

## Regular Meeting

Wednesday, October 7, 2015 7:00 PM  
Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, National Anthem/Pledge of Allegiance, Moment of Silence**
2. **Staff and Student Recognition** **Presenter:** Chris Cassin
3. **Approval of Minutes - September 9, 2015 Regular Meeting**
4. **Committee Reports** **Presenter:** Commissioners
5. **Student Representative Reports**
6. **Superintendent Report** **Presenter:** Dr. Solek
7. **Consent Agenda**
  - 7.1. Personnel
    - 7.1.a. New Administrator Hires
    - 7.1.b. New Teacher Hire
    - 7.1.c. A-3 Teacher Appointments
    - 7.1.d. Teacher Request for an Unpaid Leave of Absence
    - 7.1.e. Sixth Year Salary Credit - Effective September 1, 2015
    - 7.1.f. Coaching Appointments
  - 7.2. Grants
    - 7.2.a. Adult Education Grant
    - 7.2.b. Annual Funding from the Carl D. Perkins Career & Technical Education Act of 2006
    - 7.2.c. PIP(Program Improvement Project)
8. **Public Comment**
9. **Deliberated Items/District Leadership Team Reports**
  - 9.1. Secondary Summer School Report **Presenter:** Larry Covino
10. **Curriculum Revision**
  - 10.1. K-5 ELA Curriculum - Second Reading **Presenter:** Ericka Coleman
11. **Policy Revision**
  - 11.1. Request for waiver of a portion of Policy 6141.328 BYOD (Bring Your Own Device)- First Reading\* **Presenter:** Dr. Richard Gagliardi
12. **Textbook Adoption**

12.1. Individual and Family Development/UCONN  
HDFS 1070 - First Reading

**Presenter:** Dr.  
Richard Gagliardi

13. **New Business**

14. **Liaison Reports**

15. **Adjournment**

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**September 9, 2015 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, September 9, 2015 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Lawrence Amara, Genard Dolan, Jennifer Dube, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Ellen Solek, Superintendent, Susan Moreau, Deputy Superintendent; and Student Representatives David Kaminski and Cassidy Yates.

**CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE**

Chairman Amara called the meeting to order at 7:00 p.m. and invited the audience to join him in reciting the Pledge of Allegiance.

A moment of silence was observed for Jeannine Provenzano an Elementary and Middle School Teacher and Guidance Counselor at Edgewood Elementary and Northeast Middle School from 11/30/59 to 6/30/91 and James Rogers a Special Education and Language Arts Teacher at Memorial Boulevard Middle School from 11/3/75 to 6/30/07.

**APPROVAL OF MINUTES**

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

**VOTED:** *That the Board of Education approve the August 19, 2015 Regular Meeting Minutes as written.*

**COMMITTEE REPORTS**

**Personnel**

Commissioner Dolan reported that the Personnel Committee interviewed four vendors for the food services contract and has selected one.

*Commissioner Dolan made a motion That the Board of Education approve the food service vendor unanimously recommended by the Personnel Committee and authorize the Board Chair and the Superintendent to negotiate and execute a contract on the Board's behalf. Commissioner Morgan seconded the motion.*

Questions followed regarding which company was selected. Whitson's Culinary Group was the selected vendor again. Discussion followed regarding the selection process, pending legal issues, the timing of such a selection, and the hiring process with the vendor.

Clarification was made that the Board cannot move forward without a decision from the Labor Board. In the meantime, Whitson's and our attorney will need to begin negotiating a contract based on the timeframe (after the opening of school) as that process will take some time.

*Commissioner O'Brien made a motion that the Board of Education amend the previous motion to delete the word "execute". The new motion would read as: That the Board of Education approve the food service vendor unanimously recommended by the Personnel Committee and authorize the Board Chair and the Superintendent to negotiate a contract on the Board's behalf. Commissioner Vibert seconded the motion.*

On motion by Commissioner Dolan and a seconded by Commissioner Vibert it was

**VOTED:** *That the Board of Education amend the first motion to include the name of the vendor as well as delete the word "execute". The new motion would read as: That the Board of Education approve the food services vendor,*

**Whitson's Culinary Group unanimously recommended by the Personnel Committee and that the Board authorizes the Board Chair and the Superintendent to negotiate a contract on the Board's behalf.**

Chairman Amara declared the motion **PASSED**, following a roll call vote of seven (7) commissioners in favor of the motion, and two (2), Commissioners Hintz and Wilson opposed.

Discussion followed regarding the new contract, salaries and the previous cafeteria deficit.

On motion by Commissioner Dolan and a seconded by Commissioner Morgan it was

***VOTED: That the Board of Education approve the food services vendor, Whitson's Culinary Group unanimously recommended by the Personnel Committee and that the Board authorizes the Board Chair and the Superintendent to negotiate a contract on the Board's behalf.***

Chairman Amara declared the motion **PASSED**, following a roll call vote of six (6) commissioners in favor of the motion, and three (3), Commissioners Hintz, Vibert and Wilson opposed.

**STUDENT REPRESENTATIVE REPORTS**

**Bristol Central** – David Kaminiski reported on Bristol Central activities. Freshman orientation was held on August 17<sup>th</sup>; freshmen toured the school with Senior Ambassadors which were chosen as mentors; the goal was to prepare the students for the first day of school and start them off on the right foot. Band Camp took place from the 18<sup>th</sup> thru the 22<sup>nd</sup>. Bristol Central is currently installing a new track and everyone is grateful for a new track. Fall sports have all started training; during the training Bristol Central was featured on NBC 30 regarding the heat wave and athlete safety. Mr. Winger held meeting with all grades regarding yearly expectations and happenings. Seniors are preparing this month and next month to get their recommendation letters ready for college application, booster clubs are also meeting to decide on this year's fund raisers and events and finally there will be a college fair held at Bristol Eastern for both high schools to attend.

**Bristol Eastern** – Cassidy Yates reported on Bristol Eastern activities. Fall sports are in full swing along with all of the other clubs and activities available to students. The marching band and dance squad are headed to Rentschler Field on Saturday to perform alongside the UCONN band during a field show, and they will be making an appearance at the Big E on September 23<sup>rd</sup>. The first home football game will be held on September 18<sup>th</sup>, they are very thankful to have their new press box under construction. Bristol Eastern is also hosting a college fair on September 24<sup>th</sup> at 6 p.m. Bristol Eastern will be well represented in the Mum Parade on September 27th with our Teens in the Driver's Seat float and the marching band.

