regarding the concepts of “purpose” and “journey.” Teachers should assist students by using these questions to guide the discussion; these questions can be printed on index cards and distributed to each group:

- What are some of the obstacles we face on our journey?
- Why is the journey important? What do we hope to accomplish?
- What elements of the artifacts speak to your personal journey?

To finally demonstrate an understanding of the essential question “What is the true purpose of the human journey?” students will independently write a 1-2 page [Big Idea Response](#) in which they further explore the relevance of the concepts “purpose” and “journey.” In this writing assignment, students must support or refute the idea that “Individuals undergo an emotional, physical, and/or spiritual journey to find their purpose in life.” Students will ultimately apply this knowledge to their reading of the core text(s). The teacher may choose to repeat this task during the reading of the core text(s) as a way to check for understanding. The [5 Level Rubric](#) and/or the [21st Century Rubrics](#) will be used to grade this writing response.

A possible modification of this task is to write the Big Idea Response as a [Mini-Essay](#) of a single paragraph, or to write it as a whole class to model the expectations of essay writing.

Timeline: 5 Blocks

Key vocabulary:

- theme
- central idea
- purpose
- journey

Resources:

- “The Journey” (Mary Oliver)
- “The World is Too Much With Us” (William Wordsworth)
- excerpts from *Walden* (“Where I Lived and What I Lived For”) (Henry David Thoreau)
- excerpts from *The Norton Sampler*
- *Engaging Ideas* (John Bean)
- all hyperlinked resources
- “Notes of a Native Son” - James Baldwin

Significant task 2: Text Tracking

The teacher will review the difference between analysis and inference with the students using a [New American Lecture](#), modeling, and/or independent practice. The teacher may also introduce key vocabulary using this lecture style and may choose to incorporate vocabulary in a series of initiating prompts. In introducing the concept of the word “purpose”- for example- the teacher will begin by asking the class, “Why are you here today?” In the ensuing class discussion, the teacher will lead students to the larger question of the human purpose for existence, thus leading students to understand this term.

Before students begin reading the teacher will lead a direct instruction lesson on the key vocabulary listed below. Students will apply the key vocabulary in their journal entries to the character in the novel.

Students will then keep a [Dialectical Journal](#), [Key Line Journal](#), or any other [Journaling Options](#) of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries. The teacher can choose to use a limited amount of class time for reading and journaling, or this can be accomplished as a whole class. Ideally, this task should be accomplished independently. At this point in their high school careers, students should have a great deal of expertise with journaling. Consider other ideas for [Tracking Reading](#) from John Bean’s Engaging Ideas.

The dialectical journals will be used to help students compile evidence for the upcoming Lens Essay. The journals can also be used to facilitate small group or whole class discussion about the essential questions.

Timeline: 5 Blocks

Key vocabulary:

- analysis
- inference
- self-actualization
- societal values
- impetus
- conflict
- virtue
- purpose
- personal journey

Resources:

- *Into the Wild* (Jon Krakauer)
- *The Kite Runner* (Khaled Hosseini)
- *Frankenstein* (Mary Shelley)
- *One Flew Over the Cuckoo’s Nest* (Ken Kesey)
- *I am the Messenger* (Markus Zusak)
- *Hole in My Life* (Jack Gantos)
- *Breaking Night* (Liz Murray)
- *The Other Wes Moore* (Wes Moore)
- *The Picture of Dorian Gray* (Oscar Wilde)
- *Getting Away with Murder* (Christopher E. Crowe)
- *The Road* (Cormac McCarthy)

Significant task 3: Lens Summary or Capstone Pre-Writing

The teacher will provide a model of a [10 Percent Summary](#) and will explain its purpose in the writing process. The teacher will emphasize the importance of including supporting text in the summary.

Then, students will read article about “Maslow’s Hierarchy of Needs,” and annotate and complete a 10 Percent Summary. This can be used as preparation for the unit post-assessment. The teacher will assign three [Focus Correction Areas](#) to use as a customized grading rubric for the assignment. The students and teacher can collaboratively establish which three areas will be assessed. The key vocabulary that is found within the Maslow document is listed below. The key vocabulary must be used when writing the summary.

OR

Students will complete [Capstone Pre-Writing](#) by writing a [Mini-Explanatory Essay](#) on a character in a core text from this unit. They will describe how this character embodies the struggles and/or triumphs of the human experience. The [5-Level Rubric](#) will be used. From this assignment, students can begin considering possible author of interest for their capstone project. This assessment could also serve as a unit post-assessment (see below). By the end of unit one, students should have selected an author to research and chosen the novels (2-3) they would like to read. The students will be given the Capstone question from the Unit 5 Post-Assessment to focus their research. The question is: “How does the author’s life and work embody the essence of the human journey?” Students may choose from a predetermined [List of Authors](#) chosen by the teacher.

Timeline: 2-3 Blocks

Key vocabulary:

- physiological needs
- self-actualization
- summary

Resources:

- “Maslow’s Hierarchy of Needs”

Common learning experiences:

- [Philosophy Jigsaw](#): Students will learn about various schools of philosophy to examine the purpose of life’s journey
- View commencement speech “[This is Water](#)” by David Foster Wallace; use it to discuss how our outlook and even the smallest choices we make will affect our personal journey
- View and discuss [PowerPoint about Maslow’s Hierarchy of Needs](#); use this as a lens to analyze the personal journey
- Independent reading related to the unit theme
- Book talks and/or book clubs
- Initial research for Capstone Project (investigation of a person of interest)
- Every student will receive a [letter](#) before school starts informing them of the Capstone Project.

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. This [Summer Reading Assessment](#) will serve as the pre-assessment for Unit 1. Students will choose two books to read over the summer. Students will then use *both* of their summer reading books to support or refute the following statement: *All people endure individual journeys, after which they*

emerge morally and emotionally stronger. The [5-Level Rubric](#) will be used to grade this writing response.

Unit Post-Assessment Options:

1. Students will write a [Lens Essay](#) in which they will examine the core literature through the lens of Maslow’s Hierarchy of Needs. They will explore how the character attains or tries to attain self-actualization.

The [5-Level Rubric](#) will be used to grade this writing response. Within the response, students must:

- summarize the text(s)
- analyze the character’s journey through the hierarchy
- use text from the literature read to support the analysis

2. Students will revisit the prompt (above) from the summer reading assessment. They will now rewrite the essay using a core unit text to support their claim.
3. Students will complete [Capstone Pre-Writing](#) by writing an [Explanatory Essay](#) on a character in a core text from this unit. They will describe how this character embodies the struggles and/or triumphs of the human experience. The [5-Level Rubric](#) will be used. From this assignment, students can begin considering possible people of interest for their capstone project. This assessment could also serve as Significant Task 3. By the end of unit one, students should have selected an author to research and chosen the novels (3) they would like to read. The students will be given the Capstone question as well to focus their research. The question is: “How does the author’s life and work embody the essence of the human journey?” Students may choose from a predetermined list of authors chosen by the teacher.
4. Students will expand on their knowledge of one of the unit’s essential questions. Using a core text, they will answer the question and support it using well-aligned text. Significant Task One will serve as an appropriate precursor to this post-assessment choice. The [5-Level Rubric](#) will be used.

Teacher notes:

Core Literary Resources:

- *Into the Wild* (Jon Krakauer)
- *The Kite Runner* (Khaled Hosseini)
- *Frankenstein* (Mary Shelley)
- *One Flew Over the Cuckoo’s Nest* (Ken Kesey)
- *I am the Messenger* (Markus Zusak)
- *Hole in My Life* (Jack Gantos)
- *Breaking Night* (Liz Murray)
- *The Other Wes Moore* (Wes Moore)
- *The Picture of Dorian Gray* (Oscar Wilde)
- *Getting Away with Murder* (Christopher E. Crowe)
- *The Road*- Cormac McCarthy

Poems:

- “The World is Too Much With Us” by William Wordsworth
- “If We Must Die” by Claude McKay
- “Do Not Go Gentle Into That Good Night” by Dylan Thomas
- “Nothing Gold Can Stay” by Robert Frost
- “The Journey” by Mary Oliver

-

Multimedia Resources:

- Schools of Philosophy Articles (Nihilism, Stoicism,
- "This is Water" clip
- The Meaning of Life PowerPoint
- Maslow Keynote PowerPoint
- "You are not special" YouTube Clip- David McCullough Jr.

Rubrics:

- 5-Level Rubric

Teacher Resources:

- *Engaging Ideas* (John Bean)

Key Vocabulary:

- lens
- artifact
- self-actualization
- societal values
- impetus
- conflict
- virtue
- purpose
- analysis
- inference
- personal journey

Windsor Public Schools
Curriculum Map for the Secondary Level
English 12: The Journey and Beyond

Purpose of the Course:

This course is designed to strengthen students' critical reading and writing skills. Students will prepare for college-level work by studying complex literary texts and contemporary non-fiction selections. In completing the requirements for this course, students will prepare a comprehensive reading and writing project that incorporates research, revision, and presentation. Students will also be responsible for completing several summative writing assessments, in which they will learn to plan, draft, and proofread a formal, multi-page document.

Name of the Unit:

UNIT 2 - Ourselves Among Others

Length of the unit:

15-18 Blocks

Purpose of the Unit:

This unit explores the Big Idea or Essential Question "How are people transformed through their relationships with others?" The unit uses multiple sources from the classroom (novels, poems, essays and/or short stories). The goal is for students to create and prove an argument, not merely summarize the many different ideas. Students should work to synthesize ideas from sources.

Common Core State Standards Addressed in the unit:

RL.11-12.6/ RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective

Analyze how style and content contribute to the power, persuasiveness or beauty of the text

SL.11-12.5

Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

W.11-12.2d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Big Ideas:

- Personal journeys allow us to reflect on our personal relationships with the people in our lives and drive us to reexamine what

Essential Questions:

- How do our personal journeys impact our relationships with others?

<p>constitutes a healthy relationship.</p> <ul style="list-style-type: none"> - Relationships with others can either challenge or confirm our initial understanding of ourselves, nature, and society. - Individuals enjoy being in relationships where their views are reflected in other people, but individuals also benefit from relationships where their views are challenged because it forces them to reexamine their beliefs and consider others. 	<ul style="list-style-type: none"> - How are people transformed through their relationships with others?
<p>Students will know:</p> <ul style="list-style-type: none"> - the extent of the relationship between the self and others (the world); - relationships can work to support our belief system or to challenge it; - the importance of understanding the concepts of “coexistence” and “independence.” <p>Refer to the links below: Depth of Knowledge LA</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the explicit and implicit ideas that are contained within a text. 2. Study an author’s perspective and her/his writing style to determine its impact on the reader. 3. Use digital media to effectively deliver a presentation. 4. Use precise word choice in a formal written response. 5. Define these terms: <ul style="list-style-type: none"> • explicit • implicit • rhetorical strategies/ rhetoric • author’s style • interpersonal • intrapersonal • interconnectedness • interdependence • transformed • persona <p>Refer to the links below: Depth of Knowledge LA</p>

Significant task 1: *Implicit-Explicit Poetry Scrapbook*

Students will conduct an independent study of poetry to determine what the poet implies about relationships to make inferences about the poet’s intended message. Students will be allowed to choose from a variety of related poems and to work at a pace of their choosing to allow for differentiation.

The teacher can begin by modeling an “anchor” poem from the resources listed below, or (s)he can give the students choice by allowing them to select this anchor poem from a variety of texts that all include a motif of relationships. Using the anchor poem, the teacher will demonstrate how to read and annotate the poem, with a special emphasis on explicit and implicit findings. The teacher can use a [2-Column Notetaking Sheet](#) to record this information and the students should do the same.

Then, working in small groups, students will read another poem from the resources list and work together to annotate it and categorize their findings as explicit and implicit. Finally, these students will use their reading and notes to complete [Text-Dependent Questions](#) on the poem. These questions will relate to explicit and implicit information, as well as the author’s craft and rhetorical choices.

Students will present their findings to the class and receive feedback from their peers. The [Numbered Heads](#) strategy is a good option for sharing as a whole group. Finally, each student will work independently on a selected poem to demonstrate their mastery of the lesson. They will choose a poet from a preselected group and begin to read poems by him or her. (Differentiation may include selecting specific poets for students, preselecting the poems for students, and limiting or expanding the number of poems to be read.) Students will create an [Electronic Scrapbook](#), in which they analyze a series of poems by their chosen author and analyze each for explicit and implicit information connected to relationships. A [Project Rubric](#) will be used to grade the task. The teacher may ask students to present their scrapbooks upon completion.

Timeline: approximately 5 Blocks

Key vocabulary:

- explicit
- implicit
- author’s style
- rhetorical strategies/ rhetoric

Resources:

- My Papa’s Waltz by Theodore Rothke
<http://www.poetryfoundation.org/poem/172103>
- Those Winter Sundays by Robert Hayden
<http://www.poets.org/viewmedia.php/prmMID/19217>
- To My Dear and Loving Husband by Anne Bradstreet
<http://www.poetryfoundation.org/learning/guide/238168#poem>
- A Poet to His Baby Son by James Weldon Johnson
<http://www.poetryfoundation.org/poem/179019>
- Eating Alone by Ly-Young Lee
<http://www.poemhunter.com/poem/eating-alone/>
- all hyperlinked resources

Significant task 2: *Essential Question Journals*

While reading the core text(s), students will keep an ongoing [Essential Question Journal](#). The teacher will indicate the number of required entries. As students read, they will track text that could help answer both essential questions:

- How do our personal journeys impact our relationships with others?
- How are people transformed through their relationships with others?

Before beginning the reading of the core texts, the teacher will introduce the key vocabulary using direct

instruction and may ask students to complete [Illustrated Notes](#) about each term.

On a weekly, or near-weekly basis, students will share their findings in discussion groups. These groups will exercise a deep analysis of the essential questions, possibly even drawing from their own experiences. Students should be integrating the key vocabulary into their discourse. During these discussions, the teacher can use a [21st Century Rubric](#) (Critical Analysis/ Thinking) to grade student performance.

Timeline: Ongoing

Key vocabulary:

- interpersonal
- intrapersonal
- interconnectedness
- interdependence
- transformed

Resources:

- *King Lear* (William Shakespeare)
- *A Thousand Acres* (Jane Smiley)
- *Taming of the Shrew* (William Shakespeare)
- *Kite Runner* (Khaled Hosseini)
- *Othello* (William Shakespeare)
- *12 Angry Men* (Reginald Rose)
- *In the Time of the Butterflies* (Julia Alvarez)
- *Endurance* (Alfred Lansing)
- *In the Heart of the Sea* (Nathaniel Philbrick)
- *Into the Wild* (Jon Krakauer)
- *A Tale of Two Cities* (Charles Dickens)
- *The Road* (Cormac McCarthy)
- all hyperlinked resources

Significant task 3: Capstone Pre-Writing 2

Students should now be well into the second phase of preparing their Capstone Project. The teacher should pair with the media specialists to assist students in finding several types of texts related to their chosen authors (See: Significant Task 3 in Unit 1 for more information). These texts should contain fewer than 1,000 words each and should contain biographical information. Students should conduct this foundational research in the classroom, or the media center. Students will use these readings to begin creating a working thesis for their projects. If needed, the teacher should review [How to Write a Claim](#).

Then, based on the reading of the short texts, the student must first write 3-5 preliminary essential question journal entries as the author they have selected. This can be accomplished in class. For example, the students will explain how *they* (the author) have been transformed through relationships with others and how their personal journeys have impacted their relationships with others. The teacher should provide a model of exemplary completion of this part of the task. The teacher should emphasize the author's tend to infuse their own personal experiences- both triumphs and tragedies- in their own writing.

Then, in an [Extended Persona Journal](#), students are expected to expand on these entries by writing in paragraphs, adding elaboration, and to using specific text to support their responses to the essential questions. While taking on the persona of their author, the students will still need to cite reference material

using MLA format. It is possible that the teacher must review MLA format before beginning the task. The writing portion of this task will be graded using the [5-Level Rubric](#). It is expected that students will integrate the key terms into their writing, and may also explore additional metaphors, similes, and analogies to truly express themselves through their writing. Again, a model should be provided by the teacher. This model can be a 1-2 paragraph “snapshot” of the extended journal.

Timeline: 2-3 Blocks

Key vocabulary:

- interpersonal
- intrapersonal
- interconnectedness
- interdependence
- transformed
- persona

Resources:

- WHS Library Media Center
- Student research
- *MLA Handbook*
- *They Say, I Say* (Chapter on Quoting)

Common learning experiences:

- Review MLA format in class and/or using the Purdue Owl website
- Research in the computer labs, media center, or classroom
- Assessment of digital literacy skills using T.R.A.I.L.S.
- Independent reading related to the unit theme
- Book talks and/or book clubs
- Watch excerpts of [Edward Scissorhands](#), *Smoke Signals* and/or *Steel Magnolia* and connect it to the unit theme
- Continued research for Capstone Project

Common assessments including the end of unit summative assessment:

Unit Post-Assessment (This should be completed by November 1st):

Students will write a response to one of the following essay prompts from *The Common Application*, paying attention to incorporating key vocabulary, metaphors, analogies, or other rhetorical devices that enrich the response:

- Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- Reflect on a time when you challenged a belief or idea. What or who prompted you to act? Would you make the same decision again?

The [5-Level Rubric](#) will be used to grade this assessment. The teacher can choose to have students write this

as a timed essay, or to complete it at home. The essay must be a maximum of 650 words. Students should consider their learning from this unit as a framework for writing the essay. The teacher should encourage students to use the essay, if possible, during the college application process.

Teacher notes:

Key Vocabulary

- explicit
- implicit
- rhetorical strategies/ rhetoric
- author's style
- interpersonal
- intrapersonal
- interconnectedness
- interdependence
- transformed
- persona

Literary Resources:

- *King Lear* (William Shakespeare)
- *A Thousand Acres* (Jane Smiley)
- *Taming of the Shrew* (William Shakespeare)
- *Kite Runner* (Khaled Hosseini)
- *Othello* (William Shakespeare)
- *12 Angry Men* (Reginald Rose)
- *In the Time of the Butterflies* (Julia Alvarez)
- *Endurance* (Alfred Lansing)
- *In the Heart of the Sea* (Nathaniel Philbrick)
- *Into the Wild* (Jon Krakauer)
- *A Tale of Two Cities* (Charles Dickens)
- *The Road* (Cormac McCarthy)
- *Hard Times* (Charles Dickens)

Video Resources:

- *Edward Scissorhands*
- *Smoke Signals*
- *Steel Magnolias*

Teacher Resources:

- WHS Library Media Center
- *MLA Handbook*
- *They Say, I Say* (Chapter on Quoting)

Windsor Public Schools
Curriculum Map for the Secondary Level
English 12: The Journey and Beyond

Purpose of the Course:

This course is designed to strengthen students' critical reading and writing skills. Students will prepare for college-level work by studying complex literary texts and contemporary non-fiction selections. In completing the requirements for this course, students will prepare a comprehensive reading and writing project that incorporates research, revision, and presentation. Students will also be responsible for completing several summative writing assessments, in which they will learn to plan, draft, and proofread a formal, multi-page document.

Name of the Unit:

Unit 3 – Ethics and Morality

Length of the unit:

15-18 Blocks

Purpose of the Unit:

In Unit 1, students studied multiple perspectives on the purpose of the human journey. In this unit, students will continue this exploration, but will do so by thinking about the relationship between the human journey and being a “good” human being.

Common Core State Standards Addressed in the unit:

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats

W.11-12.1d/W.11-12.2e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (for argumentative, informal, and explanatory texts)

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

SL.11-12.1d

Respond thoughtfully to diverse perspectives

Synthesize comments, claims and evidence to resolve contradictions

Determine what additional information or research is required

<p>Big Ideas:</p> <ul style="list-style-type: none"> - Our perception of what is right and wrong is influenced by our emotions and those of the people around us. - One’s personal moral code can be fluid and changing while ethics is dependent upon the group. - A “good” human being is one who conducts him or herself in an ethical, dignified, and responsible manner without extrinsic motivation to do so and without seeking recognition for such conduct. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How do outcomes change when we make decisions based on emotion and not reason? - How do we determine what is right and wrong? - What does it mean to be a “good” human being?
<p>Students will know:</p> <ul style="list-style-type: none"> - how literature adds richness to discussions of real-life moral questions and dilemmas; - the differences between morals and ethics; - what it means to be a “good” human being; - how our emotions factor into our decision-making. <p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Determine themes, central ideas and be able to analyze various texts. 2. Support analysis, reflection, and research with appropriate text. 3. Write effective arguments using sufficient evidence. 4. Define these literary terms: <ul style="list-style-type: none"> • ambition • reason • morals/morality • moral philosophy/moral code • ethics • logic • taboo • credo <p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>

Significant task 1: *Dilemma Mini-Research Project and Presentation*

The teacher will first lead the students through a brainstorming session, during which they identify instances in which public figures have made very bad decisions. When completing this task, students should be focused on recent current events, but also those instances that could be viewed from two very different perspectives. (This could also be accomplished in groups.) Very general examples include:

- Politicians failing to follow through on promises
- Business owners misappropriating funds

- Athletes using performance enhancing substances
- Leaders using public media to disparage other people
- Celebrities taking advantage of their fame and notoriety

Then, students will use research skills to find two juxtaposed articles, speeches, transcripts, news stories, blogs, etc. about one of the brainstormed examples. The teacher and media specialists must work with the students to find credible sources. It is recommended that students use the pathways on the [Windsor High School Library Media Center Webpage](#). The two chosen sources must contain evidence of opposing viewpoints about the subject. Each source should also be at least 500 words in length. It is advised that students use two different types of sources, like a blog and a news article, or a speech and a transcript.

Next, each student will read and summarize the two viewpoints in a [10-Percent Summary](#) assignment. Then, (s)he will present the moral dilemma to their classmates in a brief presentation. [The 21st Century Rubric-Effectively Communicates Information](#) will be used to grade their performance. At the conclusion of the presentation, the class will use the presenter's information to discuss Essential Question 1: *How do outcomes change when we make decisions based on emotion and not reason?* They will also explore, *How do you know?*

Timeline: 3 Blocks

Key vocabulary:

- morals/ethics
- ambition
- reason/logic
- taboo

Resources:

- Windsor High School Library Media Center

Significant task 2: *Moral and Ethical Discussion*

To prepare for any of the follow types of discussions, students should create 5 or more [Support Cards](#), on which they have collected evidence from their respective texts that will assist them in answering the essential questions.

The teacher can then choose from many different options for encouraging discussion about the essential questions, including: [Fishbowl Discussions](#), [R-A-E-S](#), [Numbered Heads](#), [Jigsaw](#), or [Socratic Seminar](#). During the discussion(s), students should take notes on classmates' responses to create a [Resource Bank](#) for use on the post-unit assessment. The teacher can also opt to "spot check" the students' note-taking, to ensure that they are using the discussion as a means of gathering the necessary information for the final assessment.

After the conclusion of the discussion(s), students will create a [Claim Template](#), in preparation for the assessment. Students will write a claim discussing the morality of the character.

Timeline: 3-4 Classes

Key vocabulary:

- morals/ethics
- ambition
- reason/logic
- taboo

Resources:

- *The Kite Runner* (Khaled Hosseini)

- *Frankenstein* (Mary Shelley)
- *One Flew Over the Cuckoo's Nest* (Ken Kesey)
- *A Lesson Before Dying* (Ernest J. Gaines)
- "A Modest Proposal" (Jonathon Swift)
- *The Taming of the Shrew* (William Shakespeare)
- *The Road* (Cormac McCarthy)
- *In the Heart of the Sea* (Nathaniel Philbrick)
- *Hard Times* (Charles Dickens)
- *A Tale of Two Cities* (Charles Dickens)

Significant task 3: Capstone Pre-Writing 3

The teacher will lead a class discussion on the idea of a "personal credo." A personal credo can be defined as "a set of beliefs that drives thoughts and behaviors." The teacher will have students read some personal credos such as "Desiderata" or Jack London's. Students will independently (or in small groups) answer [Text-Dependent Questions](#) about the credo. The whole class will discuss these.

Next, students will create their own personal credos of 5 or more lines, and present their ideas to the class in an informal discussion. They could also design a decorative poster to express the credo.

Students will then complete a [Credo Explanation](#) for a character of interest from one of the novels by their selected author, (if student is using poetry they may write a credo about the poet). By the end of this unit students should be finished with at least one novel and they are to pick one character of interest for this project. This credo should incorporate the character's struggles and/or triumphs of the human experience, and must be supported with text from the book. The [5-Level Rubric](#) will be used to grade this task.

Timeline: TBD by Teacher (This could be a timed, in-class assignment, or a take-home one.)

Key vocabulary:

- credo

Resources:

- "Desiderata"
- Jack London's credo

Common learning experiences:

- Ethics and morality keynote PPT
- Visits to the Windsor High School Library Media Center to choose biographies/autobiographies
- Video clips and analysis of ethics-themed movies like *Seven Pounds*, *Pay it Forward*, or *Bullied*
- Use of the Warrior Writing Center
- Discussions about religious versus secular ethics
- Class debate: What does it mean to be a "good" human being?

Common assessments including the end of unit summative assessment:

Unit Post-Assessment Options:

1. In an [Argumentative Essay](#), students will choose an ethical dilemma from Randy Cohen's column, *The Ethicist*. Students will analyze the central conflict of the dilemma and discuss the moral and ethical

implications for both the individual and the society. Finally, they will argue in favor of a specific solution to the problem. The [5-Level Rubric](#) will be used. The teacher can modify this assessment by: (A) selecting 3-5 dilemmas from *The Ethicist* from which students choose one, and/or (2) providing discussion time for each of the dilemmas before students write.

OR

2. Students will expand on their knowledge of one of the unit's essential questions in an [Essential Question Response](#). Using a book of their choice and/or any of those from the unit, they will answer the question and support it using well-aligned text. Significant Task 2 will serve as an appropriate precursor to this post-assessment choice. The [5-Level Rubric](#) will be used.

Teacher notes:

Key Vocabulary:

- ambition
- reason
- morals/morality
- moral philosophy/moral code
- ethics
- logic
- taboo
- credo

Literary Resources:

- *The Kite Runner* (Khaled Hosseini)
- *Frankenstein* (Mary Shelley)
- *One Flew Over the Cuckoo's Nest* (Ken Kesey)
- *A Lesson Before Dying* (Ernest J. Gaines)
- "A Modest Proposal" (Jonathon Swift)
- *The Taming of the Shrew* (William Shakespeare)
- *The Road* (Cormac McCarthy)
- *In the Heart of the Sea* (Nathaniel Philbrick)
- *Hard Times* (Charles Dickens)
- *A Tale of Two Cities* (Charles Dickens)

Video Resources:

- *Seven Pounds*
- *Pay it Forward*
- *Bullied*

Teacher Resources:

- "Desiderata"
- Jack London's credo

Windsor Public Schools
Curriculum Map for the Secondary Level
English 12: The Journey and Beyond

Purpose of the Course:

This course is designed to strengthen students' critical reading and writing skills. Students will prepare for college-level work by studying complex literary texts and contemporary non-fiction selections. In completing the requirements for this course, students will prepare a comprehensive reading and writing project that incorporates research, revision, and presentation. Students will also be responsible for completing several summative writing assessments, in which they will learn to plan, draft, and proofread a formal, multi-page document.

Name of the Unit:

Unit 4 - The Role of Gender and Personal Identity in the Human Experience

Length of the unit:

15-18 Blocks

Purpose of the Unit:

Students will develop an understanding of controversy surrounding gender roles and personal identity and how each influences an individual's behavior and his/her behavior towards others.

Common Core State Standards Addressed in the unit:

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Determine where the text leaves matters uncertain

SL.11-12.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence

Ensure a hearing for a full range of positions on a topic or issue

Clarify, verify, or challenge ideas and conclusions

Promote divergent and creative perspectives

W.11-12.3a-e

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<p>Big Ideas:</p> <ul style="list-style-type: none"> - The conventional assumptions surrounding gender impact emotional and psychological well-being. - Throughout history, people have tried to defy the preconceived notions about gender - Literature both reinforces and challenges our ideas of gender roles 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the controversial issues surrounding gender in the modern world? - How do ideas about gender influence an individual's behavior and his/her behavior towards others? - In what ways have gender roles evolved over time and how do they impact daily lives? - What part does literature play in creating gender roles?
<p>Students will know:</p> <ul style="list-style-type: none"> - all societies try to define gender and gender roles, but not all people "fit society's mold;" - understanding gender is a key facet to self-discovery; - the importance of identifying and analyzing examples of gender conformity and non-conformity in literature. <p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Support analysis, reflection, and research with appropriate text. 2. Participate effectively and collaboratively in all aspects of discussion. 3. Write a narrative that effectively demonstrates and understanding of textual themes. 4. Define these literary terms: <ul style="list-style-type: none"> • gender • perpetuate • debunk • systemic • conventional • preconceived • evolve <p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>

Significant task 1: Text Rendering

The teacher will review the terms "explicit" and "inferred" by direct instruction and/or modeling from one of the core texts before students begin their text rendering. The teacher can use [Text Rendering](#) as a guide. The teacher will provide students with direct instruction on the key vocabulary and while they are completing their journals, the students will pay attention to the key vocabulary. The journaling is described below.