**SUPERINTENDENT REPORT:**

**Bookmobile Update** - Jeanine Audette reported on summer bookmobile program. The bookmobile served 260 clients throughout the city; that total does not include the preschools that it visited during the year. They lent and gave away over 2,000 books to our children, 90% of those children had never been to the public library. The children were waiting for the bookmobile to arrive; 99% of the surveys gave the bookmobile a "5" which is highest for overall experience. Heather Hemple made all of that possible; "amazing", "awesome", "helpful" were some of adjectives used to describe Heather on the surveys. There were so many positives stories that came out of the bookmobile traveling around the city. This was an amazing, fiscally responsible program that was the result of school, community and The Stocker Foundation collaboration that gave so much, to so many. We will continue to visit our neighborhoods this fall on Saturdays. It will be in the Mum parade with our Teacher of the Year, Scott Ruel riding in it.

Mrs. Audette also informed the Board that the Business Education Foundation has given the other two middle schools 3-D printers, now all of our middle schools have this innovative technology. Mrs. Audette thanked United Way, Gloria Dei, Zion Lutheran, ESPN, Corporate America Federal Credit Union and everyone else who contributed to the 1,000 plus back packs and school supplies that our children received to start the school year. The Bristol Technical Advisory Board and the Chamber have been working to bring opportunities to students; on October 2<sup>nd</sup>, Manufacturing Mania will be held at Bristol Boys and Girls Club for our middle school students thanks to the hard work of the Chamber and Calvin Brown of the CT Center for Advanced Technology – Dream It and Do It Program. The Chamber will host a breakfast with Dr. Solek on the panel representing different segments

to talk about how community collaboration is moving our community in Bristol forward. Also, Adult Ed, with the help of Cindy Scoville from the Chamber has been designated by CT Department of Labor as an Eligible Training Provider Facility; qualifying us for tuition reimbursement for our AEDAC Program that we piloted last year. That is expanding due to a grant from Main Street Community Foundation and a partnership with Thomaston Savings Bank to pilot a Band Teller AEDAC program this fall.

**Turf Field Update** – Last evening the City Council met to discuss the opportunity to approve turf fields at each of our high schools. She is pleased to report that the Council did approve a field at Bristol Central and Bristol Eastern. The next phase in the process is to take an allocation of \$75,000 which was approved by the Finance Board to conduct a site survey at both fields and cost estimates going forward. All of that information will be brought back to the city for further action. We are pleased to hear that there is a possibility of turf fields at both high schools; just to clarify; they would be football and soccer fields at both schools. Dr. Solek thanked everyone that has put in time discussing this topic; City Council, city officials, Board of Education member and Chris Cassin.

**District Data Report** – Dr. Solek invited Dr. Pam Brisson, Director of Teaching and Learning, Dr. Susan Moreau, Deputy Superintendent and Dr. George Michna, Supervisor of Evaluation and Assessment to the podium to discuss and report on the recently release SBAC testing scores. Dr. Solek thanked the following Supervisors for their contribution to this evenings report: Lisa Bernabe, Ericka Coleman and Dr. Richard Gagliardi, they have not only poured over the data, but they are already identifying interventions and opportunities for growth across the district.

The in depth report, attachments and the Q & A that followed will all be posted on the Board of Education website. Also, Dr. Solek along with members of the leadership team and supervisory team will be going out to do at least two community forum on the SBAC results.

### **Current News and Information**

Dr. Solek reported that we had a successful school opening; despite the weather interruptions. Dr. Solek thanked all those involved for giving our parents and students a super school opening. Please stay tuned as we have Open Houses throughout the month of September and they should all be posted on our website under the individual schools. If information does not come to you directly, please contact Dr. Solek or Susan Everett and we will get it right out to you. We are now on Twitter, you can follow us at BRSTL1; the Twitter posts that are now up include the recent early dismissals notices as well as news, information and events going forward. Very soon we will be launching a Facebook page for the district which will also provide information and videos such as tonight presentation and other events, pictures and happenings in the district. She is very excited that we are now joining the 21<sup>st</sup> century and the age of technology; probably the the biggest challenge will be maintaining all of that information because lots of good things are happening in our schools.

A big congratulations goes out to Cory Nagle our 2013 Teacher of the year who has been published again. Mr. Nagle has written a book entitled: To Grade and Not To Grade: A Parent's Guide to Understanding Classroom Assessment. We are very proud of Mr. Nagle for this accomplishment as well as for the work that he does for us as a science teacher at Chippens Hills; if any commissioner would like a copy of his book, Dr. Solek will get you a copy.

An announcement was received today from Bristol Eastern. They were notified by Stephen Hoag, an Education Consultant for the CT State Department of Education Academic Office that Bristol Eastern was the top performing school in the Early Childhood Education and Services area of concentration in the 2015 Connecticut Statewide Career and Technical Education Assessment. Eastern will be honored for this achievement at the Luncheon of the Annual Connecticut Career & Technical Education Conference on October 15, 2015. Congratulation to Principal Carly Fortin and her staff for all they did to make this happen.

Finally, she has checked the weather forecast for tomorrow and it is forecasted to be below 80 degrees, custodial staff is busy tonight airing out our buildings, and she is anticipating a full day of school tomorrow.

## CONSENT AGENDA

### Administrator Resignation

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

**VOTED:** *That the Board of Education accept the following Administrator Resignation – Effective 8/11/15: Christina Chamberlain – BOE – Supervisor of Humanities and World Languages*

### New Administrator Hire

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

**VOTED:** *That the Board of Education approve the following New Administrator Hire – Effective 9/25/15: Kristen Peck - Bristol Early Childhood Center Supervisor*

### Teacher Resignations

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

**VOTED:** *That the Board of Education accept the following Teacher Resignations:  
John Couture – BCHS – Science – Effective August 20, 2015  
Rachel Mroz – CW – School Psychologist – Effective August 11, 2015  
Ludmila Zadrozny – ID – Grade 5 – Effective August 10, 2015*

### New Teacher Hires

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

**VOTED:** *That the Board of Education approve the following New Teacher Hires:*

*Kiara Bonilla-Jusino – WB – Wellness – October 1, 2015  
Stephen Grimaldi – BCHS – Science – Effective August 24, 2015  
Colleen Mello – CW – Music – 1 year position – Effective August 24, 2015  
Lois Settle – GH – Special Education – Effective September 10, 2015  
Steve Troche – BE – Spanish – Effective August 24, 2015  
Christa Zaldivar – STAF – Grade 4 – Effective August 24, 2015*

### A-2 Resignation - Effective August 12, 2015

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

**VOTED:** *That the Board of Education accept the following A-2 Teacher Resignation:  
Harrison Stuppler – BEHS – Band, Percussion Advisor*

### Public Comment

Gabriella Calfe – 64 Leslie Court - addressed the board regarding afterschool transportation. Chairman Amara thanked Gabriella, and he will instruct Dr. Solek to look into her transportation concerns.

Orlando Calfe – 64 Leslie Court – addressed the board regarding the BOE assignment policy. Chairman Amara said that he will see to it that Dr. Brisson gets back to him.

## Deliberated Items/District Leadership Team Reports

### New Hiring Overview

Sam Galloway, Director of Human Resources presented the Hiring Overview. Most positions have been filled, there are only a few that still remain open. Specifically we have Bristol Central with a .5 science and biology position, Bristol Eastern Special Education, an English position that is split between the two high schools. and two

school psychologist positions open. On the administrative side, we are in talks with a Supervisor of Humanities and World Language and the interviews for a Principal at Mountain View are ongoing.

Mr. Galloway also gave a brief update on enrollment: At Edgewood, Hubbell, Mountain View and South Side the numbers look good. At Greene-Hills we will be watching the Grade 3; Ivy Drive we will be watching Grade 5; Stafford we will be watching Grades 3 and 5; and West Bristol we will be watching Grades 3 and 4. The average class sizes in K-5 are 21 and the middle schools look good, but we will be watching Chippens Hill Grade 7. Commissioner Vibert ask that they receive a copy of that report.

### **NEW BUSINESS**

There was no New Business to come before the Board.

### **LIAISON REPORTS**

**CABE Report** – Commissioner Wilson reported that there are several workshops around the State for potential Board of Education members. The dates are as follows: Sept. 10<sup>th</sup>, Sept. 21<sup>st</sup>, Sept 30<sup>th</sup> and Oct. 6<sup>th</sup> the workshops will cover the roles of Board of Education Commissioners and current education topics. Also, if you are interested, you can sign up and attend the CABE convention even if you do not get re-elected.

**CREC Report** – Commissioner Wilson reported on the hiring process CREC has utilized in replacing the Executive Director who will retire in January.

### **VOTE TO CONVENE INTO EXECUTIVE SESSION**

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

***VOTED: That the Board of Education convene into Executive Session for the purpose of discussing: Records, reports or statements of strategy or negotiations with respect to collective bargaining group: Local 3351 Tentative Agreement pursuant to Connecticut General Statutes 1-200(6)E and 1-210(b)9.(8:56 p.m.)***

### **EXECUTIVE SESSION**

**PRESENT:** Commissioners: Lawrence Amara, Genard Dolan, Jennifer Dube, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Ellen Solek, Superintendent and Susan Moreau, Deputy Superintendent.

A report was given regarding the Tentative Agreement for Local 3351.

### **RECONVENE INTO PUBLIC SESSION**

The Board of Education reconvened into Public Session to take any votes on items discussed in Executive Session

### **ADJOURNMENT**

There being no other business to come before the Board of Education the meeting was adjourned. ***(9:12 p.m.)***

Respectfully Submitted

*Susan P. Everett*

Executive Secretary to Board of Education

**BOARD OF EDUCATION  
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT  
EFFECTIVE 9/1/2015

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Course/s	Authorship	Travel	Total Credits
Machol, Kerilyn	BCHS Guidance	30					30

9/23/2015



**STATE OF CONNECTICUT**  
**DEPARTMENT OF EDUCATION**



**GRANT AWARD NOTIFICATION**

**1 Grant Recipient**

BRISTOL PUBLIC SCHOOLS  
129 CHURCH STREET PO BOX 450  
BRISTOL, CT 06011-0450

**4 Award Information**

Statute: C.G.S. 10-71(c)

Grant Number: 017-000 11000-17030-2016-84002-170013

**2 Grant Title**

ADULT EDUCATION - PROVIDER

**5 Award Period**

7/1/2015 - 6/30/2016

**3 Education Staff**

Program Manager:  
Valerie Marino 860-807-2130

Payment & Expenditure Inquiries:  
Karen Calabrese 860-713-6472

**6 Authorized Funding**

Grant Amount: \$314,333

Funding Status: Preliminary

**7 Terms and Conditions of Award**

Subject to the availability of state funds, your application (ED-244) for total adult education expenditures of \$622,430 has been approved for Fiscal Year 2016.

State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the ED-245 to be submitted in March 2016 and the expenditure report for FY 2015 that will be submitted by September 1, 2015. The required expenditure report for FY 2015 was forwarded to you under separate cover.

In accepting these funds, the Grantee agrees that, as required by the assurances listed on the ED-244 grant application, it will prepare and deliver to the Department of Education an audit in accordance with Sections 7-394a and 7-396a of Connecticut General Statutes. Such audit shall identify any expenditures made by the Grantee that are not in compliance with the terms of Section 10-69 through 10-73c of the Connecticut General Statutes. Furthermore, the Grantee agrees to preserve all records and accounts for a period of three years.

Funds that support this contract may be provided by various Federal agencies, including but not limited to the U.S. Department of Health and Human Services through a number of grants, block grants, and grants-in aid, including, but not limited to the Child Care and Development Fund (CCDF) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a federal Catalog of Federal Domestic Assistance requirements specific to each block grant. The CFDA numbers are as follows: CCDBG-93575 and TANF-93.558. The Contractor shall communicate the above language to all subcontractors that perform services as delineated in a subcontract agreement. The contractor also shall maintain, and require all subcontractors to maintain any necessary data and documentation required for the auditing of any of the grant funds.

This grant has been approved.

8/25/2015

Charlene Russell-Tucker  
Associate Commissioner  
Division of Family and Student Support Services

**Topic: Adult Education Grant Award, School Year 2015-2016**

Each year, the State of Connecticut, Department of Health/Nutrition, Family Services, and Adult Education, awards local boards of education, upon receipt of the request for grant ED-244, grant allocations. This grant is subject to revision, based on the ED-245, which is to be submitted in March of 2016. This grant allows the Bristol Board of Education to provide quality educational programming and services for students in English for adults with limited English proficiency, elementary basic skills, and secondary school completion programs or classes.

\$622,430

# BUDGET FORM

Created On: 8/25/2015

**ED 114**

Fiscal Year: 2016  
 Grantee Name: BRISTOL  
 Grant Title: ADULT EDUCATION - PROVIDER  
 Project Title:  
 Fund: 11000 SPID: 17030 Year: 2016  
 Grant Period: 7/1/2015 - 6/30/2016  
 Project Code: SDE000000000002

Grantee: 017-000

Funding Status: Preliminary  
 Vendor ID: 00017

CF1: 170013 CF2:  
 Authorized Amount: \$622,430

**AUTHORIZED AMOUNT BY SOURCE:**

LOCAL: \$308,097

COOP DUE:

STATE: \$314,333  
*State District*

CODES	DESCRIPTIONS	STATE/LOC	COOP REV	COOP CODE
111A	NON-INSTRUCTIONAL	229,423	118,757	105,535
111B	INSTRUCTIONAL	180,409	97,421	88,119
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	54,191	13,776	40,415
322	IN SERVICE	2,150	0	2,150
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES			
400	PURCHASED PROPERTY SERVICES	117,509	63,455	54,054
500	OTHER PURCHASED SERVICES	17,604	9,506	8,098
600	SUPPLIES	11,200	6,048	5,152
700	PROPERTY	9,944	5,370	4,574
	<b>TOTAL</b>	<b>\$622,430</b>	<b>314,333</b>	<b>308,097</b>
XC01	COOPERATING TOWN 1:			
XC02	COOPERATING TOWN 2:			
XC03	COOPERATING TOWN 3:			
XC04	COOPERATING TOWN 4:			
XC05	COOPERATING TOWN 5:			
XC06	COOPERATING TOWN 6:			
XC07	COOPERATING TOWN 7:			
XC08	COOPERATING TOWN 8:			
XC09	COOPERATING TOWN 9:			
XC10	COOPERATING TOWN 10:			
XC11	COOPERATING TOWN 11:			
XC12	COOPERATING TOWN 12:			
XC13	COOPERATING TOWN 13:			
XC14	COOPERATING TOWN 14:			
XC15	COOPERATING TOWN 15:			
XC16	COOPERATING TOWN 16:			
XC17	COOPERATING TOWN 17:			
XC18	COOPERATING TOWN 18:			
XC19	COOPERATING TOWN 19:			

Original Request Date: 6/16/2015

**This budget was approved by Valerie Marino on 8/18/2015.**

**GRANT FUNDS from the CARL D. PERKINS CAREER and TECHNICAL EDUCATION ACT OF 2006 (Public Law 109-270).**

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Act seeks to promote a new vision for technical education in the 21<sup>st</sup> century. The goals of this new vision are focused on improving student achievement, and;

- integrating academic and technical education;
- promoting student attainment of challenging academic and technical standards;
- providing students with a strong experience in, and understanding of, all aspects of industry;
- involving parents and employers;
- providing strong linkages between secondary and post-secondary education; and,
- developing, improving and expanding the use of technology.

Funds from the Perkins Act must be used to promote innovation and continuous improvement in technical education so that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards.

Carl Perkins funding for Bristol will be used to support ongoing curriculum revision efforts in the Business, Family & Consumer Sciences, and Technology programs at each high school. Professional development activities and sessions for teachers are aimed at increasing their content knowledge in support of work to align courses with state and national standards. Teachers are also working to integrate the development of reading and mathematics skills along with the technical skills required within specific career pathways.

Equipment funds will be used to purchase ChromeBooks for Family & Consumer Sciences labs, and video production equipment for Engineering & Technology labs. Supplemental reading materials will be purchased to facilitate the development of Common Core Literacy Skills within technical subjects. Additional funds will be expended to provide technical subject teachers with professional development experiences with implementing Common Core Literacy Standards.

Distribution of 15-16 Carl Perkins Funding for Bristol:

Grant Related Clerical and Technical Support.....	5,083.00
Training & Staff Development.....	27,600.00
Curriculum & Instruction.....	28,886.00
Lab Equipment.....	<u>58,663.00</u>

**Grant Total:            \$120,232.00**

**Topic: Adult Education PIP Grant Award 2015-2016**

Each year, the State of Connecticut, Department of Health/Nutrition, Family Services, and Adult Education, awards local boards of education, upon receipt of the request for program improvements. This grant is being used to improve/expand our NEDP (National External Diploma Program), Transition: Post Secondary Education and Training (Expanding Bridges for Success), and our English Literacy and Civics Education Program. This grant allows the Bristol Board of Education to provide quality educational programming and services for students in English for adults with limited English proficiency, elementary basic skills, and secondary school completion programs or classes.

Two Grants \$25,000 & \$65,000 totaling \$90,000



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS  
129 CHURCH STREET PO BOX 450  
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL  
Statute: P.L. 105-220  
CFDA #: 84.002A  
SDE Project Code: SDE000000000002

Grant Number: 017-000 12060-20784-2016-84002-170015

2 Grant Title

ADULT EDUCATION

5 Award Period

7/1/2015 - 6/30/2016

3 Education Staff

Program Manager:  
Susan Pierson 860-807-2121

Payment & Expenditure Inquiries:  
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$25,000

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2015 and June 30, 2016 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2016. For grants awarded for two-year periods beginning July 1, 2015, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2017. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

9/11/2015

Charlene Russell-Tucker  
Associate Commissioner  
Division of Family and Student Support Services

# BUDGET FORM

Created On: 9/11/2015

## ED 114

Fiscal Year: 2016  
Grantee Name: BRISTOL  
Grant Title: ADULT EDUCATION  
Project Title: English Literacy Acquisition (EL/Civics)  
Fund: 12060 SPID: 20784 Year: 2016 PROG: 84002 CF1: 170015 CF2:  
Grant Period: 7/1/2015 - 6/30/2016  
Project Code: SDE000000000002

Funding Status: Final  
Vendor ID: 00017  
Authorized Amount: \$25,000

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$25,000

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	23,072
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	
322	IN SERVICE	
324	FIELD TRIPS	428
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
500	OTHER PURCHASED SERVICES	1,000
600	SUPPLIES	500
700	PROPERTY	
917	INDIRECT COST	
	<b>TOTAL</b>	<b>\$25,000</b>
XTLM	TOTAL LOCAL MATCHING	6,250
	<b>TOTAL for "X" Codes</b>	<b>\$6,250</b>

Original Request Date: 7/17/2015

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This budget was approved by Susan Pierson on 9/9/2015.



**STATE OF CONNECTICUT**  
**DEPARTMENT OF EDUCATION**



**GRANT AWARD NOTIFICATION**

**1 Grant Recipient**

BRISTOL PUBLIC SCHOOLS  
 129 CHURCH STREET PO BOX 450  
 BRISTOL, CT 06011-0450

**4 Award Information**

Grant Type: FEDERAL  
 Statute: P.L. 105-220  
 CFDA #: 84.002A  
 SDE Project Code: SDE0000000000002

Grant Number: 017-000 12060-20784-2016-84002

**2 Grant Title**

ADULT EDUCATION

**5 Award Period**

7/1/2015 - 6/30/2016

**3 Education Staff**

Program Manager:  
 Susan Pierson 860-807-2121

Payment & Expenditure Inquiries:  
 Karen Calabrese 860-713-6472

**6 Authorized Funding**

Grant Amount: \$65,000

Funding Status: Final

**7 Terms and Conditions of Award**

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2015 and June 30, 2016 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2016. For grants awarded for two-year periods beginning July 1, 2015, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2017. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

9/11/2015

Charlene Russell-Tucker  
 Associate Commissioner  
 Division of Family and Student Support Services

# BUDGET FORM

Created On: 9/11/2015

## ED 114

Fiscal Year: 2016  
Grantee Name: BRISTOL  
Grant Title: ADULT EDUCATION  
Project Title: Program Improvement Project(s)  
Fund: 12060  
Grant Period: 7/1/2015 - 6/30/2016  
Project Code: SDE000000000002

Grantee: 017-000  
Funding Status: Final  
Vendor ID: 00017  
Year: 2016  
PROG: 84002  
CF1:  
CF2:  
Authorized Amount: \$65,000