Students will read a core text throughout the unit. While reading, they will choose sentences, phrases, and words that are particularly significant in understanding explicit and inferred ideas about gender. The teacher will assign a specific number of required "renderings." Students can track these items in a journal, or through the use of sticky notes. The teacher will also provide an [Example](#) from the core text. This example will show

students how to “render” and to use the unit vocabulary appropriately.

Then, in ongoing discussion groups, students will share their findings. They will discuss what they learned about the themes of the text and any new insights that emerge- related to gender, gender identity, etc.- as a result of the text rendering. The text rendering will enable students to collaboratively construct meaning, clarify and expand their thinking about the themes of the text.

After the text rendering assignment, students will engage in a seminar style discussion (such as a [Fishbowl Discussion](#)) about these questions. Students may be graded on their engagement and participation using the [Socratic Circles Rubric](#). During these circles, students should be encouraged to share their own experiences, as related to the texts.

Timeline: ongoing

Key vocabulary:

- gender
- perpetuate
- debunk
- systemic
- conventional
- preconceived
- evolve

Resources:

- *The Kite Runner* (Khaled Hosseini)
- *Taming of the Shrew* (William Shakespeare)
- *The Awakening* (Kate Chopin)
- *Canterbury Tales* (Geoffrey Chaucer)
- *A Room of One's Own* (Virginia Woolf)
- *To the Lighthouse* (Virginia Woolf)
- *Women of Brewster Place* (Gloria Naylor)
- *Men of Brewster Place* (Gloria Naylor)
- “A Vindication of Women’s Rights” (Mary Wollstonecraft)
- *My Antonia* (Willa Cather)
- *Picture of Dorian Gray* (Oscar Wilde)
- *Endurance* (Alfred Lansing)
- *Into the Wild* (Jon Krakauer)
- *A Thousand Acres*-Jane Smiley

Significant task 2: Gender Narrative

In a well-developed [Narrative](#), students will adopt the persona of a character from the core text(s) and explain how “they” would respond to one of the essential questions from the unit. Students should address the following questions as they prepare to write the essay:

- How does this text perpetuate or debunk traditional gender roles?
- What are some current or past controversial issues surrounding gender roles and sexual identity?
- How much influence does gender have on the choices we make on a daily basis?

The [5-Level Rubric](#) and/or the [21st Century Rubrics](#) will be used to grade this writing response. The teacher will provide [Graphic Organizers](#) for those students choosing this task and he/she will also allow time for the use of [Peer Review Protocols](#). Class time will be used for all steps of the writing process: brainstorming, pre-writing, drafting, and peer reviewing. Students can also use the Warrior Writing Center for support and the

teacher can send students to the Center during class time, as needed.

Students should be encouraged to participate in a basic “show and tell” exercise before they submit the narratives, in order to take ownership of their work.

Timeline: 3-5 Blocks

Key vocabulary:

- gender
- perpetuate
- debunk
- systemic
- conventional
- preconceived
- evolve

Resources:

- *The Kite Runner* (Khaled Hosseini)
- *Taming of the Shrew* (William Shakespeare)
- *The Awakening* (Kate Chopin)
- *Canterbury Tales* (Geoffrey Chaucer)
- *A Room of One's Own* (Virginia Woolf)
- *To the Lighthouse* (Virginia Woolf)
- *Women of Brewster Place* (Gloria Naylor)
- *Men of Brewster Place* (Gloria Naylor)
- “A Vindication of Women’s Rights” (Mary Wollstonecraft)
- *My Antonia* (Willa Cather)
- *Picture of Dorian Gray* (Oscar Wilde)
- *Endurance* (Alfred Lansing)
- *Into the Wild* (Jon Krakauer)
- *A Thousand Acres*-Jane Smiley

Significant task 3: *Debate*

****This task could be used as the unit post assessment or Task 3.****

Teacher can choose from the following questions for topics of debate:

- Is it in a child’s best interest to be raised genderless?
- One could argue that society places a heavier burden and greater expectation on one gender versus the other. Choosing one side, prepare evidence to prove that there is indeed a greater burden placed on one gender by society’s expectations.

They will use their core text(s) and personal experience to defend a position. They will also draw from an additional source (listed below).

Students will be graded on their collaboration skills using the [21st Century Rubrics](#). The teacher will allot time for preparation. If students debate individually, the teacher will need to devise a system for grading each participant. This is at the teacher’s discretion. At the culmination of the debate, students will write a final response to each question in an [MCC-Style Graded Journal Response](#).

Timeline: 2 Blocks

Key vocabulary:

- gender
- perpetuate
- debunk
- systemic
- conventional
- preconceived
- evolve

Resources:

[Article on Baby Storm](#)

Boys Don't Cry (film)

A Girl Like Me (film)

Significant Task 4: *Capstone Pre-Writing Literary Criticism*

Students will begin to research [Literary Criticism](#) that pertains to their respective authors and the works of literature they have read. Before students conduct their research, the teacher should model how to read a piece of literary criticism and how to pull out the key details. The sample literary criticism should relate to one of the core texts in this unit. Teachers will help students find the author's claim in the criticism and then the details that substantiate that claim.

After the teacher is done modeling how to read a piece of literary criticism and analyze it, students will independently read a piece of literary criticism that relates to their author and the novels they have read by that author. Students will take notes on the criticism and will present their findings to the class; the findings should relate to claim and how it is substantiated. The teacher will guide student discourse through the [Linking Ideas](#) discussion strategy, in which students connect, or link, their findings to those of another student. The [21st Century Rubric](#) for Effective Communication will be used to grade student performance.

Common learning experiences:

- Reading texts for the Capstone Project
- Capstone Project "check ins" with the teacher to assess progress
- Book talks for the Capstone Project
- Journaling or discussing the essential questions

Common assessments including the end of unit summative assessment:**Unit Pre-Assessment:**

Students will complete an [Anticipation Guide](#) in which they will be asked questions about their understanding of gender roles in literature. They will support each response with prior knowledge to demonstrate their level of understanding of these concepts.

Unit Post-Assessment Options:

1. See: Significant Task 3.
2. Students will first complete a graded pre-writing organizer (outline, graphic model, etc.) and then write an ["In Light of" Essay](#): *In light of a series of readings about gender issues, discuss how gender influences an individual's behavior and his or her attitude towards others.*

In defending your response, you must explain and support your claims with specific and relevant evidence from texts, discussions, and debates from this unit. It is expected that assignment will be typed and submitted in the proper format for a formal essay.

Students will be graded using the [5-Level Rubric](#) and/or the [21st Century Rubrics](#).

Teacher notes:

Key vocabulary:

- gender
- perpetuate
- debunk
- systemic
- conventional
- preconceived
- evolve

Core Literary Resources:

- *The Kite Runner* (Khaled Hosseini)
- *Taming of the Shrew* (William Shakespeare)
- *The Awakening* (Kate Chopin)
- *Canterbury Tales* (Geoffrey Chaucer)
- *A Room of One's Own* (Virginia Woolf)
- *To the Lighthouse* (Virginia Woolf)
- *Women of Brewster Place* (Gloria Naylor)
- *Men of Brewster Place* (Gloria Naylor)
- "A Vindication of Women's Rights" (Mary Wollstonecraft)
- *My Antonia* (Willa Cather)
- *Picture of Dorian Gray* (Oscar Wilde)
- *Endurance* (Alfred Lansing)
- *Into the Wild* (Jon Krakauer)
- *A Thousand Acres*-Jane Smiley

Media Resources:

- *Boys Don't Cry* (film)
- *A Girl Like Me* (film)

Windsor Public Schools
Curriculum Map for the Secondary Level
English 12: The Journey and Beyond

Purpose of the Course:

This course is designed to strengthen students' critical reading and writing skills. Students will prepare for college-level work by studying complex literary texts and contemporary non-fiction selections. In completing the requirements for this course, students will prepare a comprehensive reading and writing project that incorporates research, revision, and presentation. Students will also be responsible for completing several summative writing assessments, in which they will learn to plan, draft, and proofread a formal, multi-page document.

Name of the Unit:

Unit 5 – Adversity and Renewal

Length of the unit:

30 Blocks

Purpose of the Unit:

Students will study a work of Shakespeare and analyze a character's journey through adversity. They will then apply their understanding of this motif to their Capstone Projects. Students should eventually understand that adversity can be the precursor to personal growth, and spiritual and emotional renewal.

Common Core State Standards Addressed in the unit:

RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text (include at least one play by Shakespeare)

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

W.11-12.2b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively

Assess the strengths and limitations of each source in terms of the task, purpose, and audience;

Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

<p>Big Ideas:</p> <ul style="list-style-type: none">- In life, tragedy is inevitable and universal because we all possess the capability to make mistakes, but it is how the individual chooses to deal with such a tragedy that matters.- No matter a person's life events, when a reader is able to empathize with the character or author the story resonates with them.- To be credible, our claims must be supported with a variety of well-aligned and valid sources of information.- Publishable papers require multiple drafts and an attention to organization, content, accuracy, writing style, and proper mechanics.	<p>Essential Questions:</p> <ul style="list-style-type: none">- How did the texts you read this year convey the struggles and/or triumphs of the human experience?- Do we need to personally experience tragedy in order to understand its significance?- How can we make connections between the life and works of an author?- How do we effectively and credibly support a claim?- How do we write papers of publishable quality?
<p>Students will know:</p> <ul style="list-style-type: none">- the common threads of the human experience that run through literature;- how common experiences in literature reflect those of our actual lives;- the process by which students write papers of publishable quality.	<p>Students will be able to:</p> <ol style="list-style-type: none">1. Analyze multiple interpretations of Shakespeare to evaluate how his work applies to a source text (biography/ autobiography).2. Interpret and evaluate multiple sources of text, as related to the Capstone Project.3. Present information, findings, and supporting evidence, conveying a clear and

<p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>	<p>distinct perspective.</p> <ol style="list-style-type: none"> 4. Develop the topic thoroughly. 5. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. 7. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. 8. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 9. Cite compelling evidence from texts that effectively illustrates a writer's claim. <p>Refer to the links below:</p> <p>Depth of Knowledge LA</p>
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<p>Significant task 1: <i>Research and Brainstorming</i></p> <p><u>RESEARCH</u></p> <ol style="list-style-type: none"> 1. Students will use a Shakespearean play- or excerpts from it- to explore how human adversity transcends time, in order to apply it to their Capstone Projects. The teacher should select a play, or pieces of it, that relate to: <ul style="list-style-type: none"> • the inevitability of adversity and the human (characters') responses to it • adverse circumstances with which we can empathize • adverse circumstances that lead to personal growth <p>Students must track their findings using Reminds Me Of Notes or any other note-taking strategy that assists them in relating the Shakespearean text to their biography or autobiography and works of literature they are studying. The teacher will provide a model of these notes. By completing this task, students should understand how Shakespeare's characters experience similar adverse circumstances as their person of interest, and will compare various responses to the respective tragedies.</p> <p>At the conclusion of this part of the task, students will use a Pair Share to discuss how they will</p>
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incorporate the concept of adversity into their Capstone Project papers.

2. Students will conduct additional research to augment their body of knowledge for writing the Capstone paper about their selected author. With the help of the teacher and/or library media specialist, the students will assess the quality of each of their sources, including: the biography/autobiography, the novels, previously utilized sources from Units 1-4, and additional research. They should begin considering which sources are most credible and will work in small groups to discuss their findings before moving forward with the project. In these groups, students will discuss: *How do we effectively and credibly support a claim with the sources we found?*

At the conclusion of the discussion session, students should collate a [Source Portfolio](#) that contains all of the valid and credible materials they plan on incorporating in their papers. The teacher will provide a sample of a [Source Portfolio](#) for students to review.

3. Students should carefully review all previous pre-writing assignments related to the Capstone prompt. They should gather these assignments together and begin considering the central claim for their papers. If needed, the teacher should review [How to Write a Claim](#).

BRAINSTORMING

The teacher should introduce the students to the [Brief Thesis-Elaborated Thesis](#) technique for brainstorming. This method allows students to transition from a simple one-sentence claim to a more elaborate one that is appropriate for a paper of this magnitude. Students will have the opportunity to produce and experiment with 5-10 potential claims.

The teacher could also consider modeling and implementing the [Thesis-Proposing Strategy](#). Students use this exercise to justify a “best solution answer” to the Capstone prompt and to justify arguments that support these “best solution answers.” The Thesis-Proposing Strategy results in a rich classroom conversation and is best suited for mixed ability groups.

Timeline: Approximately 5-6 Blocks

Key vocabulary:

- tragedy
- brainstorming
- thesis
- claim
- justify
- support/sources
- credible
- valid

Resources:

- *King Lear* (William Shakespeare)
- *Othello* (William Shakespeare)
- Engaging Ideas (John Bean)

Significant task 2: *Exploratory Writing and Drafting*

EXPLORATORY WRITING

Exploratory writing will begin with either student-student or student-teacher conferences, so that each student can receive feedback on his/her intended claim. The [ATLAS Protocol](#) can be used for this process.

Then, with the guidance of the teacher and the Warrior Writing Center, students will continue with exploratory writing with the [Template Strategy](#). The teacher will give students a template or map that forecasts the shape of the Capstone paper, but does not address the content (the students must do this). Within the template, students should begin mapping how they will support the claim. Students should be encouraged to create [Support Cards](#) that they will collect, store, and eventually apply to the body of their papers.

The teacher should remind the students to review previous pre-writing assignments and notes that can help contribute to the pre-writing plan. At this point, the teacher should review MLA format again. An [MLA Format Handout](#) should be available for students to use as reference.

DRAFTING

The students must now produce a typed draft, using the template as a guide. The teacher should provide some class time for this part of the task. The remainder of the draft must be completed at home. Ultimately, it is expected that students produce an initial draft of at least 3-5 pages.

Timeline: 6-8 Blocks

Key vocabulary:

- Support
- MLA citation

Resources:

- *They Say, I Say* (Gerald Graff, Cathy Birkenstein)
- *Everything's an Argument* (Andrea A. Lunsford, John J. Ruskiewicz, Keith Walters)
- *MLA Handbook*

Significant task 3: Norming Session and Drafting

NORMING SESSION

The students will work in groups of 3-5 for a [Norming Session](#). The teacher will prepare by printing copies of three specific student drafts with the names redacted. The teacher will purposely choose drafts that represent three levels of competency: (1) approaching standard, (2) standard, and (3) above standard. The teacher will make copies of the essays for all students in the class.

Then, students in the group will begin by reading the same student draft, one-at-a-time. They will rank the essays from least to most effective and will justify their rankings to the group. They will discuss their findings. The teacher will then shift the discussion to the whole class.

Students will repeat this process for all three drafts (approaching, standard, and above).

DRAFTING

Then, they will transition independently to their own drafts and begin typing revisions that are based on the norming session. When they make a change or add something new, students should track their changes using the "Review" feature on Microsoft Word. Each change or addition should be accompanied by a corresponding explanation of why the student made it. Then, the student must submit a copy of this second draft to the teacher. The teacher should provide students will [Instructions for Tracking Changes](#). This will include an example of what these will look like.

Using Chromebooks in the classroom is the best way to complete this part of the task, although it can be done at home.

Timeline: 6-8 Blocks

Key vocabulary:

- MLA Citation

Resources:

- *They Say, I Say* (Gerald Graff, Cathy Birkenstein)
- *Everything's an Argument* (Andrea A. Lunsford, John J. Ruskiewicz, Keith Walters]
- *MLA Handbook*

Significant task 4: *Peer Review and Drafting*

PEER REVIEW

Students will bring their next draft to class. The teacher will use a student sample to model a [Peer Review Protocol](#) with the whole class. In pairs, students will engage in the same protocol. It is essential that students engage in a conference before handing their partner's paper back to them. The peer review feedback *must* be submitted with the student's final draft of the Capstone Project. Peer review is the final step before students write a publishable, formal draft.

DRAFTING

Students should have at least two weeks to complete this final draft. During this time, the teacher will conduct additional student-teacher writing conference to check the progress of each student's writing. The teacher will provide the student with an initial grade using a [Writing Scorecard](#). The scorecard will allow the teacher to provide an overview of strengths and weaknesses of the paper.

Timeline: 6-8 Blocks

Key vocabulary:

- MLA Citation

Resources:

- *They Say, I Say* (Gerald Graff, Cathy Birkenstein)
- *Everything's an Argument* (Andrea A. Lunsford, John J. Ruskiewicz, Keith Walters]
- *MLA Handbook*

Common learning experiences:

- Library research
- Warrior Writing Center
- Peer review protocols
- Selected readings from *They Say, I Say*
- Selected readings from *Everything's an Argument*
- Student-teacher writing conferences

- Review of MLA format
- Review of how to use Google Drive
- “Show and Tell” writing sessions/ read alouds
- Students who maintain the schedule assigned and demonstrate commitment to the Capstone Project will have the opportunity to explore the historic role of individuals within the Hartford, Connecticut and New England area in shaping this unique part of America through field trips and workshops with local and regional experts.

Common assessments including the end of unit summative assessment:

Unit Post-Assessment:

The Senior [Capstone Project](#) is designed to allow students to demonstrate their mastery of all of the skills addressed in the 12th Grade English curriculum. It is also an opportunity to reflect upon their experience as learners throughout their years at WHS with a specific emphasis on their progress during the 12th grade year.

Students will address: **“How does the author’s life and work embody the essence of the human journey?”**

The project has three components.

PART ONE- DUE TWO WEEKS BEFORE THE FINAL EXAM

The first is a 7-10 page MLA formatted research paper based upon a student chosen biography or autobiography, as well as the works of literature read, and the pre-writing components that were completed earlier in the year. Additional research will be conducted to augment or corroborate the information presented in the biography and literature. This research will occur in the classroom or media center with assistance from the library media specialists. The paper will explore the essence of the human journey and how the author and his/her works embody the struggles and/or triumphs of the journey.

PART TWO- DUE ONE WEEK BEFORE THE FINAL EXAM

The second is an oral presentation based upon the research they have conducted. Students should delineate and discern the important components needed to present to the class. The presentation will include a technology component, and will be peer evaluated in addition to teacher evaluation.

PART THREE- OCCURS ON THE DAY OF THE FINAL EXAM

Students will schedule an appointment for a 10-minute writing conference with their teacher. During this time, the teacher will conduct a final discussion of the Capstone Project’s quality and will also incorporate some “live grading” or a [Grade Aloud](#) to show each student why (s)he scored in the range they did. Additionally, the teacher will offer suggestions for improving the writing process in the college or career setting.

Teacher notes:

Key Vocabulary:

- tragedy
- brainstorming
- thesis
- claim

- justify
- support/sources
- credible
- valid
- MLA citation

Texts and Resources:

- *King Lear* (William Shakespeare)
- *Othello* (William Shakespeare)
- *They Say, I Say* (Gerald Graff, Cathy Birkenstein)
- *Everything's an Argument* (Andrea A. Lunsford, John J. Ruskiewicz, Keith Walters]
- *MLA Handbook*

Windsor Public Schools
 Curriculum Map for the Secondary Level
 Family Sociology
 BOE Approval Date

Purpose of the Course: This one-semester course provides an opportunity for students to gain an understanding of the importance of responsibility and maturity in successful relationships. To achieve this, students are taught how to understand themselves, how to interpret their actions, and how to understand and interpret the actions of others.

Name of the Unit: Developing Effective Communication Skills Unit 1	Length of the unit: 10 Blocks (86 minutes each)
Purpose of the Unit: This unit provides students with the opportunity to analyze the impact of effective and ineffective communication upon relationships.	
FCCLA Standards addressed in the unit: Determine the processes for building and maintaining healthy relationships. 13.1.1 Determine factors that contribute to unhealthy relationships. 13.1.4 Explore processes for handling unhealthy relationships. 13.1.5 Common Core State Standards addressed in the unit: Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions(including self-generated questions) or solve a problem,, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation Conventions of Standard English 10.L.1: Demonstrate command of conventions of standard English and usage when writing or speaking Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks. Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context Comprehension and Collaboration 10.SL.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts and issues	
Big Ideas: Communication is the basis for all relationships. Conflict is not the same as fighting.	Essential Questions: When does communication begin? How do one’s communication skills impact interactions with family, peers and others?

<p>Students will know:</p> <ul style="list-style-type: none"> • Factors which affect communication • Conflicts are different from fighting • Methods to resolve conflicts effectively 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Assess ways in which verbal and non-verbal communication contribute to relationships • Identify steps to manage conflicts • Effectively use I statements to de-escalate conflict
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Significant task 1: Introduction to the communication process

In this unit, students will engage in a range of activities which illustrate the communication process. Students will work in groups, with partners and individually to assess factors which contribute to or break down the communication process in a variety of situations.

The students' first communication exercise will be a "get to know you" activity. This will serve as a hook into the topics which will be covered throughout the course. Students will be given a paper with 20 statements which pertain to the topics to be covered in class for the semester. Students must ask each classmate a question and, if the classmate answers in the affirmative, write their name in full next to the sentence. Students' responses will be used to formulate a discussion around communication and also provide an overview of topics to be covered for the semester.

To showcase the communication process, students will view a video clip or role play of Abbot and Costello's "Who's on First" routine. In small groups, students will make a list of examples of effective and ineffective communication from the vignette. Using their lists, students then will create a list of terms and phrases regarding the communication process. Finally, in their small groups, students will develop a list of personal experiences that exemplify effective and ineffective communication and share their list with the class.

The concepts of verbal and non-verbal communication, points of view and trust will be introduced and explored through a series of experiential exercises, followed by small group debriefing sessions. In pairs, groups and as a whole class students will participate in a trust walk, a survival game and other activities involving verbal messages and drawing. Individually, students will write a reflection piece documenting their personal experiences following each experiential exercise. (Refer to teacher notes)

In groups, students will read about the meanings of various forms of gestures from other cultures from around the world and discuss how these gestures differ from their meaning in the United States. Students will also discuss the ramifications of misinterpreting gestures from other cultures. Then through direct instruction students will be presented with a Power Point developed by Kris Rusaken of Ball University as to "The Importance of Body Language."

Timeline: 3 Blocks (86 minutes)

Key vocabulary : non-verbal communication, verbal communication, body language, shared meaning, checking out, reflecting, teamwork, group, leader, empathy ,communication, sender, receiver, passive listening, active listening

Resources: Teacher's Resource Portfolio Strengthening Family and Self 2006
Team Activity: Springfield College/ Ropes Course
Text: Strengthening Family & Self , Leona Johnson 2006

Script "Who's on First" Bud Abbott and Lou Costello
Website :<http://www.baseball-almanac.com/humor4.shtml>
Kris Ruksaken, Body Speaks Power Point, Ball State University, Muncie Indiana 2005

Significant task 2: Skills for conflict resolution

Students will be introduced to the concept of conflict resolution through a group discussion on the differences between a fight and a conflict. Students then will explore different methods of conflict resolution through a series of small group exercises that focus on identification of one's own style as well as the pros and cons of each conflict resolution method.

As a class, students will discuss the use of "I" – statements as a way to resolve conflicts. In small groups, students will practice using "I statements" through role-playing scenarios. The purpose is to recognize that "you-statements" contribute to poor conflict management.

In groups of four, students will discuss the issue of problem ownership as a pre-cursor to conflict resolution. In small groups, students will review a variety of situations and identify the person who should own the problem and prepare an assertive response to resolve the issue.

Using the vocabulary from the unit, students will summarize their learning by writing a response to the following question: "How would you help a group of middle school students resolve conflicts using effective communication skills?" As a culminating activity, students will work in groups of three to four to create a brochure, iMovie or PREZI to present ways to handle a conflict in a positive fashion, aimed at a middle school audience. The students will be provided with scenarios which can be resolved with assertive responses as opposed to aggressive responses to resolve a conflict. Students will also be shown a fight from a martial arts tournament and be asked to distinguish the differences between fighting and a conflict.

Timeline: 3 Blocks (86 minutes)

Key vocabulary: conflict, conflict resolution, blaming, placating," I"-statements, distracting, stroking, negotiation, compromise, problem ownership

Resources: Text and Teacher's Resource Portfolio Strengthening Family and Self, Leona Johnson 2006
Ready-to-Use Conflict Resolution Activities for Secondary Students, Ruth Perlstein, Gloria Thrall 1996
Student Activity Guide, Activities C,D and E Chapter 5 , Strengthening Family and Self, Leona Johnson 2006
High School library/media center or computer lab, timer, communication enhancers and barriers list/
Teacher generated

Common learning experiences:

- Pre-test on unit vocabulary
- Direct instruction on vocabulary for the topic of “Communication” using PowerPoint
- Brainstorming and creating a list of common conflict scenarios
- Group activities focused on effective communication and conflict management including the Survival game and the Paired Trust Walk
- Jig-saw technique for Communication chapter review
- Development of a Prezi, iMovie or brochure focusing on conflict management styles using 2^{1st} century technology
- Identifying personal methods of dealing with conflict
- Exit slips (Students will be asked to write about three things they learned and two questions they may have about the lesson?)
- Quick Writes (Students will use the vocabulary terms from the unit for their Quick Write regarding methods for resolving a conflict)
- Reflection writing about experiential activities

Common assessments:

- Communication essay
- End of unit summative assessment including unit vocabulary
- Quick Writes (Students will use the vocabulary terms from the unit for their Quick Write regarding methods for resolving a conflict)
- Prezi, iMovie or brochure presentation pertaining to communication and conflict management techniques.

Common Rubrics:

- Presentations scored using school-wide rubric #3 (Effective Communication)
- Collaboration activities scored using school-wide rubric #2 (Works Collaboratively)
- Managing conflicts scored using school wide rubric #5 (Problem Solving)

Teacher notes:

Vocabulary instruction will be integrated into each unit of study throughout the course, utilizing the following method: First, students will utilize a non-linguistic graphic organizer for note-taking during direct instruction. Each student will then identify key vocabulary terms from their notes. Finally, the class will agree upon a list of critical terms and use them to create a class word wall

Ice Breaker- Show a video clip of Abbot and Costello’s “Who’s on First” routine initially. You can also role play the skit along with a student as an alternative. Google “Abbott and Costello’s “Who’s On First” to access a script.

At the end of significant task (Intro. To the Communication process) a formative assessment will be given. Students will respond to the following exit slip questions.

1. Write three things that you learned.
2. Write one or two questions regarding today’s lesson.

Trust walk activity: Give clear instructions about the important task of the non-blind folded student’s

task to keep his/her partner safe. The walk should take approximately ten minutes for each student who is blindfolded. At the conclusion of the activity in groups the students should discuss how they needed to communicate so their partner would be safe. Students who were blindfolded should state whether their level of trust increased, decreased or didn't change along with the reasons for their response.

Should there be an odd number of students the teacher may lead the lone student. Students with impairments should walk beside the teacher and be instructed to observe the interactions the other students are having as they walk. Again the guide should use precise language to ensure the impaired partner's safety. The impaired partner must respond appropriately to the guide's instructions throughout the exercise demonstrating the bi-directional flow of the communication process.

Closing : Reflection writing about their experience during the trust walk. Having been visually impaired and having been sighted should be discussed in the reflection piece. Students should evaluate as to what worked and what didn't to accomplish the trust walk. Discussion should revolve around effective and ineffective communication and how trust is a key factor to healthy relationships.

Survival Game/Team work activity: As a whole class students will participate in a group or team effort to assemble themselves in alphabetical order while standing on four two by six inch boards assembled in a square on a grassy ground. This activity will incorporate the issue of trust, verbal and non-verbal communication along with team building and leadership skills. Refer to teacher's notes for more details and rules. When the students have accomplished this task they should write a reflection as to what made the process work and what made the process difficult. Be sure to mark on a sheet of paper the number of times the students had broken the rules. This serves to motivate a sense of urgency and purpose. When the students have concluded the task ask them to discuss the verbal and non-verbal cues they used to accomplish this task

Interpretive activity -Working in pairs and sitting back to back students will be given an object and a piece of paper. Using precise language one person will describe the object while the other person will create a drawing of the object. The object of the activity is to demonstrate the limitations of using only verbal communication to describe an object. Students will compare the drawings with what was interpreted from the description. As a whole class students should report and discuss their findings.