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$65,000

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	43,520
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	10,752
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	7,436
600	SUPPLIES	3,292
700	PROPERTY	
917	INDIRECT COST	
	<b>TOTAL</b>	<b>\$65,000</b>
XFLE	Family Literacy Services-ESL, ABE/GED	
XFLS	Family Literacy Services-CDP, NEDP	
XNAE	Nontraditional Adult Educ. Instruction & Services	
XNED	National External Diploma Program (NEDP)	30,000
XTIB	TRANS INT BASIC ED & SKILLS TRNG	
XTPS	Transition to Post-Secondary Education & Training	35,000
XVHS	Connecticut (CT) Adult Virtual High School	
XWFE	TRANSITION: PREPARING FOR 21C CAREERS-ESL, ABE/GED	
XWFS	TRANSITION: PREPARING FOR 21C CAREERS-CDP, NEDP	
XZLM	TOTAL LOCAL MATCHING	16,250
	<b>TOTAL for "X" Codes</b>	<b>\$81,250</b>

Original Request Date: 7/17/2015

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This budget was approved by Susan Pierson on 9/10/2015.

## Bristol Secondary Summer School 2015 Final Report

The summer of 2015 saw a few changes to the Bristol Secondary Summer School. First of all, with the curriculum changing in the Social Studies courses this past year, the curriculum and structure of the summer school Social Studies courses were also modified and enhanced. Another change to the program was that we had an influx in the number of students who took advantage of our wonderful on-line courses, especially the Civics course that was offered this year. Finally, the number of students that took advantage of only having to take a semester courses opposed to taking full year increased dramatically.

The combination of experienced teaching professionals and increased academic rigor, allowed the program to continue to be a model for the state. Besides the Social Studies, several other curriculums were modified in order to bring them into alignment with the Common Core. These changes were reflected most significant in the math program and as a result the number of academic failures increased significantly. The Language Arts and Social Studies curriculums were realigned this school year in preparation for this summer. Once again this year we were host to 9 education interns from Central Connecticut State University's Teaching Program. These interns were with us for 4 weeks and provided valuable assistance working with our students while learning from our academic professionals. Both CCSU and I feel that this program was a tremendous success and recommend its continuance next summer. Because of the cooperation of the staff at Bristol Eastern and the Summer School faculty, students were able to achieve to their highest potential.

We introduced the outstanding, new online program Edgenuity for Senior English, Civics, and Senior Math proved to be more successful this year. Especially in Civics where we saw the number students taking the course increase to 20 students and the percentage of students who earned the credit increase by over 5%. I would recommend that this service be reviewed further before next summer.

The continuation of Semester courses allowed for an increase from 48 to 83 students to attend either a Semester 1 or Semester 2 summer school course for twelve days and receive a half credit for their coursework. Of those 83 only 6 failed a course. I am sure this contributed to the increase student participation we saw this summer.

Once again this summer continued to be a safe and productive atmosphere for our students. With the help of Youth Officers George Franek, M. J. Warner, and Peter Sassu the program continued our tradition of providing a safe learning environment for students from 11 different school systems. Secretary Ashley Albert offered parents, students, and faculty professional assistance, while Outreach Worker Steve Elliot provided students and parents with a safe learning environment. Mr. Elliot also managed our textbooks resulting in a smooth transfer of materials with no lost textbooks for both the middle and high school programs.

Despite the relatively smooth summer there are always improvements that can be made. Our biggest concern involves the large number students enrolled in Algebra 1 classes. I believe that we need to hire one additional teacher for next year so that classes are smaller and the classrooms are more conducive to students finding success.

Respectfully submitted,

Steven Gaudet  
Director, Bristol Secondary Summer School

## Bristol Secondary Summer School 2015 High School Report

<b>2015 High School Statistics</b>	Bristol	Out of Town	Total	Compared To 2014
<b>Total Attending</b>	259	17	276	<b>1.7↓</b>
Course Taken @BE	368	30	398	<b>1.3↑</b>
Academic Failures	30	2	32	<b>27↓</b>
Attendance Failures	18	0	18	<b>49↓</b>
On-line Courses	27	0	27	3.8↑
<b>2014 High School Statistics</b>	Bristol	Out of Town	Total	Compared To 2013
<b>Total Attending</b>	267	14	281	<b>8↑</b>
Course Taken @BC	355	38	393	<b>16↑</b>
Academic Failures	39	5	44	<b>130↑</b>
Attendance Failures	28	7	35	<b>75↑</b>
On-line Courses	25	1	26	333↑
<b>2013 High School Statistics</b>	Bristol	Out of Town	Total	Compared To 2012
<b>Total Attending</b>	248	12	260	<b>8↑</b>
Course Taken @BE	327	13	340	<b>11↑</b>
Academic Failures	18	1	19	<b>8↓</b>
Attendance Failures	20	0	20	<b>7↓</b>
On-Line Courses	5	1	6	<b>30↓</b>
<b>2012 High School Statistics</b>	Bristol	Out of Town	Total	Compared To 2011
<b>Total Attending</b>	<b>194</b>	<b>23</b>	<b>217</b>	<b>No Change</b>
Course Taken @BC	274	25	299	<b>2</b>
Academic Failures	22	6	28	<b>12</b>
Attendance Failures	29	3	32	<b>50</b>
Assessment Failures	33	N/A	33	<b>11</b>
On-line Courses	20	0	20	<b>N/A</b>
On-Line Failures	10	0	10	<b>N/A</b>

## Bristol Secondary Summer School 2014 Middle School Report

<b>2014 Middle School Statistics</b>	Bristol	Out of Town	Total	<b>Compared To 2012</b>
<b>Total Attending</b>	72	1	79	<b>No Change</b>
Course Taken @BC	128	2	130	3↓
Academic Failures	12	0	12	20↓
Attendance Failures	0	0	0	100↓
<b>2013 Middle School Statistics</b>	Bristol	Out of Town	Total	<b>Compared To 2012</b>
<b>Total Attending</b>	76	3	79	8↓
Course Taken @BE	128	6	134	25↑
Academic Failures	10	0	10	40↓
Attendance Failures	2	0	2	22↓
<b>2012 Middle School Statistics</b>	Bristol	Out of Town	Total	<b>Compared To 2011</b>
<b>Total Attending</b>	61	4	65	11
Course Taken @BC	95	5	100	8
Academic Failures	28	1	29	10
Attendance Failures	9	0	9	66
<b>2011 Middle School Statistics</b>	Bristol	Out of Town	Total	<b>Compared To 2010</b>
<b>Total Attending</b>	<b>70</b>	<b>4</b>	<b>74</b>	↓8
Course Taken @BE	115	4	119	↓21
Academic Failures	25	1	26	↓33
Attendance Failures	4	0	4	↓33
<b>2010 Middle School Statistics</b>	Bristol	Out of Town	Total	<b>Compared to 2009</b>
<b>Total Attending</b>	83	5	88	↓4%
Course Taken @BC	144	57	151	↑9%
Academic Failures	37	20	39	↓9%
Attendance Failures	6	0	6	↑50%