Observation activity: A modification would be to divide the class into various small groups initially. Then provide each group with a different photo then conduct the activity in the same fashion as the original. Individually students should describe what they are observing and then compare their observations with each other.

Conflict Styles activity: Ask the question, Why is it often difficult to identify the real issue in a conflict? Have the students brainstorm a list of conflicts people contend with on a day to day basis. Then have them identify who owns the problem in each situation.

Prior to distributing the handout titled "Dealing With Conflict" be sure to place the name of each conflict style on an 8inch by 11inch piece of construction paper. Place these papers in various places on the walls around the classroom where they can be clearly seen. Management styles include competition, avoidance accommodation, compromise and collaboration.

Jig-saw technique will be used to read and respond to review questions at the end of each assigned chapter or reading. At the conclusion of the activity the class will regroup for a review session in

preparation for the summative test. Throughout these activities guiding questions will be utilized as needed

Essay – Assign an essay to be worked on in class in which the students must re-cap and explain the components and importance of good communication.

Bring the class to the library/media center or computer lab so they can develop their iMovie, Prezi and brochure.

Windsor Public Schools
Curriculum Map for the Secondary Level
Family Sociology

Name of the Unit: Establishing Healthy Relationships Unit 2	Length of the unit: 15 Blocks (86 minutes)
Purpose of the Unit: This unit gives students the opportunity to analyze attitudes and behaviors which enhance or degrade interpersonal relationships with an emphasis on friendships, aspects of dating, and family relationships.	

<p>Big Ideas:</p> <p>Interpersonal relationships require effort in order to function effectively.</p> <p>Assertive responses are an optimal way to respond to a variety of interpersonal relationship issues.</p> <p>Relationships with people of other cultures can be beneficial.</p> <p>Dating behaviors have long-term effects.</p> <p>Marriage has an impact beyond the two individuals involved.</p>	<p>Essential Questions:</p> <p>What is a healthy relationship?</p> <p>Can passive or aggressive responses be useful?</p> <p>What is the purpose of dating?</p> <p>Is marriage beneficial?</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • How various behaviors impact future interpersonal relationships • Skills for communicating, making decisions, and solving problems which can help a relationship grow • The functions and stages of dating in our society • Factors that promote violence in dating and marital situations 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish the differences between passive, assertive and aggressive responses • Identify warning signs of abusive behaviors • Explain the function of dating in our society • Recognize the stages in the dating process • Identify personal qualities that can help build a happy and stable marriage

<ul style="list-style-type: none"> • How to distinguish mature love from romantic feelings • Personal qualities that can help build a happy and stable marriage 	<ul style="list-style-type: none"> • Analyze how skills for communicating, making decisions and solving problems can help a relationship grow • Determine measures for preventing violence and abuse in the family
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Significant task 1: Behaviors and attitudes which can develop or degrade friendships

The topic of assertiveness will be introduced through a YouTube video clip about assertiveness training.

Following the clip, students will divide into groups of four and read a series of situations and problem-solve ways to respond to these situations in an assertive fashion. Following the small group exercise, individual groups will present their findings to the class. For homework, students will be asked to take notes on peer pressure situations they have observed in one school day. Students will include verbal exchanges, facial expressions and other body language in their notes.

In class, students will work in small groups to discuss their observed situations and classify each as an assertive, passive, or aggressive response. This will be followed by a class discussion in which students will debate whether the situations were handled appropriately from their point of view.

As a culminating activity, students will produce live role plays or an I-Movie demonstrating methods of coping with peer pressure in an assertive fashion.

Timeline: 3 Blocks (86 minutes)

Key vocabulary: passive, aggressive, assertive, rapport, risk-taker, acquaintances, support network

Resources: Text and Teacher’s Resource Portfolio Strengthening Family and Self, Leona Johnson 2006 Ready-to-Use Conflict Resolution Activities for Secondary Students, Ruth Perlstein, Gloria

Thrall 1996 , : Library/Media Center/Computer lab., Smartboard, The New York Times, The Hartford Courant, The Wall Street Journal

Significant task 2: Dating

In small groups, students will share their ideas as to what qualities they would want in a potential dating partner. As a whole class students will share their ideas by listing them on the board or on butcher paper. Following the discussion, student will view a PowerPoint presentation from the Interval House, titled “What Are The Components Of A Health Relationship?” Students will then individually compare their list of qualities with those listed in the presentation.

As homework, students will be asked to interview people from three different age groups regarding their dating experiences. In pairs, students will share their results, classify the experiences into the six main function areas of dating, and compare/contrast the reports of different age groups. Each group

will share a summary of their findings with the class.

Timeline: 2 Blocks (86 minutes)

Key vocabulary: formal dating, informal dating, group dating, steady dating, double-date, random dating
Resources: Text and Teacher's Resource Portfolio Strengthening Family and Self, Leona Johnson 2006

Significant task 3: Date rape and acquaintance rape

This task begins with a pre-test on the issues of date rape and acquaintance rape.

Ice breaker: As a whole class students will debate a series of teacher-generated statements about dating and preventing dating violence. Students will move from one end of the room or to the other side of the room, depending upon whether they agree or disagree with the questions. This will serve to emphasize their position with their classmates as the debate unfolds.

The topics of date rape, acquaintance rape and domestic violence will be addressed through a series of interactive activities and speakers from the community. Emphasis will be placed on dating violence prevention and intervention, the dynamics of violence, crisis intervention and a review of state and community resources.

Finally, students will work as partners to create their own wheel of "Teenage Power and Control in Dating" in a PowerPoint or Prezi and present their work to the class.

Timeline: 3 Blocks (86 minutes)

Key Vocabulary: date rape, acquaintance rape,

Resources: Text and Teacher's Resource Portfolio Strengthening Family and Self, Leona Johnson 2006, An officer from Windsor Police Department, Hartford Interval House, Inc. –Guest speaker and information packets, DVD- Date Rape, Smartboard, The New York Times, The Wall Street Journal

Significant Task 4: Distinguishing the differences between various forms of love

Using a debate format, students will debate a series of questions developed by Hartford Interval House Inc. pertaining to the topic of love and relationships.

As a whole class students will listen to a series of songs from the past sixty years about the various types of love. As students listen to pieces of each song, they will discern which type of love is being described from the lyrics. In groups, students will share and defend their answers. Students will then discuss which type of love was presented more often than others for the purpose of determining what types of love are most significant in society.

In pairs, students will research ten songs of their choosing that exemplify each type of love. Research should include the song title and a chosen set of lyrics from the song to serve as evidence for their findings. Findings will be presented to the class. Individually, students will type a one page reflection about the class's findings.

Students will summarize their learning by writing an essay discussing their findings regarding the

messages of “love” in popular music, followed by a compare and contrast of mature and romantic love.

Culminating project:

As individuals, students will research the marriage customs of two cultures. Topics to be covered will include the rituals associated with the ceremony as well as the responsibilities of the bride and groom and their friends and family. This project can be extended to include dress, food and other detailed information associated with the ceremony. Students’ research can be shared through PowerPoint, Prezi, or other presentation media. Students will share their presentation with their classmates and be assessed by their peers.

Timeline : 4 Blocks (86 minutes)

Key Vocabulary: Mature love, Romantic Love, Agape, Eros, Philos, Ludus, Mania, Pragma, Storge

Resources: Text and Teacher’s Resource Portfolio Strengthening Family and Self, Leona Johnson 2006

Our Sexuality, Crooks and Baur 2011, 11th edition

Hartford Interval House, Inc.

I-tunes

Common learning experience:

- Creating a PowerPoint or Prezi comparing marriage customs from two cultures of the student’s choosing
- Jig-saw activities for test review
- Guest Speakers–Windsor Police Department Police Officer, Hartford Interval House Representative
- Creating a Teenage Power and Control in Dating Wheel, utilizing presentation technology
- Exit Slips

Common assessments:

- Tests on the topics of relationships, dating, and preparation for marriage
- Pre-tests on vocabulary
- Research project comparing and contrasting courtship and marriage customs from around the world
- Student produced Teenage Power and Control in Dating Wheel
- Essay comparing and contrasting mature and romantic love

Common rubrics:

- Research for Marriage and Customs project scored using School-wide rubric #1 (Access and evaluate information) and #4 (Critical Analysis/Thinking)
- Teamwork focused on formulating assertive responses scored using School – wide rubric #2 (Collaboration)
- Presentation of essay on mature and romantic love scored using School-wide rubric #3 (Communication)

Teacher notes:

A pre-test of vocabulary pertaining to relationships will initiate the lesson.

Through direct instruction, present the power point slide adapted, from the Interval House, titled “What Are The Components Of A Health Relationship?” Students will then individually compare their list of qualities with the Interval Houses power point slide of “What Are The Components Of A Healthy Relationship?”

As a whole class using direct instruction for vocabulary students will use a nonlinguistic graphic organizer to take their notes. As a whole class students will create a word wall from the vocabulary for this lesson. Individually students will be asked to discuss their illustration.

Students will create a Teenage Power and Control in Dating Wheel using PowerPoint or Prezi
http://www.youtube.com/watch?v=hvOpN-QQs_U – Beware of Date Rape Drugs

Marriage and Marriage Customs Project is under Project Links in the Windsor Library Homepage

The Windsor Library also has an MLA style formatting guide for works cited.

Collaborative groups will consist of at least four students. Each student will have a task as a group leader, recorder, timer or reporter.

Popular songs that apply for the music and types of love activity should be professionally edited. Use I-tunes.

Windsor Public Schools
Curriculum Map for the Secondary Level
Family Sociology

Name of the Unit: Understanding Families Unit #3	Length of the unit: 6 Blocks (86 minutes)
Purpose of the Unit: The purpose of the unit is to explore what a family is and to emphasize that the structure of families is an evolving paradigm. Students will understand that although families have varying structures they still have the same functions and that the way family members interact with each other has an impact on how the family carries out those functions.	

<p>FACS Standards addressed in the unit:</p> <p>Demonstrate standards that guide behavior in interpersonal relationships 13.6 Evaluate effective conflict prevention and management techniques 13.4 Demonstrate communication skills that contribute to positive relationships13.3 Analyze personal needs and characteristics and their impact on relationships13.2</p> <p>Common Core State Standards Addressed in the unit:</p> <p>Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions(including self-generated questions) or solve a problem,, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation</p> <p>Conventions of Standard English 10.L.1: Demonstrate command of conventions of standard English and usage when writing or speaking</p> <p>Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.</p> <p>Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context.</p> <p>Comprehension and Collaboration: 10.SL.1 : initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners topics, texts and issues.</p>
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<p>Big Ideas:</p> <p>There are many ways of defining “family”.</p> <p>Families have a range of structures.</p> <p>Cultural changes have changed family structures.</p>	<p>Essential Questions:</p> <p>What is a family?</p> <p>What is the purpose of a family?</p> <p>How do family members’ interactions impact the</p>
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Family members interactions impact the functions of the family	functions of the family?
<p>Students will know:</p> <ul style="list-style-type: none"> • Various forms of family structures • The functions of the family • Methods of preventing family violence and abuse • Communication patterns in families 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how cultural changes have affected the family • Appraise the benefits of living in a family • Describe patterns of communication and decision making that increase positive family interaction • Determine measures for preventing violence and abuse in families

Significant task 1: Family Structures and Functions

As a hook, students will be asked to write a paragraph titled, “What is a Family?” Volunteers will be asked to read their paragraphs to the class. As a class students will summarize the definitions into a class definition of a family. Following this activity, students will be participate in discussion which will introduce the concepts of family structures and functions.

In groups of four, students will compare and contrast American family structures and functions from the colonial days, the Industrial Revolution and the technological age. Students will then share their responses with the whole class.

In small groups, students will extend their knowledge of family structures and functions by discussing their predictions as to what family life will be like in the year 2100. Students will predict ways in which families will meet their children’s emotional and physical needs and ways in which children will be socialized.

Timeline: 3 Blocks (86 minutes)

Key vocabulary: family, nuclear family, single-parent family, blended family, extended family, modified extended family, dual career family, single living, stereotype

Resources: : Text and Teacher’s Resource Portfolio Strengthening Family and Self, Leona Johnson 2006
 Student Activity Guide Strengthening Family and Self, Leona Johnson 2006

Significant task 2: Family Interactions

This task will be introduced through a brainstorming session in which students will identify ways in which families demonstrate positive and negative interactions.

Following the brainstorming session, students will view video clips that depict a range of positive and negative family interactions. This will serve as a hook into the topic of family interactions. After a class discussion comparing the students’ ideas of family interactions with those from the videos, students will break up into small groups to role play family interactions between parents and their teenage children, noting the reasons for differing outcomes.

Finally, students will synthesize their learning through a small group activity in which they will assume that they are a task force assigned to set guidelines for preventing violence and abuse in the family. Each member of the group will select a type of abuse that no other group member researches. As a group the students will develop role plays with guidelines for preventing abuse and family violence.

Timeline: 2 Blocks (86 minutes)

Key vocabulary: family system, family life cycle, democratic decision making, scapegoating, violence, battering, child abuse, physical abuse, emotional abuse, sexual abuse, neglect, crisis-care centers, shelters, group homes, foster care, independent living, family routines, family traditions

Resources: Windsor Police Department, Windsor High School Social Worker, Windsor High School Library/Media center, Windsor High School Computer laboratories, Teacher's Resource Portfolio and Student Activity Guide, Strengthening Family and Self, Leona Johnson 2006

Newspapers: the Hartford Courant, The New York Times, The Wall Street Journal

Common learning experiences:

- Pre-tests
- Brainstorming as it pertains to
- Role plays
- Quick writes
- Jig-saw for test review
- Cooperative learning activities including functions of the family, family communication and problem solving and family strengths
- Presentations using PowerPoint, Prezis or I-movies
- Guest speakers including the Windsor Police Department
- Exit Slips

Common assessments:

- Pre-tests on family interactions and associated vocabulary
- Cooperative learning activities including small group work to develop a task force against family violence
- Presentations of role plays to fellow classmates and possibly Sage Park Middle School students.
- Unit test (Includes unit vocabulary)

Common rubrics:

- Development of role plays to prevent family violence scored using School- wide rubric #2 (Collaboration)
- Students' presentations comparing the American family from the Colonial days to the present scored using School- wide rubric #3 (Communication)
- Development of ways to stem family violence scored using School- wide rubric #5 (Problem Solving)

Windsor Public Schools
Curriculum Map for the Secondary Level
Family Sociology

Name of the Unit: Establishing and Maintaining your Future Family Unit #4	Length of the unit: 8 Blocks (86 minutes)
Purpose of the Unit: In this unit, students explore the components needed to provide for themselves and a potential family in the future.	
<p>FACS Standards addressed in the unit:</p> <p>Analyze functions and expectations of various types of relationships 13.1 Analyze personal needs and characteristics and their impact on relationships 13.2 Demonstrate communication skills that contribute to positive relationships 13.3 Evaluate effective conflict prevention and management techniques. 13.4</p> <p>Common Core State Standards addressed in the unit:</p> <p>Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions(including self-generated questions) or solve a problem,, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation</p> <p>Conventions of Standard English 10.L.1: Demonstrate command of conventions of standard English and usage when writing or speaking</p> <p>Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks.</p> <p>Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning of words and phrases based on reading and context.</p> <p>Comprehension and Collaboration 10.SL.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts and issues.</p>	

<p>Big Ideas:</p> <p>Education is a major component of job success.</p> <p>Providing for one’s self and family effectively requires planning.</p>	<p>Essential Questions:</p> <p>What do successful individuals and families have in common?</p> <p>What is success?</p> <p>What are the benefits of planning?</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • Methods of researching possible careers • Methods of searching for appropriate housing as it relates to their budget 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a career plan • Balance a personal and family budget • Distinguish career success from success

<ul style="list-style-type: none"> • Where to search for online products for living • Personal success for one's self and family requires planning and accountability 	<ul style="list-style-type: none"> • with a family • Problem solve ways to support one's self and future family
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Significant task 1: Researching a career for self and family life

This task will begin with a teacher-guided discussion regarding career choice; including matching interests to career paths, the wide range of career choices available, the variety of schooling and training needed for different careers and the differing lifestyles that would result from different paths. Individually, students will complete the "Career and Family" project, in which they research a career of interest in terms of preparation needed, median and top salary, job projections for Connecticut and typical work week for someone working in that career pathway. A speaker from a local technical college may be utilized to provide additional information regarding educational options for technical fields. Students will be responsible for writing a two page reflection at the conclusion of the project and unit specifically focusing on the ways to balance personal, family and career goals.

Timeline: 3 blocks (86 minutes)

Key vocabulary: career, job, occupation, lifestyle, work, transferrable skill, career ladder

Resources: Windsor High School Library, Making it! Career and Family Project(On Line under Project Links), Occupational Outlook Handbook (online), Porter and Chester Institute, Lincoln Technical Institute

Text: Strengthening Family and Self, Leona Johnson 2006

Significant task 2: Preparing a budget

In this task, students will extend the career information they gathered in significant task #1. Individually, students will utilize research resources to develop a detailed budget plan, using the salary projection from their career of choice. Students then will explore a place to live which will accommodate their budget and lifestyle. Prior to beginning their project, students will work in groups to develop a list of budget categories for their research. Upon completion, students will share their research with the class and then summarize their learning with a reflection paper.

Timeline: 2 blocks (86 minutes)

Key vocabulary: savings, housing, transportation, net, gross income, net income, compounded, fixed expenses, variable expenses, liquidity, electronic funds transfer (EFT), installment credit, revolving credit, line of credit, credit rating, overdraft, security deposit, mortgage, down payment, fixed rate, conventional mortgage, adjustable rate mortgage

Resources: Windsor High School Library Project Links for "Career and Family Project" produced by the library/media specialist, website - www.apartments.com, Text and Teacher's Resource Portfolio Strengthening Family and Self, Leona Johnson 2006

Common learning experiences:

- Guest speakers from Porter and Chester or Lincoln Technical Institute
- Instruction from the Library Media specialists as to how to develop the project online
- Conducting online research
- Project presentations
- Peer assessment of presentations

Common assessments:

- Career and Family project and presentation with PowerPoint or Prezi
- Pre-tests and a summative assessment on vocabulary

Common rubrics:

- Career and Family project presentations scored using School- wide rubric #3 (Communication)
- Individual/Family budget development scored using School- wide rubric #5 (Problem Solving)

Teacher notes:

- Produce a hard copy of the project as some students find a hard copy beneficial.
- Set up at least three days in the library to assist the students with the project
- When the guest speakers complete their discussions with the class be sure to have the students write a summary of the presentation along with an opinion. In addition, students should try to make any associations and predictions as to how the information from the presentation can be used in the future.

Windsor Public Schools
Curriculum Map
Innovation and Invention-Design and Communication
BOE Approved Date

Purpose of the Course:

This course is aligned with the Engineering by Design curriculum designed by the International Technology and Engineering Educators Association (ITEEA) and is designed to provide students with standards-based content in a project-based environment. In this course, students will focus upon the process by which a product is brought from concept to production. Students will be afforded the opportunity to: recognize and define a problem, create a solution to the problem, and then communicate the solution in the form of a CAD drawing and design brief.

Grade Level: 7th Grade

Course Name: Innovation and Invention – Design and Communication

Name of the Unit: Structure design and construction

Length of the Unit: 22 class periods (48 minutes)

Purpose of the Unit:

The purpose of this unit is to expose students to the engineering design process and creation of a design prototype. This process will include communicating testing results to the design team for the purpose of design modification, which is a critical component of the engineering process.

Common Core State Standards Addressed In The Unit:

- Text Types and Purposes
 - W.7.1c: Use words, phrases and clauses to create cohesion and clarify the relationships among claims, reasons and evidence.
 - W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - W.7.2: Writing informative/ explanatory text to examine and convey complex ideas.
- Production and Distribution of Writing
 - W.7.4: Produce a clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
 - W.7.6: Use technology, including the internet, to produce and publish writing.
- Research to build and present knowledge
 - W.7.7: Conduct short research projects to answer a question.
- Mathematics
 - 7.EE: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
 - 7.RP: Analyze proportional relationships and use them to solve problems.
 - 7.NS: Apply and extend previous understandings of operations with fractions to add,

subtract, multiply and divide rational numbers.

Connecticut Technology Education Standards:

- Nature of Technology:
 - NT.01.02: Explain that technology is closely aligned to creativity, which has resulted in innovation.
 - NT.01.08: Recognize and explain that technology involves inventing new things and modifying the old ones to make them more efficient.
 - NT.01.012: Explain that technological innovation is driven by the profit motive.
 - NT.01.013: Explain that technology creates new economic opportunities and social benefits and at the same time, produces new social problems.
 - NT.02.05: Explain the benefits and consequences of technological innovation.
- Impact of Technology:
 - IT.01.04: Determine if the use of a product or system creates positive or negative results.
 - IT.01.06: Interpret and evaluate the accuracy of the information obtained and determine if it is useful.
 - IT.03.04: Evaluate local, regional or global issues surrounding technology.
- Design and Development (Engineering)
 - DD.01.02: Incorporate science concepts and mathematic processes applied through the use of technology.
 - DD.01.03: The positive and negative aspects of a design.
 - DD.01.05: Explain why a design process leads to useful products and processes.
 - DD.01.06: Critique designs and products created to solve a problem.
 - DD.02.01: Demonstrate that evaluating, modeling, modifying and testing can be used to transform ideas into practical solutions.
 - DD.02.04: Select and use appropriate materials, tools and machines.
 - DD.02.07: Create various graphic representations or drawings of the design solution.
 - DD.02.12: Evaluate the effectiveness of a model and recommend necessary changes.
 - DD.03.03: Explain that the use of symbols, measurements and drawings promotes clear communication by providing a common language to express ideas.
 - DD.03.06: Diagram and demonstrate the process used for operating an efficient transportation system.
 - DD.03.10: Identify the factors used to select the designs for structures based on building laws and codes, style, convenience, cost climate and function.

Big Ideas:

Engineers follow a specific process when designing.
Drafting standards are international.

Essential Questions:

What makes one design more functional than another?
Does the safety of the design outweigh the cost of the design?
Are there multiple functional avenues to a desired result?

Students Will Know:

- The Engineering Design process
- The West Point Bridge Design software
- Graphic communication and scale drawing
- Standard material processing techniques and construction processes

Students will be able to:

- Describe and utilize the steps in the design process
- Utilize the design features of the West Point software
- Transfer scaled design to 1/8 graph paper
- Demonstrate proper use of modeling tools and materials
- Compare bridge model to set standards

Significant Task 1: Bridge design

This task will begin with an introduction and demonstration of the West Point software on the Smart Board, followed by a class discussion. Through guided questioning, students will be encouraged to consider the merits of each bridge style available in the software in regards to their ability to withstand the forces of tension and compression. The students, as individuals, will become familiar with the software, select a bridge style and begin design of their own bridges. Each bridge will be run through a virtual test to see if it functions at the prescribed expense schedule. When their bridge complies with the design rubric, each student will print a copy of their bridge. Students then will proceed to create a 1/8 by 1/8 graph representation of their bridge design from significant task #1. The bridge will meet set size standards for the test bench. When the student completes the drawing, they will mount it to a cardboard base material and coat it with wax paper to protect the drawing during construction. The student will demonstrate the use of a 12 inch scale to make sure the bridge is held to standard constraints.

Timeline: 4 periods (48 minutes)

Key vocabulary: truss, tension, compression, torsion, beam, weldment, suspension, deck, roadbed, elevation, Grid, graph paper, scale, adhere, wax paper

Resources: Lecture, class demonstrations, West Point software on classroom computers, 12 inch scale

Significant Task 4: Balsa wood model construction

This task will begin with students watching a video on construction methods used with balsa wood, as well as the tools necessary to accomplish the modeling task. The class will be given a demonstration of construction techniques by the teacher, as well as being shown examples of good and bad bridges. The proper safety techniques will be shown to the students during the demonstration portion of the class. The tools and materials will be supplied to the students by the teacher. Individual help will be given to the students by the teacher while they are in the process of making the bridges. The students will seek input from fellow students both in concepts and in technique.

After successful construction of their bridge, students will then individually subject their bridges to load tests to evaluate the bridges ability to withstand compression and tension. The instructor will hold an open discussion with the students to compare and contrast the merits of individual designs tested.

Timeline: 10 periods (48 minutes)

Key Vocabulary: Balsa, adhesive, separating, combining, assembly, joinery, Tension, torsion, compression, forces, calculate, withstand

Resources: Pitsco balsa bridge video, classroom demonstration, modeling tools, raw materials, Classroom demonstration by the instructor, use of the test stand and scales to calculate weight withstood by the bridge, video by "Building Big"

Common Learning Experiences:

- Introduction to Invention and Innovation, the 7th grade component of Engineering by Design
- Engineering design process introduction and activities
- Introduction to and utilization of the West Point bridge design software
- Exposure to graphing and use of standard scales
- Exposure to model making materials and tools
- Introduction to lab testing bridges and exposure to the forces bridges must withstand

Common Assessments:

- Computer generated design (demonstrating critical thinking and problem solving)
- Use of scale and ratio, using 1/8 inch grid paper (demonstrating communication skills)
- Compliance assessment (demonstrating financial and economic literacy)
- Inspection standards
- Construction skills, based on standards demonstrated in class

Rubrics:

- Four point rubrics posted in classroom
- Student self- assessment point sheet
- Bridge testing rubric posted in classroom
- Writing samples in class using 6 + 1 rubric

Teacher Notes: Vocabulary instruction

- Vocabulary instruction will be content and activity specific, incorporated into daily lessons. The students will be given definitions and descriptions of all new vocabulary while given the opportunity to use the words in proper sentence form. The student will be demonstrating communication and creativity skills.
- The instructor, with feedback from the students, will construct a word wall for the unit
- The students will be asked to place the words on the wall into content specific sentences.
- The students will be given a list of definitions and asked to align these definitions with the correct word from the word wall

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Manufacturing

Purpose of the course: Instructional modules in this “hands-on” course allow students to develop an understanding of the design, material, fabrication and production components of the machining industry. Processes involved with each component will be explored on a sequential basis allowing students to design and produce alternative solutions to specific manufacturing/machining problems.

Name of the unit: 1-Introduction to Manufacturing

Length of the unit: 8 Blocks (86 minutes)

Purpose of the unit: This unit introduces students to the manufacturing basics of design production, general shop and machine safety.

Common Core State Standards addressed in the unit:

Text Types and Purposes 10.W.2: Writing informative/explanatory text to examine and convey complex ideas

Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation

Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues

Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks

Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking

Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Connecticut Technology Education Standards addressed in this unit:

Describe and demonstrate the use of graphic communication skills through sketching
CADD.02.04

Evaluate and select appropriate method of communication for a given problem CADD 02.05

Use the concepts of geometric construction in the development of design drawings CADD
05.04

Create and manipulate line types, colors and layers/levels CADD 05.09

Produce proportional two- and three-dimensional sketches and designs CADD 08.01

Develop details of a solution ENG 02.07

Communicate processes and results ENG 02.11

Make an oral presentation ENG 05.03

Actively contribute to a team project ENG 05.04

Identify available resources for researching problem solutions ENG 07.01

Use presentation software to develop oral presentation of findings ENG 07.03

<p>Big Ideas:</p> <p>Manufacturing is critical to the economy.</p> <p>Throughout the manufacturing process accuracy and precision is required.</p>	<p>Essential Questions:</p> <p>What makes one design more desirable than another?</p> <p>What is safety mindset?</p> <p>Can you be too accurate?</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • The aspects of manufacturing • The components of mechanical drawings • Safety procedures and protocol 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate safe procedures • Describe and utilize mechanical drawing • Accurately measure and lay out in a machining setting

Significant task 1: Introduction to manufacturing and safety protocols

As an introduction to this unit, students will research manufacturing career opportunities present in Connecticut and give a three minute presentation to the class regarding their findings.

Students then will participate in a manufacturing simulation. The class will be divided into two equal groups, with each group representing a manufacturing company. Each company will be given the task of producing an object made out of paper. The goal for each company will be to produce as many quality finished products as they can in a given time limit. Each team will have the opportunity to devise a manufacturing process, and then revise that process to enable them to make more products, do it more efficiently and with higher quality. Students

will document their experiences in a one page reflection in which they will examine what went well, what could have gone better, what was important about the simulation and what they learned from the experience.

Finally, students will take a tour of the manufacturing lab and view several machines in safe operation.

Timeline: 3 blocks (86 minutes)

Key vocabulary: manufacturing, milling, assembly line, efficiency, quality, machinist, lean manufacturing, lathe, drill press, milling machine

Resources: PowerPoint presentations, recycled paper for manufacturing simulation

Significant Task 2: Mechanical drawing and measurement

This task will be introduced with an interactive presentation, in which students will learn the basic components of multi-view drawings, orthographic, and isometric projections. Following the presentation, students will take a three dimensional wooden block and create a 3 view drawing. This will require students to look only at one view at a time, and graphically represent that view on paper. Upon completion, students will submit their drawing for a grade, and then the drawing will be handed back to students so they can complete the second part of this unit.

Students will be shown a PowerPoint presentation about dial calipers, and measurement to the thousandth of an inch. Finally, using their orthographic drawing and their original wooden 3-D block, students will measure and dimension their drawing utilizing their new dial caliper measurement skills.

Timeline: 3 blocks (86 minutes)

Key vocabulary: orthographic projection, isometric view, 3-D, 2-D, object lines, hidden lines, center lines, dimension, dial caliper, reference edge

Resources: PowerPoint presentations, corresponding notes template, caliper worksheet

Common learning experiences:

- Safety presentations, question and answer sessions, and a safety pre-assessment
- Manufacturing lab safety scavenger hunt to find all of the safety equipment and PPE in the labs.
- Introduction to lab machinery and safety equipment
- Multimedia presentations
 - Introduction to manufacturing careers
 - Lab safety procedures
 - Mechanical drawing techniques

- Manufacturing simulation
- Career research
- Shared class Google Doc for vocabulary

Common assessments:

- Safety assessment: The general lab safety will conclude with a written safety test and an activity in which students will label the location of all the safety equipment on a floor plan drawing of the lab.
- Presentation-Manufacturing Careers in Connecticut
- Notes on presentations
- Mechanical drawing with dimensions

Rubrics:

- Presentations scored using school-wide rubric #3 (Effective oral communications)
- Manufacturing simulation reflection will be grading using school-wide rubric #4 (Critical Analysis/Thinking)
- Internet research scored using school-wide rubric #1 (Uses research tools to access, evaluate and document information)
- Mechanical Drawing scored using school-wide rubric #5 (Problem solving)

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Manufacturing

Name of the Unit: Machining Unit #2	Length of the unit: 20 Blocks (86 minutes)
Purpose of the Unit: Students will demonstrate an understanding of machining techniques and processes.	

<p>Common Core State Standards addressed in the unit:</p> <p><u>CCSS.Math.Content.HSA-CED.A.3</u> 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.</p> <p><u>CCSS.Math.Content.HSG-CO.D.12</u> Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).</p> <p>Connecticut Pre-Engineering Technology standards:</p> <p>Identify and use tools, fasteners and equipment. ENG.03.02</p> <p>Measure with precision measurement tools and instruments. ENG.03.03</p> <p>Actively contribute to a team project. ENG.05.04:</p> <p>Connecticut Technology Education standards:</p> <p>Demonstrate the safe and accurate secondary process to create a finished product; forming; separating; combining; assembly; finishing. MAN.03.02</p> <p>Apply a variety of manufacturing techniques and processes to create a usable product. MAN.03.03</p> <p>Identify and describe the four major types of engineering materials: metallic, polymeric, ceramic and fibrous. MAN.02.01</p> <p>Identify and describe seven major types of material properties. MAN.02.02</p> <p>Select materials based on properties required by the project. MAN.02.03</p>
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Big Ideas: Lathes and milling machines are used to fabricate objects from various materials.	Essential Questions: What makes a solution or product an optimal?
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Machining requires setup, accuracy, planning, and efficiency.	
<p>Students will know:</p> <ul style="list-style-type: none"> • The uses of lathes • The differences between climb vs. conventional milling • Various types of engineering materials and properties 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to properly setup and use a lathe and a vertical milling machine • Choose the correct cutting tool for a particular function

Significant task 1: Lathe processes

Following an introduction to the lathe, its components, operation, and cutting abilities, students will learn about how to start a metal working project through a class discussion. Emphasis will be placed on the necessity of planning and the proper order of operations.

Students then will begin work on their aluminum project. Throughout the project, students will learn various techniques as they present themselves in the project. First, the teacher will demonstrate end facing and center drilling on the lathe, and students will perform these functions on their own work pieces. The teacher then will demonstrate how to lay out a work piece, and explain that the information that is contained on the plan must be transferred to the work piece. Following the demonstration, students will lay out their work piece, with support from the teacher. This will require students to analyze the information on the plan, use various layout tools, and utilize math operations to determine the proper measurement and problem solve the process. They also will be utilizing knowledge from Unit 1 on mechanical drawings and measurement.

Demonstrations of the various lathe operations will be provided as students progress through the process of making their products. Students will learn the following through discussions and practice: efficient processes, tool selection, tool sharpening, cutting direction, speed rate, feed rate, and generally accepted practices.

Finally, students will observe and demonstrate how to transition a metal working project from a rough piece into a finished product; utilizing proper filing, sanding and polishing techniques.

Students will work at varying paces, with some students finishing before others. Individual students who finish the project first will go on to assist other students to help them successfully finish their projects.

Timeline: 8 Blocks (86 minutes)

Key vocabulary: aluminum, end face, center drill, turning, taper, knurl, height gauge, emory cloth, grit, tool, rake, continuous chip, spindle, table, saddle, knee, base, column

Resources: Well-equipped machining shop, aluminum rod, rubric for assignment

Significant task 2: Setup and tools

This significant task will expose students to the two types of milling (conventional vs. climb). In a whole group setting, students will be introduced to milling, the advantages and disadvantages of each type, and the various categories of cutting tools. Students then will be divided into small groups. Each group will be assigned a particular milling operation. For their assigned operation, each group will:

- Complete an action list of how they will setup their mill
- Identify the process they will be using
- Choose the proper cutting tool
- Upon teacher approval, complete set up in the lab
- Mill with their proposed setup

Upon completion of the task, each student will write a reflection that asks them to examine:

- the chip thickness
- surface finish of the part
- tool wear
- chatter in part
- chip clogging present
- load on the machine

Timeline: 3 Blocks (86 minutes)

Key vocabulary: conventional, climb, end mill, carbide, high speed steel, feed, speed, chip load, surface finish, metallic, polymeric, ceramic, fibrous, tenacity, density, color, streak, luster, magnetism, hardness

Resources: Milling machine with appropriate tools, clamping devices, Notes template that correlates to vertical milling machine PowerPoint presentation, milling machine parts identification and safety worksheet

Common learning experiences:

- Lab safety instruction, to include vertical milling machine's capabilities, components and safe operation

- Experiential learning exercise that will demonstrate how a milling machine alters the 4 types of engineering materials
- Small group, student-focused learning experiences
- Discussion-based introductory lessons-These lessons will be exploratory in nature to help students grasp and put the concepts into perspective with prior knowledge.
- Vocabulary instruction-Students will watch videos on machining and complete vocab exercises. Students will also maintain a notebook with vocab words defined.
- Student demonstration of content knowledge: Student work in the lab that includes their machining operations performed
- Worksheets that act as documentation of their learning-E.g.: notes template, project plans with notes to guide them through their machining processes
- Reflection on classroom experience-Journal entry that asks student to reflect on their completed work from that day/week to describe what went well, what could have gone better, and what you would do differently next time
- Do now's: primers or "hooks" for upcoming lesson
- Exit slips that demonstrate knowledge of daily lesson. E.g.: reflection on activity, quick answer to essential question

Common assessments:

- Lathe ID, and basic operations worksheet
- Lathe project
- Notes template for milling machine
- Engineering Materials presentation
- Milling artifact-demonstration of climb vs conventional milling
- Students' daily professionalism

Rubrics:

- Lathe assessment to be scored by teacher-generated rubric
- Multimedia presentation to group scored using the school- wide rubric # 3: Effective oral communications
- Collaboration in groups scored using school-wide rubric #2: Works collaboratively.
- Students' daily professionalism graded using the school-wide rubric # 6: Demonstrates personal responsibility and character to self and community
- Students' design ideas recorded in their engineering notebooks scored using the school- wide rubric #5: Problem solving

Teacher notes:

Significant Task 1: The guideline sheet is common in industry, every machine will have a guidelines sheet that accompanies it.

Windsor Public Schools
Curriculum Map for the Secondary Level
Introduction to Manufacturing

Name of the unit: Invention Unit #3	Length of the unit: 14 Blocks (86 minutes)
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Purpose of the unit: This unit provides students with the opportunity to identify a need for a product, design this product using the engineering design process and then fabricate it utilizing manufacturing technology.

Common Core State Standards addressed in the unit:

Research to Build and Present Knowledge 10.W.7: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve a problem, narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation

Comprehension and Collaboration 10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts and issues

Presentation of Knowledge and Ideas 10.SL.4: Present information findings and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and tasks

Conventions of Standard English 10.L.1: Demonstrate command of the conventions of standard English and usage when writing or speaking

Vocabulary Acquisition and Use 10.L.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and context

Connecticut Technology Education Standards addressed in this unit:

Describe and demonstrate the use of graphic communication skills through sketching
CADD.02.04

Evaluate and select appropriate method of communication for a given problem CADD 02.05

Use the concepts of geometric construction in the development of design drawings CADD 05.04

Create and manipulate line types, colors and layers/levels CADD 05.09

Produce proportional two- and three-dimensional sketches and designs CADD 08.01

Use freehand graphic communication skills to represent conceptual ideas, analysis, and design

<p>concepts CADD 08.03</p> <p>Explain the purpose of sketching and how it applies to design CADD 08.04</p> <p>Describe and utilize the steps in the design process ENG. 02.01</p> <p>Describe the process for researching known, relevant information, constraints and limitations ENG 02.03</p> <p>Compare and contrast physical properties of materials ENG 04.02</p> <p>Explain the process used for selecting the correct materials for specific functions ENG 04.06</p> <p>Actively contribute to a team project ENG 05.04</p> <p>Select materials based on properties required by the project MAN 02.03</p> <p>Describe the relationship between materials and manufacturing MAN 02.04</p>	
<p>Big Ideas:</p> <p>The engineering design process is critical to create a plan to manufacture a product.</p> <p>Manufacturing a product from an idea requires collaboration at many levels and with colleagues.</p>	<p>Essential Questions:</p> <p>Does following a process kill creativity?</p> <p>How do you effectively collaborate in a small group setting?</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • The steps of the engineering process • The benefits of collaboration 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Utilize the engineering design process • Demonstrate how an idea becomes an actual product • Machine complex parts utilizing traditional machining equipment and CNC milling machine • Create a basic NC program of their initials utilizing the fundamentals of the Cartesian coordinate system

Significant task 1: CNC Showcase

Throughout the semester students have been working on manual machines to complete their projects. The skills the students have learned on the lathe and on the mill are the fundamentals of automated manufacturing. Modern automated manufacturing takes place on CNC (Computer Numeric Control) milling machines and lathes and simply automates the operations that were once done manually. In this task, students will have an opportunity to see how modern machining is done by observing and learning the basics of CNC machining.

As an introduction, a student from Advanced Manufacturing will demonstrate how a CNC machine works. The advanced student will show how to set up the tools and workpiece, and

then prepare the programming for the machine to run. Once that has been completed, the class will observe the machine running. Students will be guided to notice how the machine is doing all of the same operations that they did manually and identify the differences between their work and that produced by the machine. Students then will write a reflection on the importance of CNC machining, the fundamentals of its operation, and how it differs from a manual machine.

In this task students will gain experience in how to use the Cartesian coordinate system as it pertains to Computer Numerical Control (CNC) Milling. In a whole group, students will be introduced to the CNC coordinate system through an interactive PowerPoint presentation that outlines how the system is set up and its major components. Individual students will complete a PowerPoint study guide during the presentation.

Individually, students will demonstrate their understanding of the coordinate system by plotting their initials on graph paper, and then determining the corresponding sequence of coordinates. Students will check the accuracy of their work by having a peer recreate their initials, utilizing their coordinate sequence sheet. Students who demonstrate mastery of this activity will be given a more complex shape to program. Upon completion of their program, they will input their program into computer simulation software and troubleshoot any issues that arise.

Students will discover the need for a z axis through a small group exercise. Each small group will be given the same initials at different depths on different materials and given the task of writing a sequence of coordinates that describes the initials. The task for each group will be as follows:

Group 1: Initials written on paper

Group 2: Initials engraved on piece of metal

Group 3: Initials $\frac{1}{4}$ " deep into material

Group 4: Initials $\frac{1}{2}$ " deep into a material

Upon completion, teams share their coordinate sequence. Through guiding questions, students will discover the need for the z axis to plot depth. Following class discussion, students will return to work in their small groups to complete their original task, utilizing the z axis.

Students will demonstrate their understanding of the three axis coordinate system by completing an individual task. Each student will be assigned a depth of cut and then work to revise their initials' coordinate sequence to include the z axis.

In a whole group, students will observe a teacher demonstration of CNC simulation software. Upon completion of the revised initials activity, they will be responsible for entering their program into the software. They will be assessed on the accuracy of their program and if the program accomplishes their intended outcome.

Timeline: 3 blocks (86 minutes)

Key vocabulary: datum, absolute, incremental, X,Y,Z Axis, CNC, Cartesian coordinate system

Resources: PowerPoint, initials activity handout, CNC simulation software, CNC Machines

Significant Task 2: Final machining project

This task begins with a whole class discussion that outlines the guidelines for the project. The project that students choose must be: school appropriate, able to take on an airplane (no weapons), be completed on a lathe or mill (no sheet metal projects) and be appropriate for their skill level. Students will have access to books that contain various plans, and they may also access the internet to find plans. They are to review the books, choose three plans that they wish to create, and create a 3 view drawing of their favorite plan. Students will have a worksheet that asks them to document where their plans came from and their drawing.

Once they have finalized their plan and it has been approved by the instructor, students will begin work on their final machining project. Students will be responsible for material selection, rough cutting, processing and finishing their project. Students will be graded individually for their project using the teacher-created manufacturing rubric.

Timeline: 6 blocks (86 minutes)

Key vocabulary: Engineering Design Process, orthographic projection, technical drawing, machining, milling, jig/fixture, wastes, push and pull systems, Kanban, systems thinking, work cells, Kaizen

Resources: Plan reference books/magazines, internet machining sites, machining rubric

Common learning experiences:

- Lab safety instruction, to include CNC machine's capabilities, components and safe operation
- Experiential learning exercise that will demonstrate how CNC simulation software is used
- Small group, student-focused learning experiences
- Discussion-based introductory lessons-These lessons will be exploratory in nature to help students grasp and put the concepts into perspective with prior knowledge.
- Vocabulary instruction-Students will watch videos on machining and complete vocab exercises. Students will also maintain a notebook with vocab words defined.
- Student demonstration of content knowledge: Student work in the lab that includes their machining operations performed
- Worksheets that act as documentation of their learning-E.g.: notes template, project plans with notes to guide them through their machining processes
- Reflection on classroom experience-Journal entry that asks student to reflect on their completed work from that day/week to describe what went well, what could have gone

better, and what you would do differently next time

- Do now's: primers or "hooks" for upcoming lesson
- Exit slips that demonstrate knowledge of daily lesson. E.g.: reflection on activity, quick answer to essential question

Common assessments:

- End of unit assessment: Demonstration of initial activity program on CNC machine. Encompasses all significant tasks within unit: safety, understanding of machine operation, proper setup, choice of material and tool, understanding of basic programming
- Individual project assessment
- Safety assessment
- Collaboration on a task team

Rubrics:

- Engineering notebooks scored using school-wide rubric #5 Problem solving
- Collaboration in groups scored using school-wide rubric #2: Works collaboratively.
- Students' daily professionalism graded using the school-wide rubric # 6: Demonstrates personal responsibility and character to self and community.
- Students' design ideas recorded in their engineering notebooks scored using the school-wide rubric #5: Problem solving.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Mary Anne Butler

Presented By: Mary Anne Butler

Attachments:

Subject: Early Global Studies and Modern Global Studies, "World History: Patterns of Interaction," by Roger Beck, et.al. Two Volumes: Ancient World History and Modern World History. Published by McDougal Littell (1st Reading)

Background:

The present textbooks (*World History, People and Nations*, Holt/Rinehart) are out of print (from 2000) and have no online presence or continuing support.

Status:

World History: *Patterns of Interaction*, by Roger Beck, et.al, Two Volumes: Ancient World History and Modern World History was presented at the June 5, 2014 BOE Curriculum meeting and presents a budget implication of \$43,625.40

Recommendation:

The Board approves purchase of the Social Studies and History textbook, *World History: Patterns of Interaction* for Early Global Studies, Grade 9; and Modern Global Studies, Grade 10, College and Honors levels, as a 1st reading and waives 2nd reading.

Reviewed by: _____

Recommended by the Superintendent

Agenda Item # _____



5f.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Dawn Hunter

Presented By: Dawn Hunter, Gustave Afantchao

Attachments: Pertinent Information Related to the Canada Trip

Subject: Canada Overnight Field Trip- Quebec and Montreal – April 19 – 22 (or 23), 2015 (1st Reading)

Background:

To provide students with an authentic immersion experience and to practice what they have learned in class.

Status:

A proposed field trip in April 2015 to Quebec & Montreal, Canada is open to students enrolled in French 1-5. The educational objectives of the trip, as well as the cost, itinerary, trip and cancellation insurance are included in the packet provided to the Windsor Board of Education.

Recommendation:

That the Windsor Board of Education approves the proposed trip to Canada reserving the right to cancel if it feels that the safety of the students is at risk.

Reviewed by: _____

Recommended by the Superintendent: _____

Agenda Item 6a.

MAY 16 2014

Initiated and Requested by: Dawn Hunter School: WHS Grade(s): 9-12

Destination: Québec + Montréal Date(s) of trip: April 19-22 (or 23) 2015
Canada 4 day + 5 day itinerary attached.

1. Educational Objectives/References:
To provide students with an authentic immersion experience and to practice what they have learned in class.

7. Medical considerations/504: To be considered once
Health records reviewed: students sign up, then verify w/ school nurse.
First aid kit arranged: _____

2. Organization Profile:
Jumpstreet Tours
Canadian corporation with 20+ years (established 1988) experience in student travel experiences + learning

Nurse's signature: _____ date _____

3. Itinerary:
see attached
documents

8. Immigration regulations: ① Picture ID
② Valid US passport (reg'd for all adults)
③ original birth certificate (for students)
9. Student participation criteria:
- must be enrolled in French 1-5
- must demonstrate responsibility
- must have good attendance at school
- must have demonstrated the ability to behave appropriately in a variety of social + academic situations
- must be in good enough health to withstand the stress of an 8hr bus ride to Québec + 6hrs back from Montréal.
10. Fund raising activities: _____

*Telephone number for emergencies only
860-534-0149
(cell phone) etc.) Dawn Hunter

4. Housing: Hotels provided
by Jumpstreet
5. Transportation: _____

11. Actual cost to students: *see tour proposal cost per paying students.

Carrier(s) Telephone No.
coach bus/TBA

Scholarship available: _____ yes
X no

6. Number of students participating: maximum 40

7. Insurance:
umbrella policy of Windsor BOE
MARSH Canada Limited

Chaperones: Names Qualifications
Dawn Hunter see attached

Gustave Afantchou tour leader for Washington DC trip, Canada 2013,
Philadelphia + Gettysburg

ACTION: Curriculum Leader/Liaison: [Signature] Date: 5/13/14

Principal: [Signature] Date: 5/14/14

Superintendent: [Signature] Date: _____

- International travel requests must be submitted for approval at least nine (9) months in advance of trip.
- Overnight travel requests must be submitted for approval at least six (6) months in advance of trip.

This request complies with BOE Policy #6153 regarding Field Trips.
Teacher's Signature: Dawn Hunter Date: 5/11/14

Qualifications

Dawn Hunter
Windsor High School

French Honor Society Advisor	2008-present
French Club Advisor	2008-present
National Honor Society Advisor	2009-present
Wonders of World Language Night Advisor	2009-2010
WHS Yearbook Advisor	2010-present

Chaperone for the following WHS field trips:

Canada-Québec & Montréal	April 14-18, 2013
United Nations Trip	April 13, 2012
Canada-Québec & Montréal	April 17-20, 2011
La Broiche Bakery-Rockville, CT	February 20, 2011
<i>French pastry lessons for students</i>	
France- Paris & the Riviera	June 17-25, 2010
New York City- Statue of Liberty	May 18, 2010
Theater of Performing Arts- “French Reflections”	November 16, 2009

LOISIRS CULTURELS A L'ETRANGER (LEC)

East Freetown, MA & Paris, FRANCE

LEC is a French student travel organization and family homestay program with over 30 years of experience. Their goal is to promote international understanding and friendship. I began working with LEC in June 2006 as a coordinator. I have placed numerous exchange students in the homes of Windsor High French students and oversee their stay. Additionally, I have also hosted numerous exchange students in my own home from 3 weeks to 6 months.

My LEC responsibilities include:

- recruiting, screening and selecting American host families for French exchange students
- assisting with planning, organizing and supervising arrival, day trips and activities during visit along with the departure of students
- monitoring visits of exchange students and mediate when issues arise
- having coordinated and chaperoned large groups of exchange students on numerous occasions to New York City, Boston, Misquamicut Beach, R.I., Six Flags Amusement Park & Nomads Adventure Quest



Monday, May 12, 2014

To whom this may concern,

I have put this package together to demonstrate that your deposits are safe with Jumpstreet Tours, so that you may have confidence in booking your educational tour with our company.

- First and foremost: **Jumpstreet Tours is a well run corporation which has never carried any outside debt during its twenty-five years of operation.** Our first principle is that **any promise or commitment we make must be honored.** Every past customer and supplier will vouch for this.
- Second: local government agencies require that **we place your payments in a Bonded trust account,** and it sets conditions for any withdrawals from these accounts.
- Third: this same Act requires that **we maintain a bond to guarantee that we follow the rules and regulations of the Act,** including reimbursement of any customer who has been prejudiced by our action or inaction.
- Fourth: Using a portion of Travel Agents permit fees, **local government has established a fund to reimburse customers for deposits lost due to the insolvency of any local travel agency.** These reimbursements apply to all customers.
- Fifth: **Jumpstreet Tours' liability coverage is \$25,000,000.** This is to ensure that, regardless of any actions taken against us, the assets of the company will remain intact, allowing Jumpstreet to continue to meet all commitments.

If you have any questions, require other information, or would like further explanation of any of the attachments, please call me at our toll free number, 1-800-663-4956.

Sincerely,

Mark Clarke

Managing Director



4 day

Québec & Montréal

Windsor HS

April 19 to 22, 2015

50 Sage Park Road, Windsor, Connecticut

Sunday, April 19, 2015

- 8:00 AM Departure from your school aboard your locally chartered motorcoach.
- 4:30 PM Arrive in Quebec City and meet your tour leader in front of Chateau Frontenac.
Orientation tour of Quebec City with your tour leader to see the old and the new en route to...
- 5:30 PM Have dinner in Old Quebec, at le Côtes à Côtes Resto Grill.
- 7:30 PM Learn graffiti techniques from a local expert during your Graffiti workshop! Bring your work home and show it to your friends and family!
- 9:30 PM Return to the hotel for a well deserved night's rest.
Hotel Plaza
3031, Boul. Laurier, Ste-Foy, QC
(418) 658-2727
(Or equivalent pending availability upon receipt of deposit.)

Monday, April 20, 2015

- 9:00 AM Enjoy breakfast at Le Parlementaire, a restaurant in the Assemblée Nationale, Quebec's parliament building! (Names and birthdates of all participants - students, adults, and chaperones - are required to confirm the reservation.)
- 10:30 AM Experience the daily military life of a British soldier in Quebec City as you become a soldat de la tour at the Martello Tower.
- 12:15 PM Strike a pose! Take a group photo in front of the Chateau Frontenac. Don't forget your camera! Afterwards, walk through the Chateau Frontenac with your Tour Leader.
- 12:45 PM Time for lunch and to explore in Old Quebec (individual expense).
- 3:30 PM Walk across the suspended bridge spanning the Montmorency Falls.
- 5:00 PM Return to the hotel to relax and unwind before dinner.
- 6:30 PM Arrive for a fun-filled evening at Érablière du Cap, an authentic Cabane à Sucre Québécoise. Partake in a 17th century meal, dancing, a taffy pull, make your own maple butter and more.
- 9:30 PM Return to the hotel for a well deserved night's rest.

Tuesday, April 21, 2015

- 7:00 AM Breakfast and orientation at the hotel with your tour leader, followed by check-out.
- 8:30 AM All aboard! Next stop, Montreal!
- 11:30 AM Time for lunch and to explore in Old Montreal (individual expense).
- 1:00 PM Visit Notre-Dame Basilica where the stained glass art will tell you the story of Old Montreal.
- 3:00 PM Take a trip to the top of Mont-Royal and walk to the Chalet de la Montagne for a view of the city landscape.
- 4:30 PM Check in to the hotel to relax and unwind before dinner.
- 6:00 PM Dinner at l'Académie, a French restaurant on trendy Rue St-Denis.
- 7:30 PM Step up for a Hip Hop dance workshop with some of Montreal's R&B stars (bring running shoes and bendy clothes)!
- 9:30 PM Return to the hotel for a well deserved night's rest.

Gouverneur Hotel Place Dupuis
1415 St-Hubert St - Montreal, QC
PH: (514) 842-4881

Québec & Montréal

Windsor HS

April 19 to 22, 2015

Tuesday, April 21, 2015

(Or equivalent pending availability upon receipt of deposit.)

Wednesday, April 22, 2015

8:00 AM Breakfast at La Petite Marche, a quaint French restaurant in the Plateau Mont-Royal, following your hotel check-out.

9:30 AM You tape today's newscast - en français - during your workshop at Radio-Canada.

12:00 PM Time for lunch and to explore in Montreal's Underground City (individual expense).

2:30 PM Hugs and handshakes as you bid farewell to your tour leader and head back home.

9:00 PM Approximate time of arrival back at your school.



TOUR PROPOSAL

How do you book your tour?

- CALL US!!! Anytime, any day at : 1-800-663-4956
- **Send a \$100.00 deposit per paying participant**
(plus any optional cancellation insurance premiums)
- Send us your completed booking form
(available in your tour planner book and online account)

Deposit Deadline: **Thursday, May 01, 2014**

Please don't hesitate to contact Jumpstreet if you need an extension

How much does it cost?

Windsor HS, Connecticut

Québec & Montréal	From Sunday, April 19, 2015	To Wednesday, April 22, 2015
Paying Students (Quadruple Occupancy)	Complimentary Chaperones (Double Occupancy)	Price per student (USD) (Taxes Included)
30	3	\$725
25	3	\$815
20	2	\$939
OPTIONS (Per Person) (Plus applicable tax)		
Double Room Supplement:		\$133
Single Room Supplement:		\$265
The above prices may not be valid after the deposit deadline		
<i>Paying adults are subject to price supplements & activity adjustments supplements</i>		

YES! I WISH TO BOOK THIS TOUR!

This package is great and I would like to book my dates. I understand that Jumpstreet will start making official reservations only when they receive my initial deposit of \$100 per paying participant.

Date: _____

Dawn Hunter

15-91153-JS : QUO-52291-6QNZS4



5 day

Québec & Montréal

Windsor HS

50 Sage Park Road, Windsor, Connecticut

April 19 to 23, 2015

Sunday, April 19, 2015

8:00 AM Departure from your school aboard your locally chartered motorcoach.

4:30 PM Arrive in Quebec City and meet your tour leader in front of Chateau Frontenac.

Orientation tour of Quebec City with your tour leader to see the old and the new en route to...

5:30 PM Have dinner in Old Quebec, at le Côtes à Côtes Resto Grill.

7:30 PM Learn graffiti techniques from a local expert during your Graffiti workshop! Bring your work home and show it to your friends and family!

9:30 PM Check in to the hotel for a well deserved night's rest.

Hotel Plaza
3031 Laurier Blvd - Ste-Foy QC
PH: (418) 658-2727

(Or equivalent pending availability upon receipt of deposit.)

Monday, April 20, 2015

9:00 AM Enjoy breakfast at Le Parlementaire, a restaurant in the Assemblée Nationale, Quebec's parliament building! (Names and birthdates of all participants - students, adults, and chaperones - are required to confirm the reservation.)

10:30 AM Experience the daily military life of a British soldier in Quebec City as you become a soldat de la tour at the Martello Tower.