## High School Financial Report 2015

	<b>Bristol</b>	<b>Out-of-Town</b>	<b>Total</b>	
<b>In person Registration</b>	\$11,106.75	\$562.50	\$11,669.25	
<b>Online Registration</b>	\$0	\$1,575	\$1,575	Needs to be transferred from Adult Ed account
	<b>\$11,671.75</b>	<b>\$2,137.50</b>	<b>\$13,809.25</b>	

## Middle School Financial Report 2015

	<b>Bristol</b>	<b>Out-of-Town</b>	<b>Total</b>	
<b>In person Registration</b>	---	\$225	\$225	
<b>Online Registration</b>	---	\$225	\$225	Needs to be transferred from Adult Ed account
	\$0	\$450	<b>\$450</b>	

## 2015 Total Summer Revenue

	<b>Bristol</b>	<b>Out-of-Town</b>	<b>Total</b>	
<b>In person Registration</b>	\$11,106.75	\$787.50	<b>\$11,894.25</b>	
<b>Online Registration</b>	\$0	\$1,800	<b>\$1,800</b>	Needs to be transferred from Adult Ed account
<b>Total Summer School Revenue</b>	<b>\$11,671.75</b>	<b>\$2,587.50</b>	<b>\$14,259.25</b>	

### Online Course Financials 2015

### Tutoring Funds

<b>Total</b>	<b>\$1,800</b>		<b>Total</b>	<b>\$96</b>

## Tutoring Funds to date

<b>Name</b>	<b>Amount Collected</b>	<b>Hours</b>
Caitlin Farken	\$96	3
<b>TOTAL</b>	<b>\$96</b>	<b>3</b>

# K - 5 Curriculum Scope and Sequence: 2015-2016

	Aug/ Sept	Sept/ Oct	Nov/Dec	January	February/ March		April/May	May/June	
<b>K</b>	<b>Topic 1 Building a Community of Readers and Writers</b>			<b>Topic 2 Becoming a Reader and Writer</b>			<b>Topic 3 We Are Readers and Writers</b>		
	<b>Reader's Workshop</b>	Talking About Stories	How Print Works	Early Reading Strategies	Reading for Many Purposes	Reading for Information		Story Structures	Realistic Fiction
	<b>Writer's Workshop</b>	Launching: Telling Stories	Making Books	Illustration Study	Writing for Many Purposes	All About How To		Telling & Writing Stories (Personal Narrative)	Writing Small Moment Stories
	<b>Science and/or Social Studies Units</b>	Social Studies: My School	Social Studies: My Neighborhood & My Neighbors	Social Studies: Families		Science: Natural and Manmade Objects	Science: Weather	Science: Plants and Animals	Science: Properties of Matter (Align with Math Measurement Unit)
	<b>Math Units</b>	<b>Topic 1: Initial Lesson</b> 2 Days  <b>15. Position and Location of Shapes</b> 7 Days  <b>1. One to Five</b> 6 Days	<b>2. Comparing and Ordering 0-5</b> 12 days  <b>3. Six to Ten</b> 10 Days	<b>District Assessment I</b> Week of 11/2 4 days  <b>4. Comparing and Ordering Numbers 0-10</b> 20 Days  <b>14. Identifying and Describing Shapes</b> 10 Days  <b>13. Sorting, Classifying, Counting and Categorizing Data</b> 8 Days	<b>5. Numbers to 20</b> 12 Days	<b>9. More Addition and Subtraction</b> 20 Days	<b>7. Understanding Addition</b> 14 days  <b>8. Understanding Subtraction</b> 14 Days	<b>16. Analyzing, Comparing, and Composing Shapes</b> 13 Days  <b>6. Numbers to 100</b> 10 Days	<b>12. Measurement</b> 12 days  <b>District Assessment II</b> Week of 5/23 4 days  <b>10/11. Composing and Decomposing Numbers 11-19</b> 3 Days

# K - 5 Curriculum Scope and Sequence: 2015-2016

		Aug/ Sept	Sept/Oct	Nov/Dec	January/ February	March	April/May	May/June
<b>1</b>		<b>Topic 1 Growing a Community of Readers and Writers</b>		<b>Topic 2 Digging Into Informational Text</b>		<b>Topic 3 Nurturing Readers and Writers</b>		
	<b>Reader's Workshop</b>	<b>Building Good Reading Habits</b>	<b>Narrative Structure</b>	<b>Informational Text Features</b>	<b>Reading for Information</b>	<b>Reading to Form an Opinion</b>	<b>Reading Like a Writer</b>	<b>Elements of Fairy Tales</b>
	<b>Writer's Workshop</b>	<b>Launching Writing Workshop</b>	<b>Raising the Quality of Small Moments</b>	<b>How To</b>	<b>All About</b>	<b>Writing to State an Opinion</b>	<b>Authors as Mentors</b>	<b>Fairy Tales</b>
	<b>Science and/or Social Studies Units</b>	<b>Science: The Sun</b>  <b>Social Studies: Our Classroom and School Community</b>	<b>Science: Push and Pull</b>	<b>Social Studies: Our Families &amp; Personal History</b>  <b>Science: Measurement (Align with Math Measurement Unit)</b>	<b>Science: Animal Structures &amp; Movement</b>	<b>Social Studies: Our Environment &amp; Our Communities</b>	<b>Science: Plant Structures and Function</b>	<b>Science: Animal Structures (Life Cycles)</b>
	<b>Math Units</b>	<b>Initial Lessons 8/27-9/1 4days</b>  <b>3. Five and Ten Relationships 9/2-9/15 9 Days</b>  <b>1. Understanding Addition 9/16-10/2 13 Days</b>	<b>4a. Addition Facts to 10 10/5-10/21 12 Days</b>  <b>2. Understanding Subtraction 10/22-11/19 17 Days</b>	<b>District Assessment I Week of 11/2 2 days (includes 1 review day)</b>  <b>4B. Subtraction Facts to 10 11/20-12/10 13 Days</b>  <b>14. Using Data to Answer Questions 12/11-12/23 9 Days</b>	<b>12. Length 1/4-1/13 8 Days</b>  <b>5/6. Addition and Subtraction Fact Practice 1/14-1/28 10 Days</b>  <b>7/8/9. Place Value Concepts 1/29-2/29</b>	<b>10. Adding with Tens and Ones 3/1-3/31 22 days</b>	<b>11. Subtracting with Tens and Ones 4/1-4/28 15 Days</b>  <b>15/16. Geometry 4/29-5/20 16 Days</b>	<b>13. Time 5/23-6/7 9 days</b>  <b>District Assessment II Week of 5/23 2 days (includes 1 review day)</b>

# K - 5 Curriculum Scope and Sequence: 2015-2016

	Aug/ Sept	Sept/ Oct	November	December	January/February	March/ April	May/June
	<b>Topic 1: Entering the World of Narrative</b>			<b>Topic 2: Learning Through Reading and Writing in the Content Areas</b>		<b>Topic 3: Noticing Author's Craft</b>	
<b>Reader's Workshop</b>	<b>Taking Charge of Reading: Understanding Story Structures</b>		<b>The World of Wonder: Fairy Tale Adaptations &amp; Original Fantasy Stories</b>	<b>Informational Text Features &amp; Structures</b>	<b>Understanding Author's Purpose</b>	<b>Reading to Learn (Biographies)</b>	<b>Following Characters into Deeper Meaning</b>
<b>Writer's Workshop</b>	<b>Launching with Small Moments  Raising the Level of Narrative Writing (Editing &amp; Revising)</b>		<b>Fairy Tales</b>	<b>Writing in the Content Area (Informational Writing)</b>	<b>Writing to Support an Opinion (Opinion Writing)</b>	<b>Expert Projects: Writing to Learn and to Teach About a Topic, Person or Place</b>	<b>Realistic Fiction</b>
<b>2</b>  <b>Science and/or Social Studies Units</b>	<b>Science: Food Groups and Nutrition Around the World (Aug. – Oct)</b>  <b>Social Studies: Bristol and Our Place in the World</b>  <b>Physical Human Systems</b>	<b>Social Studies: Rights and Responsibilities of Citizens (Oct.-Nov.)</b>	<b>Social Studies: We Remember the Past: Historical Themes &amp; Thinking</b>	<b>Science: States of Matter</b>	<b>Science: Soil</b>  <b>Social Studies: Moving Through Time: Recognizing Key Historical People &amp; Events</b>	<b>Science: Plants</b>	<b>Social Studies: We All Work Together: Communities &amp; Our World</b>

# K - 5 Curriculum Scope and Sequence: 2015-2016

<b>Math Units</b>	<p><b>Initial Lessons</b> 8/27-8/28 2 Days</p> <p><b>1. Understanding Addition and Subtraction and Lesson 2.1</b> 8/31-9/15 11 Days</p> <p><b>12. Geometry and Lesson 2.2 and 2.3</b> 9/16-10/6 15 Days</p>	<p><b>2. Addition Strategies</b> (Lessons 2.4, 2.5, 2.6, &amp; 2.7) 10/7-10/20 9 Days</p> <p><b>3. Subtraction Strategies</b> 10/21-11/5 9 Days</p>	<p><b>District Assessment I</b> Week of 11/2 2 Days</p> <p><b>5. Place Value to 100</b> 11/6-11/23 11 Days</p> <p><b>6. Mental Addition</b> 11/24-12/7 8 Days</p>	<p><b>7. Mental Subtraction</b> 12/8-12/17 8 Days</p> <p><b>13. Counting Money</b> 12/18-1/12 11 Days</p>	<p><b>8. Adding Two-Digit Numbers*</b> 1/13-2/1 13 Days</p> <p><b>9. Subtracting Two-Digit Numbers</b> 2/2-2/24 15 Days</p>	<p><b>14. Money</b> 2/25-3/7 8 Days</p> <p><b>10. Place Value to 1,000</b> 3/8-3/24 13 Days</p>	<p><b>11. Three-Digit Addition and Subtraction</b> 3/28-4/22 15 Days</p> <p><b>15. Measuring Length</b> 4/25-5/12 14 Days</p>	<p><b>16. Time, Graphs and Data</b> 5/13-6/3 15 Days</p> <p><b>District Assessment II</b> Week of 5/23 2 days (Includes 1 review day)</p>
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	Aug/ Sept	Sept/ Oct	Nov/December	January	February	March/ April	May/June
	<b>Topic 1</b> <b>Establishing a Community of Readers and Writers</b> <b>(Narrative)</b>			<b>Topic 2:</b> <b>Gathering and Presenting Information</b> <b>(Argument/ Informational)</b>		<b>Topic 3:</b> <b>Genre Study / Inquiry Unit</b>	
<b>Reader's Workshop</b>	Building a Reading Life	Examining Narrative Structures	Determining Author's Purpose	Reading to Learn: Grasping Main Ideas and Text Structures	Research to Build and Present Information	Character Studies	Examining Elements of Traditional Literature
<b>Writer's Workshop</b>	Launching with Personal Narrative	Raising the Quality of Personal Narrative	Informational: Persuasive Reviews	Writing in the Content Areas: Report Writing	Writing in the Content Areas: Research to Build and Present Information	Realistic Fiction	Folktales & Fables

# K - 5 Curriculum Scope and Sequence: 2015-2016

<b>3</b>	<b>Science and/or Social Studies Units</b>	<b>Social Studies:</b> Establishing Communities  <b>Science: Matter</b>	<b>Science: Effect of heating on the melting, evaporation, condensation, and freezing of water</b>  <b>Social Studies: Communities (October)</b>	<b>Science: Matter</b> <b>Performance Assessment: Soggy Paper Experiment (December)</b>  <b>Science:</b> Reducing, Reusing, Recycling Materials  <b>Social Studies:</b> The Foundation of Bristol	<b>Science:</b> Rocks and Minerals  <b>Social Studies:</b> Modern Day Bristol	<b>Science:</b> Animal Adaptations	<b>Social Studies:</b> American Geography and Regions  <b>Science:</b> Plant Adaptations	<b>Social Studies:</b> American Geography and Regions	<b>Social Studies:</b> Regions of the World  (Folktales/ Fables from Different Regions of the World)
	<b>Math Units</b>	<b>Initial Lesson</b> 8/27-8/28 2 Days  <b>1. Numeration</b> 8/31-9/14 10 days	<b>2. Number Sense: Addition and Subtraction And</b> <b>3. Using Place Value to Add and Subtract</b> 9/15-10/20 25 days	<b>4. Meanings of Multiplication and</b> <b>5. Multiplication Facts: Use Patterns and</b> <b>6. Multiplication Facts: Use Known</b> 10/21-12-16 35 Days  <b>District Assessment I</b> Week of 11/2 2 Days (includes 1 day of review)	<b>7. Meanings of Division and</b> <b>8. Division Facts</b> 12/17-1/25 20 Days	<b>9. Understanding Fractions And</b> <b>10. Fraction Comparison and Equivalence</b> 1/26-3/9 30 days	<b>11. Two-Dimensional Shapes and their Attributes</b> 3/10-3/31 15 days  <b>13. Perimeter And</b> <b>14. Area</b> 4/1-4/29 16 days	<b>12. Time</b> 5/2-5/17 12 days  <b>16. Data</b> 5/18-6/1 8 Days	<b>District Assessment II</b> Week of 5/23 (includes 1 review day) 2 Days  <b>15. Liquid Volume and Mass</b> 6/2-6/7 4 Days