12:15 PM Strike a pose! Take a group photo in front of the Chateau Frontenac. Don't forget your cameras! Afterwards, walk through the Chateau Frontenac with your Tour Leader.

12:45 PM Time for lunch and to explore in Old Quebec (individual expense).

3:30 PM Walk across the suspended bridge spanning the Montmorency Falls.

5:00 PM Return to the hotel to relax and unwind before dinner.

6:30 PM Arrive for a fun-filled evening at Érablière du Cap, an authentic Cabane à Sucre Québécoise. Partake in a 17th century meal, dancing, a taffy pull, make your own maple butter and more.

9:30 PM Return to the hotel for a well deserved night's rest.

Tuesday, April 21, 2015

7:00 AM Breakfast and orientation at the hotel with your tour leader, followed by check-out.

8:30 AM All aboard! Next stop, Montreal!

11:30 AM Time for lunch and to explore in Old Montreal (individual expense).

1:00 PM Visit Notre-Dame Basilica where the stained glass art will tell you the story of Old Montreal.

2:30 PM Learn about Montreal's rich heritage at the Archaeological Museum of Pointe-à-Callière.

4:30 PM Check in to the hotel to relax and unwind before dinner.

6:00 PM Dinner at Creperie Chez Suzette.

7:30 PM Meet the spirits who still haunt the streets of Ville Marie on your ghosts of New France walking tour.

9:30 PM Return to the hotel for a well deserved night's rest.

Gouverneur Hotel Place Dupuis
1415 St-Hubert St - Montreal, QC
PH: (514) 842-4881

Québec & Montréal

Windsor HS

April 19 to 23, 2015

Tuesday, April 21, 2015

(Or equivalent pending availability upon receipt of deposit.)

Wednesday, April 22, 2015

8:00 AM Have a nice breakfast at Restaurant Déli 500.

9:30 AM Discover the exhibits of the Musée des Beaux-Arts de Montréal, followed by a hands-on paint workshop.

12:00 PM Time for lunch and to explore in Montreal's Underground City (individual expense).

2:30 PM You tape today's newscast - en français - during your workshop at Radio-Canada.

5:00 PM Dinner at l'Académie, a French restaurant on trendy Rue St-Denis.

7:00 PM Step up for a Hip Hop dance workshop with some of Montreal's R&B stars (bring running shoes and bendy clothes)!

9:00 PM Return to the hotel for a well deserved night's rest.

Thursday, April 23, 2015

8:30 AM Following your hotel check-out, enjoy breakfast at La Petite Marche, a quaint French restaurant in the Plateau Mont-Royal.

10:00 AM Take in the sights and sounds of Le Marché Jean Talon, Montreal's busiest outdoor market, as you partake in our Grocery Scavenger Hunt.

11:30 AM Time for lunch and to explore the friperies and second-hand book and music stores on the Plateau Mont-Royal (individual expense).

1:30 PM Take a trip to the top of Mont Royal and walk to the Chalet de la Montagne for a view of the city landscape.

2:30 PM Hugs and handshakes as you bid farewell to your tour leader and head back home.

9:00 PM Approximate time of arrival back at your school.



TOUR PROPOSAL

How do you book your tour?

- CALL US!!! Anytime, any day at : 1-800-663-4956
- **Send a \$100.00 deposit per paying participant**
(plus any optional cancellation insurance premiums)
- Send us your completed booking form
(available in your tour planner book and online account)

Deposit Deadline: **Thursday, May 01, 2014**

Please don't hesitate to contact Jumpstreet if you need an extension

How much does it cost?

Windsor HS, Connecticut

Québec & Montréal	From Sunday, April 19, 2015	To Thursday, April 23, 2015
Paying Students (Quadruple Occupancy)	Complimentary Chaperones (Double Occupancy)	Price per student (USD) (Taxes Included)
30	3	\$965
25	3	\$1,079
20	2	\$1,235
OPTIONS (Per Person) (Plus applicable tax)		
Double Room Supplement:		\$180
Single Room Supplement:		\$359
The above prices may not be valid after the deposit deadline		
<i>Paying adults are subject to price supplements & activity adjustments supplements</i>		

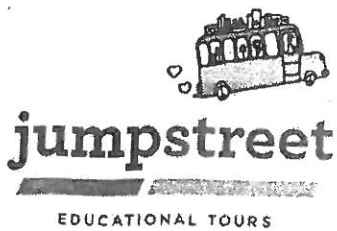
YES! I WISH TO BOOK THIS TOUR!

This package is great and I would like to book my dates. I understand that Jumpstreet will start making official reservations only when they receive my initial deposit of \$100 per paying participant.

_____ Date: _____

Dawn Hunter

15-91153-JS : QUO-52465-7MZF1B



What is included? We're glad you asked!

- ♥ ***Roundtrip transportation*** via luxury motorcoach (es) unless alternate options agreed upon.
- ♥ ***Complimentary Chaperon*** at a rate of 1 per 10 students (negotiable).
- ♥ ***Hotel Accommodations*** as per your budget. Exact location confirmed upon receipt of a deposit.
- ♥ ***Breakfasts & dinners***, as per the itinerary. All meals en route are at individual expense.
- ♥ ***1 Tour leader*** per motorcoach, with the group 24 hours a day.
- ♥ ***Admission to all services*** as per the itinerary (includes tax and gratuities).
- ♥ Private group ***night time security*** in the hotel.
- ♥ ***Les Tours Jumpstreet Tours*** maintains ***25 million dollars*** general liability insurance and ***5 million dollars*** Errors and Omissions (professional) liability insurance.
- ♥ Transportation suppliers furnish their own liability insurance.
- ♥ ***24 hour access*** to Jumpstreet Headquarters while on tour.
- ♥ Jumpstreet ***baggage tags*** and ***emergency contact card***.
- ♥ Permission to ***amend & customise*** your tour program at ***no extra cost***
- ♥ Your money is placed in a ***Bonded Trust account***.

All itinerary contents are ***subject to availability at time of initial deposit.***

Optional:

- ♥ Medical and/or Cancellation Insurance



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WHY SHOULD YOU INCLUDE INSURANCE IN YOUR TOUR PACKAGE?

There are many reasons why. A travel insurance policy costing less than a \$100 is inexpensive compared to medical costs running into the thousands when traveling abroad. The trip of a lifetime can turn into a very challenging experience if you're not covered for events such as lost luggage, accidents and illness.

By law, we are required to inform you of the available insurance plans. Below, please find our two travel insurance plans and our comprehensive and exclusive refund guarantee program.

PRODUCT A – MEDICAL ONLY

Cost : \$4.00 per day, per insured person

Hospital and medical expenses	(\$2 000 000)
Emergency evacuation and repatriation	(Unlimited)
Subsistence & Out-of-pocket expenses (\$100/day)	(\$300 per day, \$1200 max)
Expenses related to your Death	(\$5000)
Bedside companion Travel Subsistence	(Airfare + \$300 Subsistence)
Emergency Dental Treatment	(\$1800)
Return of Children Under your care	(Unlimited)

PRODUCT B – COMPREHENSIVE PLAN

This product includes a cancellation and medical coverage.

Cost : Depending on value of the trip

Accidental death, in flight	(\$100 000)
Accidental death, non flight	(\$25 000)
Trip Cancellation	(Sum insured)
Trip Interruption	(Non-refundable charges)
Next Occupancy	(Unlimited)
Missed connection	(\$800)
Schedule change	(\$800)
Flight delay (\$50/12 hours)	(\$200)
Return of vehicle	(Unlimited)
Baggage & Personal effects (\$250/article)	(\$2000)
Baggage delay (\$50/24 hours)	(\$500)



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EXCLUSIVE PRODUCT - RGP— Refund Guarantee Protection (available to groups of 30+ paying participants)

This is not an insurance product. The RGP is EXCLUSIVE to Jumpstreet and offers complete trip refund for any reason, at any time for trips traveling to Canada and the United States!

The rule is simple: you can drop out when you want. Any reason is a good reason. One condition: the RGP must be purchased and paid for by the first deposit due date.

The RGP includes:

- Trip drop out at any time, whatever the reason
- Medical insurance. The « medical insurance » portion is contracted through Travel Guard.

If you wish to drop out of your tour, we need to receive a short note explaining why you wish to drop out and we will send you a cheque within 10 business days. We will reimburse all sums paid to Jumpstreet, minus the extra cost of the RGP.

Drop out based on these rules:

Whatever the reason:

100 % Trip value if drop out up to 48 hours before the tour.

50% Trip value if drop out less than 48 hours before the tour.

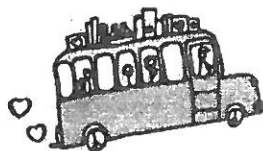
0% Trip value if drop out after tour departure date (if Trip Interruption is a concern, please ask about the Comprehensive Plan).

For medical reasons:

100 % Trip value if you drop out for a medical reason, anytime. Doctor's note required for the refund.

Cost :

Trip cost, without airfare	RGP cost
0-\$250	\$30.00
\$251-\$500	\$50.00
\$501-\$750	\$70.00
\$751-\$1000	\$90.00
\$1001-\$1250	\$110.00
\$1251-\$1500	\$130.00
\$1501-\$1750	\$150.00
\$1751-\$2000	\$175.00
\$2001-\$2500	\$200.00



jumpstreet

TOURS TO CANADA, *REQUIRED DOCUMENTS*

U.S. citizens traveling to Canada, by land or sea, will be required to present one of the travel documents listed below.

Groups of Children:

U.S. citizen children under age 19 arriving by land or sea from contiguous territory and **traveling with a school group**, religious group, social or cultural organization, or sports team, may also present his or her birth certificate (are accepted: original, photocopy or certified copy), a Consular Report of Birth Abroad, a Naturalization Certificate, or a Canadian Citizenship Card.

The group should be prepared to **present a letter on organizational letterhead** with the following information:

- The name of the group and supervising adult,
- A list of the children on the trip, and the primary address, phone number, date of birth, place of birth, and name of at least one parent or legal guardian for each child,
- A written and signed statement of the supervising adult certifying that he or she has obtained parental or legal guardian consent for each participating child.

Adults, chaperones:

- U.S. Passport
- U.S. Passport Card
- Enhanced Driver's License (EDL) – available only in some states
 - This is a driver's license that can also be used as a cross-border travel document to enter the U.S. by land and sea. It denotes both identity and citizenship, per the Western Hemisphere Travel Initiative
 - Please refer to WHTI website for list of states currently issuing the EDL
- Trusted Traveler Program Cards (NEXUS, FAST, SENTRI)

When traveling by air between the U.S. and Canada: **U.S. and Canadian citizen** are required to present a passport. This applies to everyone including newborns, infants and children.

For more information, we invite you to visit these sites:

Western Hemisphere Travel Initiative:

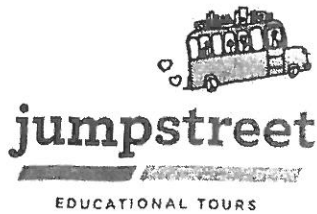
<http://www.getyouhome.gov>

Passport and passport card:

<http://www.travel.state.gov>

Nexus and Fast (trusted traveler program card):

<http://www.cbp.gov>



Group Cancellation and Refund Policy for 2013-2014

Thank you for considering Jumpstreet Tours for your trip. To date more than 150,000 students have traveled with Jumpstreet to Montreal, Quebec City, Washington DC, New York City, Boston and other destinations.

Many schools and parents feel comfortable approving our trips because our deposit and group cancellation policy significantly reduces financial risk associated with approving school trips. **We are very flexible with regard to deposit dates, and we aim to have the best cancellation policy in the business.** As our contract explains (please refer to the back of your invoice for complete details), if your group cancels the trip the following will apply:

- If cancelled 61 days or more before departure date:**
 - 100% of all money will be refunded less any non-refundable commitments made on your behalf to our suppliers (for example: theater and sports tickets are non-refundable after purchase, although they do belong to you).

- If cancelled between 60 and 43 days prior to departure date:**
 - 100% of all money will be refunded less any non-refundable commitments made on your behalf to our suppliers and \$100 per student to cover Jumpstreet Tours' costs.

- If cancelled between 42 and 29 days prior to departure date:**
 - 75% of all money will be refunded less any non-refundable commitments made on your behalf to our suppliers.

- If cancelled between 28 and 15 days prior to departure date:**
 - 50% of all money will be refunded less any non-refundable commitments made on your behalf to our suppliers.

- If cancelled less than 15 days prior to departure date:**
 - No reimbursement is possible less than 15 days before departure date.

Extenuating circumstances will be taken into consideration and all efforts will be made to reschedule your trip (if desired) and to minimize your costs in case you cancel your group's trip.

Please keep in mind that this policy covers cancellation of the trip by the entire group, but individuals may purchase cancellation insurance to cover their trip only. Jumpstreet also offers a refund guarantee program (RGP) that provides a full refund if a student cancels for any reason. As with cancellation insurance, there is a fee for this and it is sold to individual students and is only available for purchase at the time of initial deposit.

I hope that this helps your school to make a decision to plan a trip.

Sincerely,

Tom Clarke, Director of Finance

No.: 2013-1

Dated: January 06, 2014

This document supersedes any certificate previously issued under this number

This is to certify that the Policy(ies) of insurance listed below ("Policy" or "Policies") have been issued to the Named Insured identified below or the policy period(s) indicated. This certificate is issued as a matter of information only and confers no rights upon the Certificate Holder named below other than those provided by the Policy(ies).

Notwithstanding any requirement, term, or condition of any contract or any other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the Policy(ies) is subject to all the terms, conditions, and exclusions of such Policy(ies). This certificate does not amend, extend, or alter the coverage afforded by the Policy(ies). Limits shown are intended to address contractual obligations of the Named Insured.

Limits may have been reduced since Policy effective date(s) as a result of a claim or claims.

Certificate Holder:

Les Tours Jumpstreet Tours Inc. dba Educatours
780 Brewster Avenue
Suite 02-300
Montreal, QC H4C 2K1

Named Insured and Address:

Les Tours Jumpstreet Tours Inc. dba Educatours
780 Brewster Avenue
Suite 02-300
Montreal, QC H4C 2K1

This certificate is issued regarding:

Evidence of Insurance Only

Type(s) of Insurance	Insurer(s)	Policy Number(s)	Effective/Expiry Dates	Sums Insured Or Limits of Liability	
PROFESSIONAL LIABILITY	XL Insurance Company Ltd	GB00020037L113A	Dec 30, 2013 to Dec 30, 2014	Per Claim	\$ 6,000,000 GBP
COMMERCIAL GENERAL LIABILITY • Inclusive Limits Bodily Injury and Property Damage Liability. • Non-Owned Automobile • Advertising Liability • Contractual Liability • Personal Injury • Tenant's Legal Liability - Broad Form	XL Insurance Company Ltd	CA00002591L113A	Dec 31, 2013 to Dec 31, 2014	Each Occurrence	\$ 10,000,000
				Products & Completed Operations Aggregate	\$ 10,000,000

Additional Information:

The term "Insured" shall mean the person(s) or company named above and shall also include any Employees including Voluntary workers.

For the Professional Liability coverage included under Master Policy GB00020037L113A, XL Insurance Company Limited, this placement was made by Marsh UK. Marsh Canada Limited has only acted in the role of a consultant to the client with respect to this placement, which is indicated here for your convenience.

Notice of cancellation:

The insurer(s) affording coverage under the policies described herein will not notify the certificate holder named herein of the cancellation of such coverage.

Marsh Canada Limited

70 University Avenue
Suite 800
Toronto, ON M5J 2M4
Telephone: 416-349-4744
Fax: 416-349-4515
nancy.lacroix@marsh.com

Marsh Canada Limited



By:

Nancy Lacroix

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Mary Anne Butler

Presented By: Mary Anne Butler
Michael Wasta
Tangular Irby

Attachments:

Subject: District Data Team Update

Background: The Windsor Board of Education charged the District Data Team with creating a District Improvement Plan to accomplish their mission of developing the genius in every child and to create life-long learners. To monitor our progress, a set of key measurable indicators were established for each goal and data was collected throughout the 2013-2014 school year.

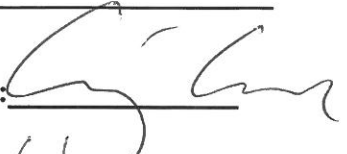
Status: The presentation will include information on the District Data Team's composition, process and work status.

Recommendation: For informational purposes only.

Reviewed by: _____

Recommended by the Superintendent: _____

Agenda Item # _____


66.

WINDSOR BOARD OF EDUCATION

Agenda Item SUMMARY

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared by: Craig Cooke

Presenter(s): Craig Cooke

Attachments: Dress Code Survey Results

SUBJECT: Dress Code Survey

Background:

In February 2007, Windsor Public Schools considered the implementation of defined clothing or formal school uniforms. After consideration, the Board decided not to institute either. The District Improvement Committee received requests to ask the Board to consider defined clothing or school uniforms.

Status:

At the March 2014 Regular Meeting, the Board directed the Superintendent to conduct a survey of parents, staff and students on their opinion regarding school uniforms and report the result to the Board of Education at the June 2014 meeting. The survey was conducted over two weeks in May.

RECOMMENDATION:

The presentation this evening includes the findings that resulted from the Dress Code Survey. For informational purposes only.

Recommended by the Superintendent

Agenda Item# 6d

Dress Code Survey Report June 17, 2014

Background

The Windsor Board of Education District Improvement Committee received seven comments from parents and community members suggesting that the Board of Education consider the implementation of a dress code or formal dress policy for students. As part of their process, the District Improvement Committee referred those suggestions to the full Board. The Superintendent provided the Board of Education with the results of a dress code survey that was conducted in 2007. The Board of Education reviewed and discussed those results.

At the March Board of Education meeting, the Board of Education asked the Superintendent to conduct a survey regarding dress code in the schools and that the Superintendent should report the results of the survey at the June Board meeting. It was discussed that the Superintendent would develop questions similar to the questions asked in 2007. The particulars of the methodology were left up to the Superintendent to determine.

Methodology

Survey questions were created from the 2007 bank of survey questions removing what were felt to be leading underlining marks and duplicate/unnecessary questions. The survey was loaded into Survey Monkey which allowed for ease of use and tabulation. Survey Monkey was utilized for the entire survey population except for high school students. In discussion with Russell Sills, Windsor High School Principal, it was determined that the survey would be administered during students' advisory time through paper copy and scantron sheets. This would lead to the least amount of disruption to the education process and provide the most accurate results for this sample. Katrina Palazzolo-Wicks, Technology Teacher Leader, was in charge of monitoring the survey and tabulating the results.

Survey methods:

Students:

All students completed the Survey Monkey survey except Windsor High School as previously noted.

Administrators:

All administrators received an e-mail with a survey link attached requesting them to complete the survey.

Staff:

All staff received an e-mail with a survey link attached requesting them to complete the survey.

Parents and Guardians:

The district sent out notices to all families that a survey was available regarding student dress code and requested their response to the survey. Survey was available on the website for parents and guardians to access.

Protection against multiple responses from one participant:

The district took great care to protect against multiple responses from the same survey participant. Where possible, students completed the survey at the same time to ensure that students did not have

the opportunity to submit multiple responses. When the parent/guardian survey was initially opened up, the survey was allowing for multiple responses. When this was brought to our attention, a change was made and duplicate responses were deleted.

Survey Sample

Windsor High School	9 th and 10 th Graders	375
Sage Park Middle School	6 th , 7 th , and 8 th Graders	609
Clover and JFK	3 rd , 4 th , and 5 th Graders	163
Administration		19
Staff		355
Families		545
Total		2,066

A sample size of 375 ninth and tenth graders was utilized at Windsor High School. Students in grades 11 and 12 would not be at Windsor High School at the time a potential dress code change would be instituted and, therefore, it was determined not to elicit their feedback. At Sage Park, a sample size of 609 students was utilized and a sample size of 163 at Clover Street and JFK combined was utilized. The differing sample sizes were not a concern because results are reported by level not total number of student responses. The sample size is representative of the student population at each level.

Summary of Results

The results for each individual survey are attached to this report. The results should be considered in the context of this survey administration, which was to receive input to inform future work. These results should not be considered scientific as surveys were administered in some cases with limited control.

Student results indicate that students are typically finding their peers dressed appropriately for school and that there is some, but not a majority, of families that have disagreements over what clothes should be worn to school.

It is important to note for follow-up that students agreed with the statement that students tease or make fun of others because of what they wear. Although these results are not unique to Windsor Public Schools, the schools should address these results through activities involving Positive Behavioral Intervention Supports (PBIS) and advisory time at the high school.

In the opinion of this author there were three major questions that should be discussed and considered as next steps. The three major questions appear below along with the answers from the different groups.

Would you support revisions to the current student dress code?

	Yes	No
Parents	57.8	42.2
Administration	68.4	31.6
Staff	87.7	12.3
High School Students	31.7	68.3
Middle School Students	49.7	50.2
Elementary School Students	N/A	N/A

Would you support a dress code that consists of collared shirts, solid-colored dress pants belted at the waist, skirts, or blouses?

	Yes	No
Parents	51.9	48.1
Administration	42.1	57.9
Staff	75.5	24.5

Would you support a formal school uniform?

	Yes	No
Parents	47.1	52.9
Administration	31.6	68.4
Staff	64.8	35.2

The results indicate support for revisions to the current dress code from parents, administration and staff. The results indicate support for a dress code that consists of collared shirts, solid-colored dress pants belted at the waist, skirts, or blouses from staff and slight support from parents. Only staff supported a formal school uniform.

Recommendation

There is not significant support to move to a formal school uniform or to institute a defined dress code policy (collared shirts, solid-colored dress pants belted at the waist, skirts, or blouses). It is important to note and consider that staff surveyed supported both defined dress and uniforms. This survey did provide extremely useful information to the district regarding the perception of the current dress code policy. Overwhelming support exists for examining the current policy. Therefore, the school district should create a committee made up of students (high school), parents, staff, and administration to review the current district dress code. The Superintendent would charge the committee with developing recommendations for an updated dress code policy. The committee would complete their work during the fall semester and make a recommendation to the full Board of Education regarding the dress code. The policy committee would then be asked to consider the recommendations.

Respectfully submitted,

Craig Cooke, Ph.D., Superintendent

Dress Code Survey - Parents

1. Which school does your child(ren) attend?

Answer Options	Response Percent	Response Count
Clover Street School	6.8%	37
John F. Kennedy School	17.6%	96
Oliver Ellsworth School	23.3%	127
Poquonock Schools	5.7%	31
Sage Park Middle School	25.9%	141
Windsor High School	48.2%	262
Other (please specify)	0.4%	2
<i>answered question</i>		544
<i>skipped question</i>		2

2. Would you support revisions in the current student dress code? To view a copy of the current dress code, click here.

Answer Options	Response Percent	Response Count
Yes	57.8%	312
No	42.2%	228
<i>answered question</i>		540
<i>skipped question</i>		6

3. Would you support a dress code that consists of collared shirts, solid-colored dress pants belted at the waist, skirts, or blouses?

Answer Options	Response Percent	Response Count
Yes	51.9%	283
No	48.1%	262
<i>answered question</i>		545
<i>skipped question</i>		1

4. Would you support a formal school uniform?

Answer Options	Response Percent	Response Count
Yes	47.1%	256
No	52.9%	288
<i>answered question</i>		544
<i>skipped question</i>		2

Dress Code Survey - Administration

1. Would you support revisions in the current student dress code? To view a copy of the current dress code, [click here](#).

Answer Options	Response Percent	Response Count
Yes	68.4%	13
No	31.6%	6
	<i>answered question</i>	19
	<i>skipped question</i>	0

2. Would you support a dress code that consists of collared shirts, solid-colored dress pants belted at the waist, skirts, or blouses?

Answer Options	Response Percent	Response Count
Yes	42.1%	8
No	57.9%	11
	<i>answered question</i>	19
	<i>skipped question</i>	0

3. Would you support a formal school uniform?

Answer Options	Response Percent	Response Count
Yes	31.6%	6
No	68.4%	13
	<i>answered question</i>	19
	<i>skipped question</i>	0

Dress Code Survey - Staff

1. In which school do you work most of the time?

Answer Options	Response Percent	Response Count
Clover Street School	10.3%	36
John F. Kennedy School	12.8%	45
Oliver Ellsworth School	10.8%	38
Poquonock Schools	6.3%	22
Sage Park Middle School	23.9%	84
Windsor High School	27.9%	98
LP Wilson	8.0%	28
	<i>answered question</i>	351
	<i>skipped question</i>	4

2. Would you support revisions in the current student dress code? To view a copy of the current dress code, [click here](#).

Answer Options	Response Percent	Response Count
Yes	87.7%	308
No	12.3%	43
	<i>answered question</i>	351
	<i>skipped question</i>	4

3. Would you support a dress code that consists of collared shirts, solid-colored dress pants belted at the waist, skirts, or blouses?

Answer Options	Response Percent	Response Count
Yes	75.5%	268
No	24.5%	87
	<i>answered question</i>	355
	<i>skipped question</i>	0

4. Would you support a formal school uniform?

Answer Options	Response Percent	Response Count
Yes	64.8%	230
No	35.2%	125
	<i>answered question</i>	355
	<i>skipped question</i>	0

Dress Code Survey - Windsor High School Students

1. Which school do you attend?

Answer Options	Response Percent	Response Count
Windsor High School		368
<i>answered question</i>		368

2. I am a ...

Answer Options	Response Percent	Response Count
Boy	56.6%	212
Girl	43.3%	156
<i>answered question</i>		368

3. Choose your grade

Answer Options	Response Percent	Response Count
Grade 9	53.6%	199
Grade 10	46.6%	172
Grade 11	0.0%	0
Grade 12	0.0%	0
<i>answered question</i>		371

4. Would you support revisions in the current student dress code? To view a copy of the current

Answer Options	Response Percent	Response Count
Yes	31.7%	117
No	68.3%	252
<i>answered question</i>		369

5. Do you feel students are dressed appropriately for school?

Answer Options	Response Percent	Response Count
Yes	76.8%	288
No	23.2%	87
<i>answered question</i>		375

6. Do some students tease or make fun of others because of what they wear?

Answer Options	Response Percent	Response Count
Yes	46.3%	173
No	53.7%	201
<i>answered question</i>		374

7. Do students feel pressured to wear popular name brand clothes?

Answer Options	Response Percent	Response Count
Yes	36.7%	137
No	63.3%	236
<i>answered question</i>		373

8. Do you ever have disagreements with your parents/guardians about the clothes you wear to

Answer Options	Response Percent	Response Count
Yes	18.3%	67
No	81.7%	299
<i>answered question</i>		366

Dress Code Survey - Sage Park Middle School Students

1. Which school do you attend?

Answer Options	Response Percent	Response Count
Sage Park Middle School		601
<i>answered question</i>		601

2. I am a ...

Answer Options	Response Percent	Response Count
Boy	45.3%	276
Girl	54.7%	333
<i>answered question</i>		609

3. Choose your grade

Answer Options	Response Percent	Response Count
Grade 6	18.5%	190
Grade 7	19.0%	196
Grade 8	21.3%	219
<i>answered question</i>		605

4. Would you support revisions in the current student dress code? To view a copy of the current

Answer Options	Response Percent	Response Count
Yes	49.7%	300
No	50.2%	303
<i>answered question</i>		603

5. Do you feel students are dressed appropriately for school?

Answer Options	Response Percent	Response Count
Yes	78.7%	472
No	21.3%	128
<i>answered question</i>		600

6. Do some students tease or make fun of others because of what they wear?

Answer Options	Response Percent	Response Count
Yes	66.2%	397
No	33.7%	202
<i>answered question</i>		599

7. Do students feel pressured to wear popular name brand clothes?

Answer Options	Response Percent	Response Count
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Yes	55.8%	334	
No	44.2%	265	
<i>answered question</i>			599

8. Do you ever have disagreements with your parents/guardians about the clothes you wear to

Answer Options	Response Percent	Response Count	
Yes	30.8%	185	
No	69.2%	416	
<i>answered question</i>			601

Dress Code Survey - Elementary

1. I am a

Answer Options	Response Percent	Response Count
Boy	42.9%	69
Girl	57.1%	92
<i>answered question</i>		161
<i>skipped question</i>		2

2. Choose your grade

Answer Options	Response Percent	Response Count
Grade 3	12.3%	20
Grade 4	35.0%	57
Grade 5	52.8%	86
<i>answered question</i>		163
<i>skipped question</i>		0

3. Which school do you attend?

Answer Options	Response Percent	Response Count
Clover Street School	52.8%	85
John F. Kennedy School	47.2%	76
<i>answered question</i>		161
<i>skipped question</i>		2

4. Do some students tease or make fun of others because of what they wear?

Answer Options	Response Percent	Response Count
Yes	46.3%	75
No	53.7%	87
<i>answered question</i>		162
<i>skipped question</i>		1

5. Do you feel students are dressed appropriately for school?

Answer Options	Response Percent	Response Count
Yes	74.2%	121
No	25.8%	42
<i>answered question</i>		163

skipped question 0

6. Do you ever have disagreements with your parents/guardians about the clothes you wear to school?

Answer Options	Response Percent	Response Count
Yes	31.9%	52
No	68.1%	111
	<i>answered question</i>	163
	<i>skipped question</i>	0

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Russell Sills

Presented By: Members of the Windsor High School Governance Council

Attachments:

Subject: WHS Study Circles Update and Recommendation

Background:

The Windsor High School Governance Council has been working during their inaugural year to explore ways to improve student achievement at Windsor High School. During the weekend of June 6-7, the Council hosted a Study Circle Retreat to explore this strategy as a possible path to academic improvement.

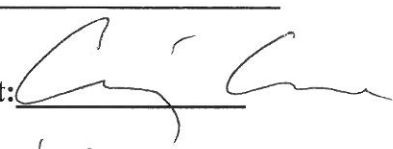
Status:

Recommendation:

Presentation is for informational purposes only.

Reviewed by: _____

Recommended by the Superintendent: _____



Agenda Item # 6e.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Russell Sills

Presented By: Russell Sills

Attachments: May 30, 2014 Memo Distributed at Curriculum Committee

Subject: Reconfiguring Awarding of Credits at WHS

Background:

For the past year the Windsor High administrative staff has been exploring the concept of awarding credit on a semester by semester basis. After significant exploration we are moving to implement this strategy for the 2014-15 school year.

Rationale:

- Awarding credit by semester makes each semester important. If a student fails first semester they do not have “give up” on the class – they can start fresh at semester break.
- Students will advance in class standing (ex. freshman to sophomore) more quickly. This is especially significant to our over-aged/under-credited students.
- Allowing students to recover credit in semester units will allow students to take more high interest electives during their high school careers.
- It will be much easier for our transient students (approximately 125 per year) to earn credit.
- Students can recover credit quicker and more efficiently. A student who fails first semester of Algebra I can immediately begin credit recovery. The recovery of a semester’s worth of material will be quicker than a year-long class. The process of recovering the credit will actually increase the student’s skill set that will support their success in Algebra I second semester.

This change will support efforts to maximize the academic growth of every student at Windsor High School.

Status:

The Curriculum Committee received an update on this matter on June 5, 2014.

Recommendation:

For informational purposes only.

Reviewed by: _____

Recommended by the Superintendent: _____

Agenda Item # _____

6 of _____



Windsor High School

50 Sage Park Road Windsor, Connecticut 06095 Phone: 860-687-2020 Fax: 860-687-2029

www.windsorct.org

Russell Sills, Principal

Lyn M. Holzman, Vice Principal ext. 322

Carol L. Szulc, Vice Principal ext. 316

Christopher C. Rau, Vice Principal ext. 467

To: Mary Anne Butler, Assistant Superintendent for Instruction

From: Russell Sills, Principal

Date: May 30, 2014

Re: Plan to Award Credit by Semester at WHS beginning 2014-2015 School Year

We will be implementing semester by semester credit for all year-long classes beginning next year.

Rationale:

- Awarding credit by semester makes each semester important. If a student fails first semester they do not have "give up" on the class – they can start fresh at semester break.
- Students will advance in class standing (ex. freshman to sophomore) more quickly. This is especially significant to our over-aged/under-credited students.
- Allowing students to recover credit in semester units will allow students to take more high interest electives during their high school careers.
- It will be much easier for our transient students (approximately 125 per year) to earn credit.
- Students can recover credit quicker and more efficiently. A student who fails first semester of Algebra I can immediately begin credit recovery. The recovery of a semester's worth of material will be quicker than a year-long class. The process of recovering the credit will actually increase the student's skill set that will support their success in Algebra I second semester.

Process:

- Scheduling for full-year classes will continue as currently done. A half credit will be awarded for the successful completion of each semester in the full-year class. If a student fails semester one they will stay in the class for semester two. We will immediately offer them the option of credit recovery for first semester during a study hall or after school. Ideally, with the additional content support, the student will pass the course for second semester.
- Most students will recover the credit through the Learning Lab. If a student does not want to use the Learning Lab, he/she would be scheduled for the failed semester during the next school year. In this scenario a student who fails Algebra I first semester only in 2014-15 could be scheduled for just the first semester of Algebra I in 2015-16.

This change will support efforts to maximize the academic growth of every student at Windsor High School.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Dana Plant, Food Services Coordinator
Frank Williams

Presented By: Frank Williams & Dana Plant

Attachments: Lunch Price Recap
Operational Memo Re: Weighted Average Price Increase

Subject: Food Services Price Increase

BACKGROUND:


The CT State Department of Education, Bureau of Health/Nutrition requires that "paid" lunch prices meet a Weighted Average Price Requirement. The purpose of this requirement is to insure that the "paid" lunch prices are not being subsidized by the free and reduced reimbursements received by school food service. The USDA current lunch reimbursement rates per meal are: Free lunch \$2.93, Reduced lunch \$2.53 (student pays \$.40) and Paid lunch \$.28.

STATUS:

The school year 2014/2015 Weighted Average Price Requirement for paid lunch set by the CT State Department of Education is \$2.65 per meal. The current weighted average of paid lunches served by Windsor School Food Service is \$ 2.58. In order to meet the minimum set by the CT SDE, we are required to raise the price of paid lunches by \$.10 per meal.

RECOMMENDATION:

That the Board of Education move to increase the price of school lunches at all levels by \$.10 beginning with the 2014-2015 school year. The school lunch prices will be: Elementary - \$2.35, Middle School - \$2.60, and High School - \$2.85.

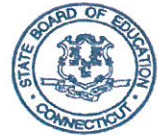
Recommended by the Superintendent: 

Agenda Item # 69.

BOE Agenda Attachment						
Recap School Food Service Paid lunch prices						
						2014/2015
<u>2013/2014 prices</u>	Bloomfield	South Windsor	East Windsor	CREC	Windsor	Windsor
Elementary School	\$ 2.50	\$ 2.75	\$ 2.50	\$ 2.75	\$ 2.25	\$ 2.35
Middle School	\$ 2.75	\$ 2.85	\$ 2.50	\$ 3.00	\$ 2.50	\$ 2.60
High School	\$ 2.75	\$ 3.00	\$ 2.75	\$ 3.00	\$ 2.75	\$ 2.85



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch Program

FROM: John Frassinelli, Chief
Bureau of Health/Nutrition, Family Services and Adult Education

DATE: December 31, 2013

SUBJECT: **Operational Memorandum #9-14**
Paid Lunch Equity: School Year 2014-15 Calculations and Tool

According to 7 CFR 210.14(e) of the National School Lunch Program (NSLP) regulations, school food authorities (SFAs) participating in the NSLP are required to ensure that sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. Therefore, SFAs must annually review their paid lunch revenue to assure compliance with the paid lunch equity (PLE) requirement. When the SFA's average paid lunch price is less than the difference between the current free and paid Federal reimbursement rates, the SFA would be noncompliant and therefore would be required to determine how to meet the requirement.

According to the Food and Nutrition Service (FNS) there are two ways to meet this requirement:

1. Through the prices charged for "paid" meals.
2. Through other non-Federal sources provided to the nonprofit school food service account.

Those SFAs that choose to increase the average paid lunch price must increase the average paid lunch price by two percent plus the annual inflation rate. The inflation rate is based on the percentage change in the Consumer Price Index (CPI) for All Urban Consumers. The reimbursement rates for School Year (SY) 2013-14 were adjusted using the CPI for the 12-month period of May 2012 to May 2013. Due to the timing of calculating and issuing the reimbursement rates, the PLE calculations are based on the inflation rate used for the previous school year's reimbursement rates. The inflation rates used by SFAs to calculate their PLE requirements will change from year to year.

This memorandum provides guidance on the calculations SFAs must make in order to ensure they are in compliance with these requirements for SY 2014-15. In addition, the SY 2014-15 PLE tool is attached to this memorandum to assist SFAs as they make these required calculations. ***Note that all SFAs that charge a price for paid lunches must annually assess their compliance with this regulation and this process must be on file for audit purposes.***

SY 2014-15 PLE Calculations

For SY 2014-15, SFAs which, on a weighted average, charged less than **\$2.65** for paid lunches in SY 2013-14 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount of the per meal increase will be calculated using 2 percent plus 2.27 percent, or **4.27** percent total.

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2013-14 when calculating the weighted average paid lunch price increase for SY 2014-15. For example, if the unrounded SY 2013-14 requirement was \$2.08 but the SFA opted to round down to \$2.05, the calculation of the SY 2014-15 requirement is based on the \$2.08 unrounded SY 2013-14 requirement.

If an SFA raised its weighted average paid lunch price above the required amount in SY 2013-14, that excess paid lunch price increase may be subtracted from the total SY 2014-15 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the average price calculations.

Additionally, if a SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2013-14, the shortfall must be added to the total SY 2014-15 paid lunch price adjustment requirement.

Use of Non-Federal Sources Calculation

SFAs that choose to contribute **non-Federal sources** to the nonprofit school food service account in lieu of raising paid lunch prices must calculate the appropriate amount to contribute. To determine the amount of required revenue in lieu of a paid lunch price increase, the SFA determines the total number of paid reimbursable lunches claimed for the previous school year and multiplies by the difference between the SY 2014-15 weighted average paid lunch price requirement and the SY 2013-14 weighted average paid lunch price.

Sources of Non-Federal Funds

For SY 2013-14, the Food and Nutrition Service (FNS) expanded the definition of a non-Federal source to include per-meal reimbursement for all paid meals to help SFAs meet the PLE requirement and to acknowledge the continuing support by States and locals to improve access to and participation in the School Breakfast Program. The FNS has received positive response to this flexibility. **Therefore, for SY 2014-15 SFAs may continue to count as a non-Federal source:**

1. Per-meal non-Federal reimbursement for *any paid* meal (breakfast, lunch, etc.).
2. Any funds provided by organizations for *any paid* meal.
3. Any proportion attributable to *paid meals* from direct payments made from school district funds to support lunch service.

Credit for Excess Non-Federal Funds

If a SFA's SY 2013-14 estimate of the required contribution exceeded the actual level, that excess contribution may be subtracted from the total SY 2014-15 contribution requirement. Further, if the SY 2013-14 estimate was less than required, additional funds from non-Federal sources must be added. The PLE tool for determining the amount of non-Federal source contributions will allow for making these calculations using the same rationale as used for paid lunch prices - credit forward any extra funds contributed and account for any shortfalls when determining the amount of the non-Federal funds requirement for the next school year.

SY 2014-15 PLE Tool

The first tab of the SY 2014-15 PLE tool includes detailed instructions on how to use the tool and what information is needed to complete the appropriate calculations. It is recommended that each user print and read the instructions before attempting to complete the calculations.

To assist SFAs making these required PLE calculations, the attached SY 2014-15 PLE tool makes the following calculations:

- Weighted average paid lunch price for SY 2013-14;
- Required paid lunch price increase for SY 2014-2015; and
- Required non-Federal source contribution required for SY 2014-15.

The PLE tool also takes into account adjustments to paid lunch prices made by the SFA in SY 2013-14 to calculate any credit or shortfall the SFA may have accrued for SY 2014-15. For SFAs that opted to contribute non-Federal funds, the PLE tool also calculates credits and shortfalls for the SY 2014-15 required non-Federal source contribution.

The SY 2014-15 PLE tool includes a new feature that makes calculations for SFAs that wish to split the SY 2014-15 requirement by both raised prices and contributing a non-Federal source. This option may be attractive to SFAs that do not want to raise paid lunch prices the entire amount that they are required.

To use the attached SY 2014-15 PLE tool SFAs need the following information:

ALL SFAs need the following data to calculate the Weighted Average Price for SY 2014-15:

- SY 2010-11 Weighted Average Price;
- All paid lunch prices for October 2013; and
- Number of paid lunches served associated with each paid lunch price in October 2013.

SFAs that have opted to contribute non-Federal sources also need:

- total number of paid lunches served in SY 2012-13; and
- the total dollar amount of SY 2011-12 , SY 2012-13 and SY 2013-14 non-Federal contribution.

SFAs that wish to split the SY 2014-15 requirement by both raising paid lunch prices and contributing non-Federal sources, will need all of the above information.

Additionally, the PLE tool includes a report that SFAs can use to track the information they will need to make their SY 2015-16 calculations. SFAs can print the report and keep it in their records.

Questions may be directed to:

COUNTY ASSIGNMENTS	CONSULTANT	E-MAIL AND PHONE
Fairfield County	Fionnuala Brown	fionnuala.brown@ct.gov 860-807-2129
Hartford County (towns/cities beginning with A-R)	Teri Dandeneau	teri.dandeneau@ct.gov 860-807-2079
Hartford County (towns/cities beginning with S-W) Windham County	Susan Alston	susan.alston@ct.gov 860-807-2081
Litchfield County	Allison Calhoun- White	allison.calhoun-white@ct.gov 860-807-2008
Middlesex County Tolland County	Andy Paul	andrew.paul@ct.gov 860-807-2048
New Haven County	Jackie Schipke	jackie.schipke@ct.gov 860-807-2123
New London County	Monica Pacheco	monica.pacheco@ct.gov 860-807-2073

JF:tdd

Attachment

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared By: Frank Williams

Presented By: Frank Williams

Attachments: May 31, 2014 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 May 2014. 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 May 2014	\$ 6,978,995
Expenditures through May 31, 2014	\$54,803,112

Reviewed by: _____

Recommended by the Superintendent: 

Agenda Item # 8a.

Windsor Public Schools
Financial Report with Encumbrances
May 31, 2014

	2013/2014 Budget	Expenditures YTD 05/31/14	Encumbrances 05/31/14	Balance @ 05/31/14	% Balance
<u>Instructional Services</u>					
Elementary Schools**	\$ 491,023	\$ 401,563	\$ 14,913	\$ 74,546	15%
Sage Park Middle School	330,625	291,370	13,874	25,380	8%
Windsor High School	520,512	472,346	35,568	12,597	2%
Windsor High School Interscholastic Sports	158,425	129,308	51,314	(22,197)	-14%
WHS Career & Technical Education	62,000	45,596	6,282	10,122	16%
Continuing Education	88,400	85,142	-	3,258	4%
Instructional Services Management	385,905	217,500	2,915	165,491	43%
Curriculum Management & Development	69,640	27,523	4,353	37,764	54%
Curriculum Mgt. & Dev. -Magnet School Tuition	1,214,200	1,378,124	-	(163,924)	-14%
Textbook Adoption	87,500	22,644	-	64,856	74%
Technology	400,055	442,630	15,591	(58,167)	-15%
Total Instructional Services	\$ 3,808,285	\$ 3,513,747	\$ 144,811	\$ 149,728	4%
<u>Education Support Services</u>					
Pupil Personnel Services	\$ 242,064	\$ 205,798	\$ 36,261	\$ 4	0%
Special Education	367,950	361,319	3,764	2,867	1%
Special Education Tuition	4,132,000	2,835,755	2,080,068	(783,822)	-19%
Policy & Planning	147,350	78,888	7,125	61,337	42%
Employee Personnel Services	105,100	(1,956)	9,553	97,503	93%
Financial Management	161,200	117,327	(610)	44,483	28%
Financial Services	37,000	15,208	6,885	14,907	40%
Pupil Transportation & Safety	3,887,900	2,420,742	2,015,775	(548,617)	-14%
Physical Plant Services	2,517,751	2,040,522	244,417	232,812	9%
Major Maintenance	286,000	230,084	47,190	8,725	3%
L.P. Wilson Center	123,600	113,300	10,300	-	0%
Salaries & Benefits	47,578,700	42,872,378	2,324,765	2,381,558	5%
Total Education Support Services	\$ 59,586,615	\$ 51,289,366	\$ 6,785,493	\$ 1,511,756	3%
Total All Sites	\$ 63,394,900	\$ 54,803,112	\$ 6,930,304	\$ 1,661,484	3%

** Windsor Elementary Schools: Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

**Windsor Public Schools
Financial Report
May 31, 2014**

	2013/2014 Budget	Expenditures YTD 05/31/14	Balance * @ 05/31/13	% Balance
<u>Instructional Services</u>				
Elementary Schools**	\$ 491,023	\$ 401,563	\$ 89,460	18%
Sage Park Middle School	330,625	291,370	39,255	12%
Windsor High School	520,512	472,346	48,166	9%
Windsor High School Interscholastic Sports	158,425	129,308	29,117	18%
WHS Career & Technical Education	62,000	45,596	16,404	26%
Continuing Education	88,400	85,142	3,258	4%
Instructional Services Management	385,905	217,500	168,405	44%
Curriculum Management & Development	69,640	27,523	42,117	60%
Curriculum Mgt. & Dev. -Magnet School Tuition	1,214,200	1,378,124	(163,924)	-14%
Textbook Adoption	87,500	22,644	64,856	74%
Technology	400,055	442,630	(42,575)	-11%
Total Instructional Services	\$ 3,808,285	\$ 3,513,747	\$ 294,538	8%
<u>Education Support Services</u>				
Pupil Personnel Services	\$ 242,064	\$ 205,798	\$ 36,266	15%
Special Education	367,950	361,319	6,631	2%
Special Education Tuition	4,132,000	2,835,755	1,296,245	31%
Policy & Planning	147,350	78,888	68,462	46%
Employee Personnel Services	105,100	(1,956)	107,056	102%
Financial Management	161,200	117,327	43,873	27%
Financial Services	37,000	15,208	21,792	59%
Pupil Transportation & Safety	3,887,900	2,420,742	1,467,158	38%
Physical Plant Services	2,517,751	2,040,522	477,229	19%
Major Maintenance	286,000	230,084	55,916	20%
L.P. Wilson Center	123,600	113,300	10,300	8%
Salaries & Benefits	47,578,700	42,872,378	4,706,322	10%
Total Education Support Services	\$ 59,586,615	\$ 51,289,366	\$ 8,297,249	14%
Total All Sites	\$ 63,394,900	\$ 54,803,112	\$ 8,591,788	14%

**Note does not include encumbrances*

** 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: June 17, 2014

PREPARED BY: Frank Williams

PRESENTED BY: Frank Williams

ATTACHMENTS: None

SUBJECT: Budget Transfers

BACKGROUND:

Board Policy 3160 requires budget transfers to be approved by the Board of Education. Financial reports are provided monthly to the BOE. As we move to close out FY 2014 there is a need for budget transfers. While the June 30th final report of school expenditures will not be submitted until the September Board meeting (Policy 3150), the key area of budget transfers for this fiscal year are indicated below.

STATUS:

The projections of expenditures for the close of Fiscal Year 2014 indicate that budget transfers are necessary; the largest amounts are for Special Education Out-of-District Tuition, Magnet School Tuition, and Pupil Transportation. Other budget transfers will be needed to cover supplies and purchased services.

The line items that will cover the above needs are Salary & Benefits.

It should be noted that these transfers are **within** the total approved appropriation from the Town of Windsor for the Fiscal Year. Total expenditures for the fiscal year will **not** exceed the budget appropriation of \$63,393,900.

RECOMMENDATION:

The BOE approve the projected line item transfers. In accordance with BOE Policy 3150, a final financial report including line item transfers will be presented at the regular Board of Education meeting in September 2014.

Recommended by the Superintendent: 

Agenda Item # 8b.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 17, 2014

PREPARED BY: Frank Williams

PRESENTED BY: Frank Williams

ATTACHMENTS: Town of Windsor Town Council Agenda Item Summary,
Exhibit 1 – Sixth 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 will meet on June 16, 2014 to review and approve these amendments.

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 Windsor Board of Education Custodian, Maintenance and Food Services Workers, School Nurses and Paraprofessionals Bargaining Unit Employees that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective July 1, 2013, 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 Sixth 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:


Agenda Item # 8c.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 17, 2014

PREPARED BY: Frank Williams

PRESENTED BY: Frank Williams

ATTACHMENTS: Town of Windsor Town Council Agenda Item Summary,
Exhibit 1 – Sixth 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.

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And

“RESOLVED, that Exhibit 1, entitled Sixth 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: _____

Agenda Item # _____

Agenda Item Summary

Date: June 16, 2014

To: Honorable Mayor and Members of the Town Council

Prepared By: Jim Bourke, Assistant Finance Director

Reviewed By: Peter Souza, Town Manager

Subject: Amendment to the Town of Windsor Retirement Plan

Background

The Town continues to take steps to mitigate costs associated with the defined benefit pension plan. Over the last year, certain Board of Education employee groups increased their contributions to the defined benefit plan. Additionally, all new eligible hires of the Board of Education are now participating in a defined contribution plan. General government non-affiliated employees will also contribute more to the defined benefit plan, as part of the overall plan to alleviate the Town's pension costs.

Discussion/Analysis

Effective July 1, 2013, the Custodian, Maintenance and Food Service Workers, School Nurses and Paraprofessionals bargaining unit members increased their defined benefit contribution from 2.25% to 3.25% and are now contributing to the plan on a pre-tax basis. All newly hired employees in these groups now participate in a 401a defined contribution plan, and do not participate in the defined benefit plan. On July 1, 2016, the defined benefit contribution for these groups will increase from 3.25% to 4.0%. Effective July 1, 2014, unaffiliated General Government employee contributions will increase from 4.0% to 4.25%.

Financial Impact

It is estimated that the increase from 2.25% to 3.25% saves the Town Support for Education budget approximately \$30,000. These savings are built into the Council's adopted FY 2015 budget. The savings that will result from the increase from 3.25% to 4.0% will be included in the FY 2017 adopted budget. The General Government non-affiliated employee's contribution increase of .25% will result in approximately \$15,000 in savings to the Town, which will be included in the budget for FY 2016.

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. The Board of Education will approve the resolutions at their meeting on June 17, 2014.

Recommendations

If the Town Council is in agreement, the following motions are recommended for approval:

Motion 1:

“RESOLVED, that in accordance with Revenue Ruling 2006-43, the town shall ‘pick-up’ and pay the required contributions of Windsor Board of Education Custodian, Maintenance and Food Services Workers, School Nurses and Paraprofessionals Bargaining Unit Employees that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective July 1, 2013, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h)(2).”

Motion 2:

“RESOLVED that Exhibit I, entitled, Sixth 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 I
SIXTH AMENDMENT TO THE
TOWN OF WINDSOR, CONNECTICUT
RETIREMENT PLAN

Effective June 16, 2014, Article III of the Town of Windsor, Connecticut Retirement Plan

(the "Plan") is hereby amended as follows:

“Effective July 1, 2013, any eligible Windsor Board of Education Custodians, Maintenance and Food Service 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 “Custodians, Maintenance and Food Service Bargaining Unit Employee” means an Employee of the Windsor Board of Education as defined in Article I, paragraph 11, as amended, who is represented by the Custodians, Maintenance and Food Services Bargaining Unit per the Collective Bargaining Agreement between the Windsor Board of Education and the Custodians, Maintenance and Food Services Bargaining Unit dated October 15, 2013 and effective July 1, 2013 through June 30, 2016

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 Custodians, Maintenance and Food Services 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 Participant’s Earnings. Custodians, Maintenance and Food Services 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 Custodians, Maintenance and Food Services 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 Custodians, Maintenance and Food Services Bargaining Unit Employee’s earnings for purposes of computing benefits under this Plan.

Custodians, Maintenance and Food Services 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.

Employee Contributions picked-up by the Employer for Custodian, Maintenance and Food Services Bargaining Unit Employees effective July 1, 2013 shall be credited to a separate account for each Employee, so that Employee Contributions made prior to July 1, 2013 may be distinguished from the Employee Contributions picked-up by the Employer on and after July 1, 2013.”

“Effective July 1, 2016, the required payroll deduction for eligible Custodians, Maintenance and Food Services Bargaining Unit Employees shall increase from 3.25% to 4.0%”

“Effective July 1, 2013, any eligible School Nurses Bargaining Unit Employee of the Windsor Board of Education 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 “School Nurses Bargaining Unit Employee” means an Employee of the Windsor Board of Education as defined in Article I, paragraph 11, as amended, who is represented by the School Nurses Bargaining Unit per the Collective Bargaining Agreement between the Windsor Board of Education and the School Nurses Bargaining Unit dated March 8, 2014 and effective July 1, 2013 through June 30, 2016.

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 School Nurses 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 Participant’s Earnings. School Nurses 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 School Nurses 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 School Nurses Bargaining Unit Employee’s earnings for purposes of computing benefits under this Plan.

School Nurses 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.

Employee Contributions picked-up by the Employer for School Nurses Bargaining Unit Employees effective July 1, 2013 shall be credited to a separate account for each Employee, so that Employee Contributions made prior to July 1, 2013 may be distinguished from the Employee Contributions picked-up by the Employer on and after July 1, 2013.”

“Effective July 1, 2016, the required payroll deduction for eligible School Nurses Bargaining Unit Employees shall increase from 3.25% to 4.0%”

“Effective July 1, 2013, any eligible Paraprofessionals Bargaining Unit Employee of the Windsor Board of Education 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 "Paraprofessionals Bargaining Unit Employee" means an Employee of the Windsor Board of Education as defined in Article I, paragraph 11, as amended, who is represented by the Paraprofessionals Bargaining Unit per the Collective Bargaining Agreement between the Windsor Board of Education and the Paraprofessionals Bargaining Unit dated March 5, 2014 and effective July 1, 2013 through June 30, 2017.

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 Paraprofessionals 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 Participant's Earnings. Paraprofessionals 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 Paraprofessionals 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 Paraprofessionals Bargaining Unit Employee's earnings for purposes of computing benefits under this Plan.

Paraprofessionals 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.

Employee Contributions picked-up by the Employer for Paraprofessionals Bargaining Unit Employees effective July 1, 2013 shall be credited to a separate account for each Employee, so that Employee Contributions made prior to July 1, 2013 may be distinguished from the Employee Contributions picked-up by the Employer on and after July 1, 2013."

"Effective July 1, 2016, the required payroll deduction for eligible Paraprofessionals Bargaining Unit Employees shall increase from 3.25% to 4.0%"

"Effective July 1, 2014 the required payroll deductions for eligible unaffiliated Town of Windsor Employees shall increase from 4.00% to 4.25%"

Executed by the Town of Windsor, Connecticut, this 16st day of June, 2014, 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 _____
day of _____, 2014, at Windsor, Connecticut.

BOARD OF EDUCATION OF THE TOWN
OF WINDSOR, CONNECTICUT

By: _____
Superintendent of Schools

By: _____
President, Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared by: Jeanne Woodstock

Presented by: Frank Williams

Attachments: Student Enrollment Summary

Subject: Enrollment Summary – MAY 2014

Attached are the official enrollment figures as of June 1, 2014. Mr. Williams will answer any questions.

Recommended by the Superintendent:



Agenda Item #

ed.

**Windsor Public Schools
 Student Enrollment Report Recap
 June 1, 2014**

<u>Enrollment in Windsor Public Schools</u>	
Grades PreK-5	1,409
Grades 6-8	727
Grades 9-12	1,145
Total District Enrollment	3,281

<u>Windsor Students not in district schools</u>	
Outside Placement/Private Placement(SPED)	65
Montessori Hartford CREC	27
Metropolitan Learning Center CREC	169
CREC Misc MAGNET SCHOOLS	167
Hartford Host Magnets	174
Misc Magnet Schools	19
Prince Tech	16
Cheney Tech	13
	650
Total Windsor	3,931

**Windsor Public Schools
Student Enrollment Report
June 1, 2014**

Grade	Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K			63		63
K	71		130		201
1	92		140		232
2	86		135		221
3		88		135	223
4		80		150	230
5		102		137	239
Subtotal K-5					1346
Total	0	270	468	422	1,409

Grade	Sage Park MS
6	235
7	230
8	262
Total	727

Grade	Windsor High
9	289
10	271
11	288
12	297
Total	1,145

Total District Enrollment 3,281

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2013-2014

	Projected	12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	309	288	286	288	292	294	299	287	289	289	289
Grade 10	260	261	265	265	265	266	266	272	272	273	271
Grade 11	291	295	295	297	300	299	296	286	288	287	288
Grade 12	278	296	298	298	298	297	297	295	295	298	297
Windsor High Total	1138	1140	1144	1148	1155	1156	1158	1140	1144	1147	1145

	Projected	12-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													
Red Team		113	112	111	113	114	115	115	113	115	115	5	23
Orange Team		119	118	118	119	120	120	119	118	118	118	5	23.6
Total	222	232	230	229	232	234	235	234	231	233	233		
Grade 7													
Yellow Team		117	117	117	117	115	112	115	116	110	110	5	22
Green Team		107	108	110	110	111	115	110	108	115	115	5	23
Total	234	224	225	227	227	226	227	225	224	225	225		
Grade 8													
Blue Team		85	86	87	85	86	85	86	86	85	87	5	17.4
Indigo Team		89	89	88	89	90	90	87	86	85	85	5	17
Violet Team		86	85	87	87	87	88	89	89	89	88	5	17.6
Total	249	260	260	262	261	263	263	262	261	259	260		
SPARK		10	10	10	10	10	8	8	8	9	9		
Sage Park	705	726	725	728	730	733	733	729	724	726	727		

POQUONOCK SCHOOL

ENROLLMENT REPORT
2013-14

Room#	Teacher	Grade	Projected	12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
1	C McCann			18	18	18	18	18	18	18	18	18	18
2	A Hopkins			18	18	18	16	16	17	17	17	17	17
3	M Scott			18	18	19	19	19	18	18	18	18	18
22	I Hilbert			18	19	19	19	19	18	18	18	18	18
		Total	85	72	73	74	72	72	71	71	71	71	71
		Grade 1											
15	E Velez			17	17	17	17	17	17	18	18	17	17
16	L Bishop			17	17	17	17	17	17	17	17	17	17
17	S Raupach			19	19	19	19	18	18	19	19	19	19
18	M Macaluso			19	19	19	19	20	20	20	20	20	20
19	K Blume			17	17	17	17	18	18	18	18	18	19
		Total	91	89	89	89	89	90	90	92	92	91	92
		Grade 2											
8	L Macaluso			17	17	17	17	17	17	18	18	18	18
9	S Trummel			16	15	15	16	17	17	17	17	16	16
11	J Delsky			18	18	18	18	18	18	18	18	17	17
12	K Richards			18	20	20	19	18	18	18	18	18	18
13	L Huntington			17	17	18	19	18	17	17	17	17	17
		Total	83	86	87	88	89	88	87	88	88	86	86
		Poquonock Totals	259	247	249	251	250	250	248	251	251	248	249

**CLOVER STREET SCHOOL
ENROLLMENT REPORT
2013-2014**

Room#	Teacher	Projected	12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
	Grade 3											
8	A Sanchez		15	15	15	15	15	16	16	16	16	16
9	S Michalic		16	16	15	16	16	16	16	17	17	17
11	J Darrell		18	17	17	17	17	18	18	18	18	18
12	J Murray		16	15	17	17	17	18	18	18	18	18
14	S Podgurski		17	17	18	18	19	19	19	19	19	19
	Total	93	82	80	82	83	84	87	87	88	88	88
	Grade 4											
13	K LePage		16	15	16	17	17	18	18	18	18	18
15	K Sutton		18	18	18	18	18	18	17	17	17	17
16	L Schoenwolff		17	16	16	16	16	16	16	15	15	14
17	C Nowsch		14	16	16	16	16	16	16	16	16	16
18	D Williams		15	14	15	16	16	15	15	15	15	15
	Total	90	80	79	81	83	83	83	82	81	81	80
	Grade 5											
20	P Reale		20	19	19	19	20	21	21	20	20	20
22	S Smith		21	21	21	21	21	20	20	20	20	20
24	S Lewis		20	19	19	20	20	19	21	19	19	19
26	C Lindsley		19	19	19	21	21	21	21	21	22	22
27	E Chartier		21	21	20	21	21	20	21	21	21	21
	Total	100	101	99	98	102	103	101	104	101	102	102
	Clover	283	263	258	261	268	270	271	273	270	271	270

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT
2013-2014

Room#	Teacher	Grade	Projected	12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	Kindergarten		18	18	17	18	18	17	17	18	18	18
20	L Butterick			18	19	20	20	19	19	19	18	17	17
21	J Addie			19	19	19	19	18	18	18	18	19	19
22	A Zawistowski			19	19	19	19	19	19	19	19	19	19
24	A Bartholomew			20	20	19	19	19	19	19	19	19	18
25	K Lehn			20	20	19	19	20	20	20	20	20	20
26	S Marcello			20	20	20	20	20	20	20	19	19	19
		Total	127	134	135	133	134	133	132	132	131	131	130
11	K Stoll	Grade 1		20	20	20	20	20	18	18	19	19	19
12	K Freeman			20	19	19	19	19	20	19	19	19	19
13	B O'Rourke			18	18	19	18	18	17	18	19	20	20
14	K Furie			20	20	20	20	21	21	21	21	21	21
15	T Strickland			19	20	19	20	20	20	20	20	20	20
16	L Rumrill			20	20	20	20	20	20	21	21	21	21
17	S Paley			19	19	19	20	20	20	20	20	20	20
		Total	138	136	136	136	137	138	136	137	139	140	140
		Grade 2											
1	V Golec			19	19	19	20	20	20	20	20	20	20
2	R Brown			19	19	19	19	19	20	20	21	21	21
3	K Sandsmark			20	21	21	21	21	21	21	21	21	21
4	D Ghanesh-May			20	20	19	19	19	19	19	19	19	19
6	S Martinson			18	19	18	19	19	19	19	19	19	19
7	L Neil			19	19	19	19	20	17	16	16	16	16
8	D Jaworski			18	20	20	20	20	19	19	19	19	19
		Total	137	133	137	135	137	138	135	134	135	135	135
5 & 10	Pre K Sped												
	& Peer			43	43	46	47	48	50	55	56	58	63
		Total	46	43	43	46	47	48	50	55	56	58	63
	Ellsworth	Total	448	446	451	450	455	457	453	458	461	464	468

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2013-2014

Room#	Teacher	Grade	Projected	12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
1	K Mazur			20	19	19	20	20	20	20	20	20	20
2	J Herner			20	20	20	20	19	20	19	19	18	18
3	A Johnson			19	20	20	20	20	20	20	20	20	20
4	S Schreiber			19	20	20	20	20	19	19	19	19	19
5	S Silliman			20	20	19	19	19	19	19	19	19	19
6	M Johnston			20	20	21	21	21	21	21	21	20	19
8	V Vaicunas			20	20	20	20	20	20	20	20	20	20
		Total	148	138	139	139	140	139	139	138	138	136	135
		Grade 4											
7	M Petebone-Johnson			19	19	19	21	21	21	20	20	19	19
9	R Tomkowitz			21	21	22	21	21	21	21	21	21	21
10	C Romero			22	23	22	22	22	22	22	22	22	22
12	B Emerson			22	21	20	20	20	20	22	22	22	22
14	M Murzak			23	23	23	22	22	22	22	22	23	23
15	N Donzella			20	20	20	20	20	20	20	21	21	21
18	A Caselli			21	21	21	21	22	22	22	22	22	22
		Total	147	148	148	147	147	148	148	149	150	150	150
		Grade 5											
19	S Fye			24	24	24	24	24	24	24	24	24	23
20	M Herman			24	24	24	23	23	23	23	23	23	24
24	G Hoerle			21	21	22	22	21	21	20	21	21	21
25	D Mosher			21	22	22	22	22	22	22	22	22	22
26	K Bowman			23	23	23	23	23	24	24	24	24	24
28	O Walker			24	24	23	23	22	22	23	23	23	23
		Total	140	137	138	138	137	135	136	136	137	137	137
	Kennedy	Total	435	423	425	424	424	422	423	423	425	423	422

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: June 17, 2014

Prepared by: Dana Plant

Presented By: Franklin Williams, III

Attachments: Food Service Financial Report

SUBJECT: Statement on Cafeteria Operations – May 2014

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 third year of the Seamless Summer Feeding program serving both breakfast and snacks at Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy in July 2013 and added a summer breakfast program at John F. Kennedy School. We also implemented a Seamless Summer Lunch and Snack Program at Deerfield Apartment Complex and Chateau Woods Complex for July and August 2013. 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 May 2014.

RECOMMENDATION: Informational only.

Recommended by the Superintendent:

Agenda Item # Be.

Windsor School Food Service
Financial Statement
May 2014

REVENUE	May 2013	7/1/12 - YTD	May 2014	7/1/13-YTD
SALES	\$132,586.36	\$1,094,198.57	\$119,190.39	\$1,045,558.89
REIMBURSEMENTS - STATE	6,400.00	86,262.00	14,688.00	95,223.00
ACCOUNTS RECEIVABLE	108,405.08	811,149.73	105,852.22	829,052.76
CLOC		130,510.35	8,426.00	120,375.00
INTEREST/Ret Check Fees	25.00	331.28	25.00	432.23
MISC. (Rebates)	490.74	7,649.19	157.50	4,546.02
6 Cents Certification	3,611.46	6,452.34	3,267.54	26,395.92
REVENUE TOTALS	\$251,518.64	\$2,136,553.46	\$251,606.65	\$2,121,583.82
EXPENSES				
	<small>3 paydates in May 2013</small>		<small>3 paydates in May 2014</small>	
WAGES	\$107,088.41	\$739,694.00	\$107,888.80	\$730,512.61
PAYROLL TAXES	7,999.95	54,667.66	7,959.59	53,845.83
BENEFITS	8,280.94	89,943.34	6,387.01	80,903.09
FOOD/MILK	154,467.60	1,230,652.99	135,908.58	1,223,396.70
TRUCK			973.68	14,651.63
PAPER	5,520.62	52,765.59	5,013.26	42,975.39
SUPPLIES		1,046.76		3,739.29
EQUIPMENT	1,869.50	10,982.85		14,367.26
SERVICES	644.46	11,960.30	312.65	5,455.53
EXPENSE TOTALS	\$285,871.48	\$2,191,713.49	\$264,443.57	\$2,169,847.33
NET INCOME	-\$34,352.84	(\$55,160.03)	-\$12,836.92	(\$48,263.51)
INVENTORY		\$25,000.00		\$25,000.00
OPENING BALANCE 7/1		(\$25,858.48)		\$12,742.89
COMPUTED OPERATING POSITION		(\$56,018.51)		(\$10,520.62)

Windsor School Food Service
 Program Participation
 May 2014

SALES

	May 2013	May 2014
WHS		
# OF DAYS	22	21
SALES AM/PM	\$34,254.70	\$29,702.55
AVERAGE	\$1,557.03	\$1,414.41

REIMBURSABLE MEALS LUNCH

ELEMENTARY	1048	1002
SPMS	514	461
MPTP	178	180
MLC	455	445
WHS	588	526

REIMBURSABLE MEALS BREAKFAST

# OF DAYS	22	21
ELEMENTARY	311	379
SPMS	71	84
MPTP	76	80
MLC	146	151
WHS	150	162

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 17, 2014

PREPARED BY: Mark L. Winzler
Interim Assistant Superintendent for Human Resources

PRESENTED BY: Mark L. Winzler

SUBJECT: Human Resources Report – May 1, 2014 – May 30, 2014

ATTACHMENTS: None

RESIGNATIONS/SEPARATIONS

Steven Barnes	Special Education Paraprofessional	Kennedy
Jessica Delgado	Special Education ABA Paraprofessional	Ellsworth
Susan Forrest	Read 180 Paraprofessional	Sage Park
Sherryl King	Grade 7 Math Teacher	Sage Park
Trudell Knox	Alternative Education Math Teacher (STAIR)	Windsor High
Kimberly Lehn	Kindergarten Teacher	Ellsworth
Rosemarie Matta	Food Service General Worker	MPTPA

RETIREMENTS

Cynthia Grace	Elementary Principal Administrative Assistant	Clover
Sharon Sunega-Mooney	Reading Consultant	Ellsworth

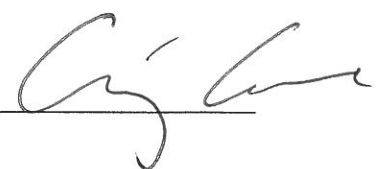
TRANSFERS/REASSIGNMENTS

Kim Harriott	From Substitute Teacher	District
	To Tutor for SPARK and Homebound	District
Eric Traska	From Substitute Teacher	District
	To Long Term Substitute TV Production Teacher	Windsor High

HIRES

Jessica Duraforte	Food Service General Worker	MPTPA
Ryan LaSala	Tutor/Homebound	District
Jeffrey Sparano	Long Term Substitute Spanish Teacher (.6 FTE)	Windsor High

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 8f.

Windsor Board of Education
Regular Meeting
Unapproved Minutes
Tuesday, April 22, 2014 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the April 22, 2014 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:59 PM:

Present Board Members:

Mr. Ronald Eleveld
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos

Absent Board Members:

Ms. Michaela Fissel
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence

The meeting was called to order by Ms. Santos at 7:00 p.m. with the Pledge of Allegiance and a Moment of Silence.

Also in attendance: Craig A. Cooke, Ph.D., Superintendent of Schools, Kaitlyn Ali, Student Representative, Frank Williams, Director of Business Services, Steven Carvalho, Interim Director of Pupil & Special Education Services, and Mary Anne Butler, Assistant Superintendent for Instructional Services

2. Recognitions/Acknowledgements

2.a. Proclamation--Teacher Appreciation Week May 5th-May 9th

Dr. Cooke and Ms. Santos read the proclamation recognizing Teacher Appreciation Week May 5-9, and presented it to Mr. Lenny Vann, Co-President of the Windsor Education Association. Mr. Vann accepted the proclamation on behalf of the Windsor Education Association.

2.b. Recognition--Windsor High School 2014 CIAC Class L Boys Basketball Champions

Dr. Cooke, Mr. Sills and Mr. Risser recognized the 2014 CIAC Class L Boys Basketball Champions; Mr. Risser introduced the team and coaches, and presented the championship medals. Coach Smith thanked the Board and public for their support.

Mr. Risser presented La'Tosha Woodard, coach of the Sage Park Middle School Basketball Team, winner of the Connecticut River Athletic League Championship; Ms. Woodard presented the league trophy to Mr. Cavaliere.

Dr. Cooke recognized Athletic Director Steve Risser for his hard work on behalf of students.

2.c. Recognition--Sage Park Math Challenge Students--New England Math League Competition

Dr. Cooke introduced Mr. Cavaliere, who recognized the Sage Park Math Challenge Students.

Mr. Cavaliere introduced Paul Weston and Jaf Chiang, math teachers at SPMS, who explained the competition and introduced the students and presented their certificates.

3. Audience to Visitors

The meeting recessed at 7:27 p.m. and reconvened at 7:33 p.m.

Stacy Chambers, Dylan Shaw and David Chambers of 64 Stagecoach Road addressed lacrosse at the junior recreational level and the high school level, and encouraged the Board's continued support of the program.

Nancy Field, 27 Pilgrim Drive thanked the Windsor High School community for the experience her exchange student from St. Petersburg, Russia has had and spoke briefly about their experience.

Roman Khakimov, 27 Pilgrim Drive, student from St. Petersburg, Russia spoke about the difference between Russian and American education, his positive experience as an exchange student at Windsor High School and thanked everyone for their support.

4. Student Representative Report

Ms. Ali started her report by congratulating Dr. Cooke on his appointment as Superintendent of Schools. She reported on the Windsor High School Boys Basketball Championship, upcoming AP exams, the May 10 Congo Run for Women starting at 10 a.m., the boys varsity baseball team winning all five of their games in Florida over April vacation, the junior prom, All School Awards, the May 2 Older Americans Breakfast, and SATs at WHS on Saturday, May 3.

5. Board of Education

5.a. President's Report

Ms. Santos extended congratulations to Michaela Fissel and family on birth of their little boy.

She reported that she, Dr. Cooke and Mr. Eleveld delivered the budget to the Town Council and was pleased to report that the Town Council has not requested their return for a second reading. The Town Council will set the referendum date shortly.

5.b. Set Last Day of School for 2013-2014

Motion Passed: Motion that the Board of Education approve Friday, June 20, 2014 as the last student day of school for the 2013-2014 school year and approve Monday, June 23, 2014 as a professional development day for teachers passed with a motion by Mr. Paul Panos and a second by Mr. Richard O'Reilly.

Mr. Ronald Eleveld	Yes
Ms. Michaela Fissel	Absent
Ms. Darleen Klase	Yes
Mr. Leonard Lockhart	Yes
Mr. Richard O'Reilly	Yes
Mr. Paul Panos	Yes
Ms. Melissa Rizzo Holmes	Yes
Ms. Cristina Santos	Yes
Mr. Kenneth Williams	Absent

5.c. School Liaison Reports

5.c.1. Windsor High School

Ms. Santos reported that she, Dr. Cooke and Mr. Eleveld had attended the Windsor High School Governance Council meeting the night prior to review the budget; it was well received by those in attendance. She reported plans to expand on some of the recommendations that came from the EER, including the mentoring program, are already in the works; the School Governance Council is still moving forward on Study Circles.

5.c.2. Sage Park Middle School

Ms. Rizzo-Holmes reported the last PTSA meeting of the year will be the following night.

5.c.3. Clover Street School

Mr. Lockhart reported he had attended the School Governance Council meeting night before; reported they will be having a Math Night and are working on a new school compact; they are working with Annie Sweeney, a school

climate and change consultant; the upcoming book fair; the next School Governance Council meeting is May 19 at 4:00 p.m.

5.c.4. John F. Kennedy School

No report.

5.c.5. Oliver Ellsworth School

No report.

5.c.6. Poquonock School

Mr. Panos reported the Poquonock book fair is the same time as Clover Street's.

6. Superintendent's Report

Dr. Cooke reported on the Older American's Breakfast being held May 2 at Windsor High School, his office should be contacted for reservations by April 28. He also reported the co-op boys lacrosse program with Windsor Locks and East Windsor had been approved. It is a sub-varsity program and the reason the co-op was pursued was the low number of students who went out for the team did not allow them to safely participate in varsity matches; the gym floors were started at JFK; at Clover Street the carpets are being removed and hard floors installed.

6.a. First Experience Communications Update

Dr. Cooke outlined the process of the RFQ and bid process that led to the retention of First Experience Communications. He reported the first quarterly newsletter was mailed and will be in homes shortly. He then introduced Ira Yellen, who gave an overview of the research conducted to date, the status of First Experience Communications' work with the District, and outlined upcoming work.

6.b. WHS Block Schedule Report

Mr. Sills reported on the current block schedule, staff feedback and work done on scheduling; he reviewed the benefits and challenges of the block schedule and explained how the decision to remain with the A/B block schedule was arrived at.

Questions and discussion ensued. The Board requested a survey of teachers and students be conducted regarding the block schedule. The Board will have further discussion on the topic in the future.

6.c. Curriculum Development (1st Reading)

6.c.1. Jewelry Design 2

6.c.2. Drawing I

6.c.3. Recording Tech

6.c.4. Kindergarten Music

6.c.5. Spanish I MS-HS-Semester 2

6.c.6. French

6.c.7. Medical Emergencies

6.c.8. Meteorology

6.c.9. Modern Global Studies

6.c.10. Early Global Studies

Motion Passed: Motion that the Board approve Jewelry Design 2, Drawing 1, Recording Tech 1, Kindergarten Music, Spanish 1-Middle School and High School Level, French 1-Semester 2, Medical Emergencies 1, Meteorology, Modern Global Studies, Grade 9 Early Global Studies curricula as presented for a 1st reading passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld	Yes
Ms. Michaela Fissel	Absent
Ms. Darleen Klase	Yes
Mr. Leonard Lockhart	Yes
Mr. Richard O'Reilly	Yes
Mr. Paul Panos	Yes
Ms. Melissa Rizzo Holmes	Yes
Ms. Cristina Santos	Yes
Mr. Kenneth Williams	Absent

7. Committee Reports

7.a. Curriculum Committee

Ms. Klase reported that the committee asked Mr. Sills to look at a Saturday SAT prep class that would be hosted in Windsor and parents would pay for; she reported Seminar was no longer a requirement for students taking high honors classes and that a possible name change and description were being looked at so parents would have a better understanding of the program.

7.b. District Improvement Committee

Mr. Lockhart reported the committee had met on April 7 and that they have accepted a modified charge from the President to bring forward five high priority items to the next Board meeting. These items will be addressed over the summer, with a full report in November or December. Discussion ensued regarding identification of the priorities and role of the full Board.

7.c. Finance Committee

No report.

7.d. Policy Committee

No report.

7.e. Technology Committee

No report.

8. Consent Agenda

8.a. Financial Report

8.b. Enrollment Report

8.c. Food Service Report

8.d. Human Resources Report

8.e. Right Response CT Network Grant

8.f. Acceptance of the Oliver Ellsworth Roof Replacement Project

Mr. Eleveld requested that the spelling of Rep. McGee's name in the Right Response CT Network Grant report be corrected.

Motion Passed: Motion to accept the consent agenda which includes the Financial Report, the Enrollment Report, the Food Services Report, the Human Resources Report, the Right Response CT Network Grant and the Acceptance of the Oliver Ellsworth Roof Replacement, with the exception of Item E the Right Response CT Network Grant, passed with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld	Yes
Ms. Michaela Fissel	Absent
Ms. Darleen Klase	Yes
Mr. Leonard Lockhart	Yes
Mr. Richard O'Reilly	Yes
Mr. Paul Panos	Yes
Ms. Melissa Rizzo Holmes	Yes
Ms. Cristina Santos	Yes
Mr. Kenneth Williams	Absent

Discussion:

Mr. Panos requested clarification on the use of the grant. Mr. Williams and Dr. Cooke explained the grant will be used to fund community service opportunities for students within the community.

Motion Passed: Motion that the Board of Education authorize the Superintendent of Schools to sign the award for OPM grant number 11JJ32R161 for the project titled The Windsor Alliance passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

9. Approval of Minutes

9.a. March 11, 2014 District Improvement Committee

9.b. March 18, 2014 Regular Meeting

9.c. April 1, 2014 Executive Committee

9.d. April 1, 2014 Special Meeting

Motion Passed: Motion to accept items 9a, c and d passed with a motion by Ms. Melissa Rizzo Holmes and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

Motion Passed: Motion to accept item 9b with the following corrections: Page 7, on the motion to extend the meeting by 15 minutes to 11:15 pm. Mr. Eleveld voted yes; Page 8, on the motion to extend the meeting to 11:30 p.m. Ms. Rizzo-Holmes voted yes passed with a motion by Ms. Melissa Rizzo Holmes and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

10. Other Matters/Announcements/Regular BOE Meetings

10.a. BOE Special Meeting on Common Core, Tuesday, May 6, 2014 at 7:30 PM, L.P. Wilson Community Center, Board Room

10.b. Next BOE Regular Meeting is Tuesday, May 20, 2014 at 7:00 PM, Town Hall Council Chambers

Ms. Santos reported that the special meeting on the common core is open to parents.

Mr. O'Reilly reported there is a poetry slam next Monday at Clover Street School.

Mr. Lockhart congratulated the Windsor High Boys Basketball Team on their championship win.

Mrs. Klase reported the Youth Commission is hosting a parent workshop on May 5 at 6:30 p.m. in the Sage Park Middle School cafeteria.

11. Executive Session on Employee Personnel Matter--It is proposed that the Board move into Executive Session to discuss contract non-renewals before taking possible action in the Regular meeting.

Motion Passed: Motion to go into executive session at 9:43 p.m. to discuss the performance and employment of the employees listed on the agenda addendum before possibly taking action in the Regular Meeting passed with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

Motion Passed: Motion to come out of executive session at 10:07 p.m. passed with a motion by Ms. Melissa Rizzo Holmes and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

Motion Passed: Motion that the contract of employment of employees listed in the "Superintendent's Human Resources Report - Addendum" not be renewed for the following year upon its expiration at the end of the 2013-2014 school year and that the Superintendent of Schools is directed to advise such persons in writing of this section passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

12. Audience to Visitors

Rosi Miskavitch, 20 Coach Circle. Thanked Ms. Santos, Mr. Eleveld and Dr. Cooke for attending the School Governance Council meeting and doing a clear presentation on the budget; she addressed instructional time and the block schedule.

13. Adjournment

Motion Passed: Motion to adjourn at 10:12 p.m. passed with a motion by Mr. Ronald Eleveld and a second by Ms. Melissa Rizzo Holmes.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes

Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
District Improvement Committee
Unapproved Minutes
Monday, May 12, 2014 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the May 12, 2014 District Improvement Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:

Ms. Michaela Fissel
Mr. Leonard Lockhart
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos

Updated Attendance:

Ms. Michaela Fissel was updated to present at: 6:34 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:

Leonard Lockhart called the meeting to order at 6:30 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance was Craig Cooke, Superintendent of Schools.

2. Audience to Visitors--The committee welcomes public participation and asks that speakers please limit their comments to 3 minutes.

Discussion:

None.

3. Update on District Improvement Committee's Spreadsheet

Discussion:

Craig Cooke distributed a new spreadsheet containing only "green" items that had been separated from the full sheet of committee items. The committee reviewed the new document.

Discussion included incorporating more information within the spreadsheet to provide supplemental resources for documents and reports mentioned in a particular item or to direct questions toward a specific function within the district. This work will take place over the summer.

The complete document has been updated since the last meeting on April 7. Work needs to continue to move some yellow items and to green prior to the next meeting.

4. Determine Referrals to Committees

Discussion:

The committee discussed the best method to move spreadsheet items to another committee for consideration or further action. It was determined items to be moved should be considered by the full Board.

5. Target Goals for the Summer

Discussion:

Leonard Lockhart requested 5 target goals from committee members. The following statement was received from Richard O'Reilly in an email sent to the committee on May 12, 2014:

“To: District Improvement Committee
From: Rich O'Reilly

5/12/2014

There are two items on the DIC list that I would like to see escalated and addressed by the BOE and WPS in the near future.

40 District Increase the diversity within teaching faculty to more accurately reflect the demographic variability of the student body. 12/9/13 Currently a goal for Human Resources and principals. Efforts such as recruitment/retention continue. 1/25/14
Rather than accept the ongoing efforts I would like to see a new initiative for hiring a more diverse faculty developed and implemented over the summer. The timing is good with a new HR person being sought, a HR person as superintendent and the summer hiring season about to commence.

**45 Early Childhood" Systemic Invest in early childhood (III), 12/9/13 "1) Develop educational programs to support children's learning at the earliest ages since primary socialization occurs by the age of 5
2) PreK
3) Early Childhood Center, could utilize the Wolcott building for early childhood programming, Birth - 3, etc." Long-term discussion. 1/25/14**

I would like to see the BOE and WPS immerse itself in facilitating early pre-school for all Windsor children. I realize there are initiatives by the State of Ct in this arena but we need not wait for or be on conflict with other initiatives. We can coordinate with all the stakeholders, State of CT programs, parents, community and religious groups and facilitate pre-school for all residents. We do not necessarily have to fund the process but we can start collecting data and facilitating the process of matching needs with available resources.

I believe both of these items can be implemented in the short term and would have a direct influence on achieving the Windsor BOE goals.”

Leonard Lockhart stated his goals as:

Item #11 supports special education and the need to attain more resources to help all students achieve.

Item #40 addresses the diversity within the community and schools and requires a close look at the student population to determine that students are serviced appropriately.

Item #55 focuses on the alternative education program housed at L.P. Wilson and concern the building cannot service students' needs adequately, particularly in the event of an emergency.

Item #70 provide detail about raising student expectations. The district must do a better job to promote who we are to parents and the community in an enthusiastic manner. We must explain our intentions and plans to deliver for students.

Item #45 discusses early childhood education which can be a costly endeavor with many challenges, however engagement of children aged 3-5 pays huge dividends throughout a student's career.

Cristina Santos reported her target goals at the April 7 meeting and agreed that early childhood and special education needs to be serviced adequately and strategically. The preschool program has doubled in size since the district reorganization, which emphasizes the need. A collaborative effort with the town will be needed to find an effective resolution.

Other members discussed difficulty determining top 5 items and preferred to defer an outcome based on suggestions and priorities as determined by the full Board.

Craig Cooke suggested that long-range planning, but on a shorter scale, may be needed to successfully implement an early childhood program. Grant opportunities exist now and the turnaround is very quick which may not make it feasible to wait for action at the next Board meeting.

The committee discussed an outline for presentation to the full Board for the May 20 meeting. The content would include the charge of the committee and work to date; the four major areas of concern in the district including early childhood education, special education (all levels); family engagement; and community involvement; and the future direction and structure of the committee.

6. Miscellaneous

Discussion:

Discussion included the process on how the committee interprets the data provided by the district as it is utilized to make data-driven decisions and determine priorities. The Windsor High School Governance Council continues discussion regarding the EER Study and this committee needs to stay tuned in to this item.

7. Audience to Visitors

Discussion:

None.

8. Adjournment

Motion Passed: Motion to adjourn meeting at 9:15 p.m. passed with a motion by Ms. Michaela Fissel and a second by Ms. Melissa Rizzo Holmes.

Ms. Michaela Fissel Yes

Mr. Leonard Lockhart Yes

Ms. Melissa Rizzo Holmes Yes

Ms. Cristina Santos Yes

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

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Windsor Board of Education
Policy Committee
Unapproved Minutes
Monday, May 19, 2014 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the May 19, 2014 Policy Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:32 PM:

Present Board Members:

Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:

Paul Panos called the meeting to order at 6:32 PM. Superintendent of Schools Craig Cooke was also in attendance.

2. Audience to Visitors

Discussion:

None.

3. Review P/AR Promotion and Retention

Discussion:

The committee reviewed P/AR 5123 Promotion and Retention and will continue discussion of this policy at the next Policy Committee meeting.

4. Revise BL-9121 Official Duties - President

Discussion:

The committee discussed BL-9121 Official Duties -President and will continue discussion on this policy at the next Policy Committee meeting.

5. Revise BL-9325.2 Order of Business

Discussion:

The committee reviewed BL-9325.2 Order of Business and will bring it to the full board as a first reading at the next regular meeting.

Motion Passed: Move to bring BL-9325.2 Order of Business forward for a first reading passed with a motion by Mr. Richard O'Reilly and a second by Ms. Melissa Rizzo Holmes.

Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos No vote

6. Revise P-3110 Formation of the Annual Operating Budget

Discussion:

The committee discussed P-3110 Formation of the Annual Operating Budget and will bring it to the full board as a first reading at the next regular meeting.

Motion Passed: Move that P-3110 Formation of the Annual Operating Budget be brought forward for a first reading passed with a motion by Ms. Melissa Rizzo Holmes and a second by Mr. Richard O'Reilly.

Mr. Richard O'Reilly Yes

Mr. Paul Panos Yes

Ms. Melissa Rizzo Holmes Yes

Ms. Cristina Santos No vote

7. Revise P-6142 Prescribed Courses of Study and New P-6142.1 Curricular Exemptions

Discussion:

The committee discussed revising P-6141 Prescribed Courses of Study and new P-6142.1 Curricular Exemptions. Both items will be brought to the full board as a first reading at the next regular meeting.

Motion Passed: Move that P-6142 Prescribed Courses of Study and P-6142.1 Curricular Exemptions be brought forward for a first reading passed with a motion by Mr. Richard O'Reilly and a second by Ms. Melissa Rizzo Holmes.

Mr. Richard O'Reilly Yes

Mr. Paul Panos Yes

Ms. Melissa Rizzo Holmes Yes

Ms. Cristina Santos No vote

8. Review AR-5131.911 Safe School Climate Plan

Discussion:

The committee discussed AR-5131.911 Safe School Climate Plan.

9. Adjournment

Discussion:

The meeting was adjourned at 7:57 PM.

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting
Unapproved Minutes
Monday, May 19, 2014 8:00 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the May 19, 2014 Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 8:00 PM:

Present Board Members:

Mr. Ronald Eleveld
Ms. Michaela Fissel
Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:

Ms. Darleen Klase
Mr. Leonard Lockhart

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:

President Cristina Santos called the meeting to order at 8:00 PM. Superintendent of Schools Craig Cooke was also in attendance.

2. Audience to Visitors

Discussion:

None.

3. Interview Candidate - Assistant Superintendent of Human Resources - Dr. Cooke will present a candidate for this position. Prior to a possible motion in the public portion of the meeting, it is proposed that the Board of Education go into Executive Session to interview the candidate.

Discussion:

Superintendent Craig Cooke was invited into executive session.

Motion Passed: Move to executive session for the purpose of interviewing the candidate for the Assistant Superintendent of Human Resources passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Absent
Mr. Leonard Lockhart Absent
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Move to return to open session passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Absent
Mr. Leonard Lockhart Absent
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Move to offer Terrell Hill the position of Assistant Superintendent of Human Resources passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Absent
Mr. Leonard Lockhart Absent
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

4. Announcements

Discussion:
None.

5. Adjournment

Discussion:
The meeting was adjourned at 8:55 PM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Absent
Mr. Leonard Lockhart Absent
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

**Windsor Board of Education
Special Meeting
Unapproved Minutes**

Tuesday, May 20, 2014 6:00 PM
Town Hall, Ludlow Room

The following are the unapproved minutes of the May 20, 2014 Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 PM:

Present Board Members:

Mr. Ronald Eleveld
Ms. Michaela Fissel
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:

President Cristina Santos called the meeting to order at 6:00 PM. Superintendent of Schools Craig Cooke was also in attendance.

2. Audience to Visitors

Discussion:

None.

3. Interview Candidate - Director of Business Services - Dr. Cooke will present a candidate for this position. Prior to a possible motion in the public portion of the meeting, it is proposed that the Board of Education go into Executive Session to interview the candidate.

Discussion:

Superintendent Craig Cooke was invited into executive session.

Motion Passed: Move to executive session for the purpose of interviewing the candidate for the Director of Business Services passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Move to return to open session passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Move to offer Danielle Batchelder the position of Director of Business Services passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

4. Announcements

Discussion:
None.

5. Adjournment

Discussion:
The meeting was adjourned at 6:40 PM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

**Windsor Board of Education
Regular Meeting
Unapproved Minutes**

Tuesday, May 20, 2014 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the May 20, 2014 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:54 PM:

Present Board Members:

Mr. Ronald Eleveld
Ms. Michaela Fissel
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:

The meeting was called to order at 7:00 p.m. by Ms. Santos with the Pledge of Allegiance and a Moment of Silence.

Also in attendance: Craig A. Cooke, Ph.D., Superintendent of Schools, Frank Williams, Director of Business Services, Steven Carvalho, Director of Pupil & Special Education Services, Mark Winzler, Mark Winzler, Interim Assistant Superintendent for Human Resources, and Mary Anne Butler, Assistant Superintendent for Instructional Services.

2. Recognitions/Acknowledgements

Discussion:

Dr. Cooke announced the hiring of three new cabinet members: Mr. Steven Carvalho, who has been serving in the position as Interim Director, has been appointed to the position of Director of Pupil and Special Education Services.

Dr. Cooke announced the appointment of a new Director of Business Services, Ms. Danielle Batchelder.

Dr. Cooke announced the appointment of Terrell Hill as the Assistant Superintendent for Human Resources.

2.a. J.F. Kennedy PTO--Marquee Board for J.F. Kennedy

Discussion:

Dr. Cooke recognized the J. F. Kennedy PTO, represented by Judy Sticklers, and their donation of \$5,000 toward a marquee board in front of the building.

2.b. J.F. Kennedy Students Persuasive Writing

Discussion:

Dr. Cooke recognized the third grade students from J. F. Kennedy who presented their persuasive speeches, petitions and editorials to convince Mrs. Ravenola that J.F. Kennedy needs a new gym floor.

Margarite Smith gave background of the writing curriculum and outlined the approach to the unit, and seven students read their persuasive writings.

2.c. Clover Street Poetry Slam Students

Discussion:

Dr. Cooke recognized the Clover Street Artist in Residence Program presented by Lisa Thomas and Michelle Jones. The program culminates in the 5th Grade Poetry SLAM. SLAM participants presented their poems.

2.d. Recognition--CABE Student Leadership Awards: WHS--Kaitlyn Ali, Dillon Vibes; SPMS--Alexis Walker, Marcus Manson

Discussion:

Dr. Cooke, Ms. Santos and Mr. Cavaliere recognized Alexis Walker and Marcus Manson, Connecticut Association of Boards of Education Student Leadership Award recipients from Sage Park Middle School.

Dr. Cooke, Ms. Santos and Mr. Sills recognized Kaitlyn Ali and Dillon Vibes, Connecticut Association of Boards of Education Student Leadership Award recipients from Windsor High School.

3. Audience to Visitors

Discussion:

Rosi Miskavitch, 20 Coach Circle, thanked the high school, Dr. Cooke and the Board for the Older Americans breakfast hosted at the high school. She suggested forming a consortium committee of leaders representing every school in Windsor, including parochial, private, magnet, etc. to bring ideas to the table to serve all students; she suggested forming sister schools in Windsor. She requested that these ideas be referred to the District Improvement Committee.

4. Student Representative Report

Discussion:

Ms. Ali reported that the Shad Derby had record-breaking crowds this year. She reported: AP testing ended on Thursday, May 10, the NASA HUNCH trip to the Goddard Space Flight Center was successful and the Manufacturing classes put the panel on display. She suggested having them come in for the last Board meeting so they can share the work they did, along with the video production team and show their work on the project. The Boys 4x4 set a record at the JI meet, boys lacrosse have a winning season going, the basketball team is still raising money for their rings and are having fundraiser at Buffalo Wild Wings on May 21, the Band Concert is Thursday, Senior Prom is Saturday, Honor Cord night is May 29, Senior Outing is May 30, and Scholarship and Awards night is June 5. The run she is organizing will be held June 14 at 10:00 a.m.

5. Board of Education

5.a. President's Report

Discussion:

Ms. Santos acknowledged the budget referendum passed. She also acknowledged the great working relationship between the Board and the Town Council. She reported the back cover of "There's A Lot Going on in Windsor", is the Board's and highlights NASA HUNCH and Electrathon.

5.b. School Liaison Reports

5.b.1. Windsor High School

Discussion:

Ms. Klase reported she and Mr. O'Reilly were unable to attend the School Governance Council meeting the night before, but got a report from Mr. Sills. The committee did a self-reflection and as a result they are doing some student focus groups. The groups, facilitated by the student representatives, are taking a cross section of the students are asking, "What is my greatest obstacle to academic success?" and, "What can my school do to support me to overcome them?" The results will help frame the Committee's work for the coming school year.

The School Governance Council will begin a Study Circle pilot on June 6 & 7 that includes students, parents, teachers, and community members.

Mr. Williams reported that the WHS Culinary classes worked with Chef Renee to prepare all the shad dishes that were served. There was 100% participation, and three students came to help prepare and serve the food at the Shad Derby.

5.b.2. Sage Park Middle School

Discussion:

Mr. Williams reported Sage Park will have their 7th and 8th grade band and string spring concert tomorrow. The annual Cape Cod trip for 7th graders is May 27-30.

5.b.3. Clover Street School

Discussion:

Mr. Lockhart was unable to attend the School Governance Council meeting, but received an update. A consultant, Ms. Annie Sweeney, has been working with them on the revision of the school compact. It will be done in three phases: the first phase is with the students, the second phase is with the parents, and the third phase is with the teachers, all with a laser sharp focus on how do we address student achievement at the Clover Street School. Clover Street participated in ACES walking around the community on May 7, on June 13 the school will visit Team Paragon at Roger Wolcott. Mr. Williams asks that Board members go to District website, click on Clover Street and see all events coming up.

5.b.4. John F. Kennedy School

Discussion:

Ms. Fissel was unable to attend PTO meeting but received an update. Please go to the calendar. All events, including field trips, are now listed on the calendar. This Thursday at 6:30 p.m. is ST Math Night, Field Day June 11, OE Grade 2 will visit JFK on June 9, and the last PTO meeting is June 9 at 6:30 p.m. in the library.

5.b.5. Oliver Ellsworth School

Discussion:

Mr. Eleveld reported OE is thrilled to be the home of Windsor's Teacher of The Year this year, Ms. Kathleen Furie. The following day was Teacher Appreciation, OE staff appreciates parents who participated in the survey, the kindergarten parent information night was well attended, kindergarten screening is going on, the Daisy Troop is gifting several plants for the courtyard, and a combined JFK and OE ST Math night will be held at JFK on May 22 from 6:30-7:30 p.m.

5.b.6. Poquonock School

Discussion:

Mr. Panos reported 2nd graders visited Northwest Park, in early May students had earned their PBIS incentives. On May 6, Mr. Sullivan hosted a family breakfast for the 2nd grade, on May 8, the Poquonock Family Resource Center, held a playgroup for incoming kindergarten students and on May 9, Poquonock and Clover Family Dance took place at the Clover Street School. This month they are holding kindergarten screenings, they held a story and craft night for incoming kindergarten students, and this week Monday through Thursday they have a buy one get one free book fair. On May 22 & 23 there will be more visits to Northwest Park, and on June 2, Poquonock's 2nd graders will Skype with Clover's 3rd graders before they visit. Field Day is Friday, June 13, the rain date is June 18.

5.c. District Improvement Committee Update

Discussion:

Mr. Lockhart presented an update on the District Improvement Committee, their charge and the actions of the committee. He reviewed the background, charge, actions, and recommendations of the committee. The updated charge on April 7, 2014 stated the May report to the full Board should be a status update including findings, work completed to date and a prioritization of the work remaining, with a full report to the full Board by December 2014 which may indicate some work that may need to be continued beyond that date.

The committee reviewed the input of over 80 items, categorized them, and identified four major focus areas: Early Childhood Education, Special Education including Alternative Education, Family Engagement and Community Involvement. At the last committee meeting, they came to consensus on recommendations on how to move forward with the process: (1) dissolve the District Improvement Committee as currently established; (2) go twice a year with public forums, one at the beginning of the fall semester that is a listening forum focused on early childhood education, and one at the beginning of the spring semester that would present a long range planning type of concept; (3) full board representation at the public forums; and (4) be cognizant of not being in conflict with other Board and school events.

The committee would like to ask Madame President to reassess the charge of the committee, to meet prior to other scheduled meetings or workshops, and possibly reconstitute to the long range planning format. On behalf of the

committee, he asks that it be considered and placed on the agenda for the next meeting so as to deliberate as a full Board.

Questions and discussion ensued.

Ms. Santos asked that the full Board take the update and in June make some decisions regarding the District Improvement Committee. She asked Board members to share with Dr. Cooke ideas on current status and how to move forward, and it will be put on the June agenda.

Ms. Klase, requested that the Board be supplied with any other data sets or documentation used for decision areas.

6. Superintendent's Report

Discussion:

Dr. Cooke congratulated Ms. Ali on her selection as Shad Derby Queen.

He reported the dress code survey was launched today; it is on website and he will do a robo-call. The survey is to gather input that will be used to decide whether to consider pursuing it further or not. He reported all Board members received "Got Summer Reading" bumper stickers, and a great summer reading program has been developed to keep learning going during the summer. He reported that a blood drive was held at the high school, and there were over 100 donations from students and staff.

He thanked Frank Williams for his work on the gym floors with the principals and P.E. teachers.

The 2014-15 Teacher of the Year, Kathleen Furie, will be at the Board meeting in September.

6.a. Curriculum Development (2nd Reading)

6.a.1. Jewelry Design 2

6.a.2. Drawing I

6.a.3. Recording Tech

6.a.4. Kindergarten Music

6.a.5. Spanish I MS-HS-Semester 2

6.a.6. French

6.a.7. Medical Emergencies

6.a.8. Meteorology

6.a.9. Modern Global Studies

6.a.10. Early Global Studies

Discussion:

Ms. Klase reported that Ms. Butler's team and the district has been doing an amazing job on curriculum. Many of these identify where the curriculum aligns to the common core; the Common Core workshop was videotaped and is available on WIN-TV. The Curriculum Committee believes that curriculum is the building block for high expectation and achievement for our students.

Motion Passed: Motion that the Board approve Jewelry Design 2, Drawing 1, Recording Tech 1, Kindergarten Music, Spanish 1 - Middle School and High School Level, French 1 - Semester 2, Meteorology, Modern Global Studies, and Grade 9 Early Global Studies curricula as presented for a 2nd reading passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld Yes

Ms. Michaela Fissel Yes

Ms. Darleen Klase Yes

Mr. Leonard Lockhart Yes

Mr. Richard O'Reilly Yes

Mr. Paul Panos Yes

Ms. Melissa Rizzo Holmes Yes

Ms. Cristina Santos Yes

Mr. Kenneth Williams Yes

Ms. Butler reported Medical Emergencies is an elective, it is not a health course, and it addresses three basic first aid areas: wound care, splinting and some training on the defibrillator. The curriculum is aligned with the American Heart Association and the teacher is certified to instruct it, the students receive a certificate upon passing the class.

Ms. Fissel stated she will not vote in support of the motion as the curriculum does not address alcohol and drug overdose issues.

Discussion ensued.

Motion Passed: Motion that the Board approve Medical Emergencies 1 as presented passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.

Mr. Ronald Eleveld	No
Ms. Michaela Fissel	No
Ms. Darleen Klase	Yes
Mr. Leonard Lockhart	Yes
Mr. Richard O'Reilly	Abstain
Mr. Paul Panos	Yes
Ms. Melissa Rizzo Holmes	No
Ms. Cristina Santos	Yes
Mr. Kenneth Williams	Yes

6.b. Report on Student Participation and Performance in AP Courses

Discussion:

Mr. Rau reported the AP program is a school-wide effort and recognized the counselors who coordinate the testing and the AP cohort teachers.

Mr. Sills and Mr. Rau reported on the AP program at Windsor High School. Mr. Rau reported that 2014 reflects the highest number of students taking AP exams, as well as number of tests taken; the percentage of the student body taking at least one AP class has increased to 20%.

Discussion ensued.

7. Committee Reports

7.a. Curriculum Committee

Discussion:

Ms. Klase reported the next committee meeting is June 5 at 4:30 at LPW. As there will be more and more curriculum to approve, she suggested a curriculum workshop for the Board to review the role of the committee, models of other curriculum committees, and the structure of curriculum and cross disciplines.

7.b. District Improvement Committee

Discussion:

No report.

7.c. Finance Committee

Discussion:

No report.

7.d. Policy Committee

Discussion:

Mr. Panos reported the committee had a meeting last night; they reviewed some of the existing policies, discussed order of business, defining what a retreat is, and information passed down by the State.

7.e. Technology Committee

Discussion:

Mr. O'Reilly reported the committee has not met since the last Board meeting, the next meeting is scheduled for June 5 at 6:30 p.m. at LPW.

8. Consent Agenda

8.a. Financial Report

8.b. Enrollment Report

8.c. Food Service Report

8.d. Human Resources Report

8.e. Approval of Healthy Food Certification Program

Motion Passed: Motion to accept the Consent Agenda items A-E passed with a motion by Mr. Paul Panos and a second by Mr. Richard O'Reilly.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

9. Approval of Minutes

9.a. April 7, 2014 Special Meeting

9.b. April 7, 2014 District Improvement Committee

9.c. April 8, 2014 Special Meeting

9.d. April 10, 2014 Curriculum Committee

9.e. May 6, 2014 Executive Committee

9.f. May 6, 2014 Special Meeting

9.g. May 8, 2014 Special Meeting

Motion Passed: Motion to approve the minutes of: April 7, 2014 Special Meeting, April 7, 2014 District Improvement Committee, April 8, 2014 Special Meeting, April 10, 2014 Curriculum Committee, May 6, 2014 Executive Committee Meeting, May 6, 2014 Special Meeting, and May 8, 2014 Special Meeting passed with a motion by Ms. Melissa Rizzo Holmes and a second by Mr. Leonard Lockhart.

Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Melissa Rizzo Holmes Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

10. Other Matters/Announcements/Regular BOE Meetings

10.a. BOE Curriculum Committee Meeting, Thursday, June 5, 2014 at 4:30 PM, L.P. Wilson Community Center, Room 17

10.b. BOE Technology Committee Meeting, Thursday, June 5, 2014 at 6:30 PM, L.P. Wilson Community Center, Board Room

10.c. Next BOE Regular Meeting is Tuesday, June 17, 2014 at 7:00 PM, Town Hall, Council Chambers

Discussion:

Mr. Williams stated the students tonight were simply extraordinary.

Mr. O'Reilly stated that the spring sports season at the high school ending next week, please try to attend a game.

Mr. Lockhart stated Project Graduation is looking for volunteers and they need about 70 volunteers. He encouraged parents to please give some time, come out and support the kids and give them something productive to do after graduation.

Ms. Klase stated the Windsor Youth Commission had a substance awareness session at Sage Park Middle School; while it was lightly attended, the Youth Commission is going to try to do the program again; it was indicated that they probably will stage the mock crash at the high school again next year.

11. Audience to Visitors

Discussion:
None.

12. Adjournment

Motion Passed: The meeting adjourned at 9:50 with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.

- Mr. Ronald Eleveld Yes
- Ms. Michaela Fissel Yes
- Ms. Darleen Klase Yes
- Mr. Leonard Lockhart Yes
- Mr. Richard O'Reilly Yes
- Mr. Paul Panos Yes
- Ms. Melissa Rizzo Holmes Yes
- Ms. Cristina Santos Yes
- Mr. Kenneth Williams Yes

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

**Windsor Board of Education
Executive Committee
Unapproved Minutes**

Monday, June 2, 2014 4:30 PM

L.P. Wilson Community Center, Superintendent's Conference Room

The following are the unapproved minutes of the June 2, 2014 Executive Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:

Ms. Darleen Klase
Mr. Paul Panos
Ms. Cristina Santos

Updated Attendance:

Mr. Paul Panos was updated to present at: 5:05 PM

1. Call to Order

Discussion:

President Cristina Santos called the meeting to order at 4:30 PM. Also in attendance was Superintendent Craig Cooke.

2. Set the agenda for the Regular Board Meeting on Tuesday, June 17, 2014

Discussion:

The committee discussed and set the agenda for the Regular Board Meeting on Tuesday, June 17, 2014.

3. Review BOE Self-evaluation form

Discussion:

The committee reviewed the BOE self-evaluation form.

4. Miscellaneous

5. Adjournment

Discussion:

The meeting was adjourned at 5:31 PM.

Motion Passed: Move to adjourn the meeting at 5:31 PM passed with a motion by Ms. Cristina Santos and a second by Ms. Darleen Klase.

Ms. Darleen Klase Yes
Mr. Paul Panos Yes
Ms. Cristina Santos Yes

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

Windsor Board of Education
Curriculum Committee
Unapproved Minutes
Thursday, June 5, 2014 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the June 5, 2014 Curriculum Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:

Ms. Michaela Fissel
Ms. Darleen Klase
Ms. Melissa Rizzo Holmes
Ms. Cristina Santos

Updated Attendance:

Ms. Michaela Fissel was updated to present at: 5:21 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:

Darleen Klase called the meeting to order at 4:30 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance was Mary Anne Butler, Assistant Superintendent for Instructional Services.

Motion Passed: Motion to move Item 5 after Item 10 passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Cristina Santos.

Ms. Michaela Fissel	Absent
Ms. Darleen Klase	Yes
Ms. Melissa Rizzo Holmes	Yes
Ms. Cristina Santos	Yes

2. Audience to Visitors

Discussion:

None.

3. Introduction to Electronic Commerce

Discussion:

Darleen Klase discussed the process for the meeting and stated any questions raised in subcommittee meeting will be presented to full Board by next Thursday, June 12 providing time for response. Item discussion will be summarized, and then we will move on.

Hyacinth Defoe and Gloria Wellington, Business teachers at Windsor High School, discussed the curriculum which ties in marketing and entrepreneurship with the Internet. Students use software to create websites, learn at their own pace, participate in a student competition, and the best sites would be launched with a tie in to fashion merchandise.

4. Aviation and Flight

Discussion:

John Reinwald, Tech Ed teacher at Windsor High School, discussed the Aviation and Flight curriculum which is designed as a STEM course and can be a technology or science elective with connections in the community, such as the New England Air Museum. This course exposes students to a variety of career pathways.

5. English 12: The Journey and Beyond

Discussion:

Bonnie Fineman, English Department Chair at Windsor High School, introduced the curricula for English 12, which is a year-long course designed to strengthen students' critical reading and writing skills utilizing complex literary texts and contemporary non-fiction selections. It is aligned to the Common Core State Standards.

6. Family Sociology

Discussion:

Deb Maccarone stated the course has existed for many years, but is now formally aligned with current standards. Dan Chrisis, FACS teacher at Windsor High School, stated the text for the course coincides with FCCLA and students utilize library resources. The course provides extensive cultural experiences through discussion of healthy relationships, marriage, and family structure.

7. Innovation and Invention - Design and Communication (Grade 7)

Discussion:

Deb Maccarone introduced this grade 7 course, which is part of the Engineering by Design curriculum and is explicitly tied to math and science standards. James Graveline, Tech Arts & Media teacher at Sage Park Middle School, discussed the focus of the course is on the communication aspect of design, problem solving, and utilizes bridge design software. The course is in compliance with the CT Technology Frameworks and is interdisciplinary.

8. Introduction to Manufacturing

Discussion:

Deb Maccarone spoke about the Introduction to Manufacturing course which provides students with an introduction to the manufacturing lab in a hands-on environment, with a strong focus on safety. It was developed as a STEM course where students study manufacturing, work with CNC machines, plot coordinates, explore properties of materials, and calculate speeds.

9. New Textbook Purchases for Early Global Studies (9th Grade) and Modern Global Studies (10th Grade) College and Honors Level

Discussion:

Nancy Crilly-Kirk discussed the proposed texts, which are in two separate volumes, and presented in sequence. This text was chosen based on its fit with curriculum and standards, the incorporation of primary works, documents and charts, which makes the book enticing. It provides a supplementary glossary and atlases. An online presence is available with purchase of the text, works with any device and is compatible with current devices at Windsor High School. Cost is estimated at \$43,000.

10. For informational purposes only: Reconfiguration of awarding credits for full year courses.

Discussion:

Russell Sills, Principal at Windsor High School, discussed the reconfiguration of awarding credits as an informational item for the committee. This shift will take place next year, and does not affect scheduling, just when credits are awarded. It prevents a student from repeating an entire year when only one-half is content they did not pass.

11. Adjournment

Discussion:

Darleen Klase gave a summation of the meeting and all members unanimously agreed to present all curricula and the textbook proposal to the full Board on June 17 as a first reading and request the second reading be waived. All pertinent questions regarding curricula and textbook adoption presented today should be directed to the committee by Thursday, June 12 giving Ms. Butler time to respond.

Motion Passed: Motion to adjourn meeting at 6:13 p.m. passed with a motion by Ms. Melissa Rizzo Holmes and a second by Ms. Michaela Fissel.

Ms. Michaela Fissel Absent

Ms. Darleen Klase Yes

Ms. Melissa Rizzo Holmes Yes

Ms. Cristina Santos Yes

Melissa Rizzo Holmes, Secretary
Windsor Board of Education

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Windsor Board of Education
Technology Committee
Unapproved Minutes
Thursday, June 5, 2014 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the June 5, 2014 Technology Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:

Mr. Richard O'Reilly
Ms. Cristina Santos

Absent Board Members:

Mr. Ronald Eleveld
Mr. Kenneth Williams

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:

Richard O'Reilly called the meeting to order at 6:30 PM. Douglas Couture, Curriculum Supervisor of Education Technology was also in attendance.

2. Audience to Visitors

Discussion:

None

3. Review of Technology Grant

Discussion:

The committee discussed the technology grant. All grant monies have been spent. With the grant, the committee purchased 515 Chromebooks and 43 carts. To date, over 1400 Chromebooks and 380 iPads have been purchased for the district. Every K-2 teacher has an iPad to use in the classroom. Every Grade 3-8 teacher has a Chromebook. The district is 1:1 with Chromebooks at the grade 3-5 level. There are approximately 330 Chromebooks in use at Sage Park and Windsor High has 286 Chromebooks being used in Algebra 1 and various other pilot classrooms.

4. Bring Your Own Device (BYOD) Policy Update

Discussion:

The committee discussed that clarification is needed in terminology of the definition of a tablet. It is possible that loaner computers could be a possibility for students without devices at home. It was discussed that a technology meeting in August could be used to come up with recommendations for the 2015-2016 school year regarding BYOD and devices provided by the district.

5. Survey of Student Household Technology

Discussion:

The committee reviewed a 2012 8th grade survey indicating that 97% of students said they have a computer at home. Also reviewed was a Grade 3-5 snap shot questionnaire showing that only 4 students in grade 3 said that they did not

have a device at home for the 2013-2014 school year. The district will administer a more comprehensive survey in the fall which will inform decisions for the Education Technology Plan required by the state due on July 1, 2015.

6. Plans for 2014-2015 School Year

Discussion:

The committee discussed technology plans for the 2014-2015 school year.

7. Adjournment

Discussion:

The meeting was adjourned at 7:00 PM.

Melissa Rizzo Holmes, Secretary
Windsor Board of Education