	Aug/ Sept	Sept/ Oct	Nov/Dec	January	February/ March	April/ May	May/June
	<b>Topic 1</b> Building a Community of Readers and Writers		<b>Topic 2</b> Integrating Informational and Literary Texts			<b>Topic 3</b> Examining Author's Craft	
<b>Reader's Workshop</b>	Building a Community of Readers	Interpreting Characters: The Heart of the Story	Reading the World: Purposeful Reading of Nonfiction	Analyzing Literary and Informational Texts	Reading, Determining and Evaluating Author's Stance	Reading Fantasies: A Study of Author's Craft	Author Studies: (Book Club)
<b>Writer's Workshop</b>	Launching with Personal Narrative	Raising the Quality of Narratives	Opinion Piece (Informational)	Writing in the Content Area	Informational Writing a Report: (Feature Article)	Fantasy	Literary Analysis (Opinion/ Informational)

# K - 5 Curriculum Scope and Sequence: 2015-2016

<b>4</b>	<b>Science and/or Social Studies Units</b>	<b>Scientific Inquiry: Literacy &amp; Numeracy</b>  <b>Social Studies First Peoples of Connecticut</b>	<b>Science: Water Cycle</b>	<b>Science: Erosion</b>  <b>Social Studies: Early European Settlers</b>	<b>Science: Forces and Motion</b>  <b>Social Studies: Colonization in Connecticut</b>	<b>Science: Habitats &amp; Physical Adaptations</b>  <b>Social Studies: Connecticut's Role in the Revolutionary War</b>	<b>Science: Habitats &amp; Physical Adaptations</b>  <b>Social Studies: Connecticut's Role in the Industrial Revolution</b>	<b>Science: Magnetism, Electricity and Electromagnetism</b>	<b>Social Studies: Modern Connecticut Government &amp; Economy</b>
	<b>Math Units</b>	<b>3. Place Value</b> 8/27-9/21 16 Days  <b>4. Addition and Subtraction of Whole Numbers</b> 9/22-10/5 10 days	<b>5. Number Sense: Multiplying by 1-Digit Numbers and</b>  <b>6. Developing Fluency: Multiplying by 1-Digit Numbers</b> 10/6-10/29 17 Days  <b>District Assessment I</b> Week of 11/2 2 days (includes 1 review day)	<b>7. Number Sense: Multiplying by 2-Digit Numbers and</b>  <b>8. Developing Fluency: Multiplying by 2 Digit Numbers</b> 10/30-11/25 15 Days  <b>9 and 10 – Dividing by 1-Digit Divisors</b> 11/30-1/5 20 Days	<b>11. Fraction Equivalence and Ordering</b> 1/6-1/27 15 Days	<b>12. Adding and Subtracting Fractions and Mixed Numbers with Like Denominators</b> 1/28-2/24 18 Days	<b>13. Extending Fraction Concepts</b> 2/25-3/24 20 Days	<b>16. Lines, Angles, and Shapes</b> 3/28-4/27 18 Days  <b>14. Measurement Units and Conversions</b> 4/28-5/17 14 Days	<b>District Assessment II</b> Week of 5/23 2 days (includes 1 review day)  <b>15. Solving Measurement Problems</b> 5/18-6/7 10 Days
		<b>Aug/ Sept</b>	<b>Sept/ Oct</b>	<b>Nov/Dec</b>	<b>January/ February</b>		<b>March</b>	<b>April</b>	<b>May/June</b>
		<b>Topic 1</b> Strengthening Our Understanding of Literary Texts		<b>Topic 2</b> Strengthening Our Understanding of Informational Texts			<b>Topic 3</b> Applying Our Understanding of Texts		
	<b>Reader's Workshop</b>	<b>Launching with Narratives</b>  <b>Interpretation: Analyzing Themes</b>	<b>Exploring Other Types of Fiction (Inquiry Unit of Study)</b>	<b>Purposeful Reading of Informational Text: Noticing Author's Craft</b>	<b>Reading to Integrate Knowledge and Ideas</b>		<b>Examining Author's Point of View (Argument &amp; Advocacy)</b>	<b>Book Clubs: Analyzing Literature</b>	<b>Genre Study: Memoir</b>
	<b>Writer's</b>	<b>Launching with</b>	<b>Writing Other Types of Fiction</b>	<b>Expository Essay</b>	<b>Research Report</b>		<b>Opinion Writing</b>	<b>Literary Essay</b>	<b>Memoir: The Art of</b>


# K - 5 Curriculum Scope and Sequence: 2015-2016

<b>5</b>	Workshop	Narrative Writing	(Narrative Writing)		(Informational/ Expository Writing)				Writing Well
	Science and/or Social Studies Units	Scientific Inquiry, Literacy and Numeracy	Science: Senses	Science: Light and Sound  Social Studies: Establishing Colonies	Science: Technology & Society  Social Studies: Early Colonial Life in the 13 Colonies	Science: Earth and the Solar System  Social Studies: Differences Divide Britain and its Colonies		Science: Senses  Social Studies: American Revolutionary War	Science: Scientific Method  Social Studies: Establishment of Government: Past and Present
	Math Units	<p><b>Four Fours Activity and Talk Moves</b> 8/27-8/28 2 days</p> <p><b>3. Multiplying Whole Numbers</b> 9/1-9/16 11 Days</p> <p><b>4. Dividing by 1-Digit Divisor</b> 9/17-10/1 11 Days</p>	<p><b>5. Dividing by 2-Digit Divisors</b> 10/2-10/22 14 Days</p> <p><b>1. Place Value</b> 10/23-11/12 11 Days</p>	<p><b>District Assessment I</b> Week of 11/2 2 Days (includes 1 review day)</p> <p><b>2. Adding and Subtracting Decimals</b> 11/13-12/2 12 Days</p> <p><b>6. Multiplying Decimals</b> 12/3-12/16 10 Days</p> <p><b>7. Dividing Decimals and Metric Conversions</b> 12/17-1/15 15 Days</p>	<p><b>8. Numerical Expressions, Patterns and Relationships and</b> <b>16. Coordinate Geometry</b> 1/19-2/9 16 Days</p>	<p><b>9. Adding and Subtracting Fractions*</b> 2/10-3/3 15 Days</p>	<p><b>10. Adding and Subtracting Mixed Numbers</b> 3/4-3/24 15 Days</p> <p><b>12. Volume of Solids</b> 3/28-4/18 11 Days</p>	<p><b>11. Multiplying and Dividing Fractions and Mixed Numbers</b> 4/19-5/11 17 Days</p>	<p><b>15. Classifying Plane Figures</b> 5/12-5/25 10 Days</p> <p><b>District Assessment II</b> Week of 5/23 2 Days (includes 1 day of review)</p> <p><b>14. Data</b> 5/26-6/7 6 Days</p>

# **K–5 English Language Arts Curriculum Revision**

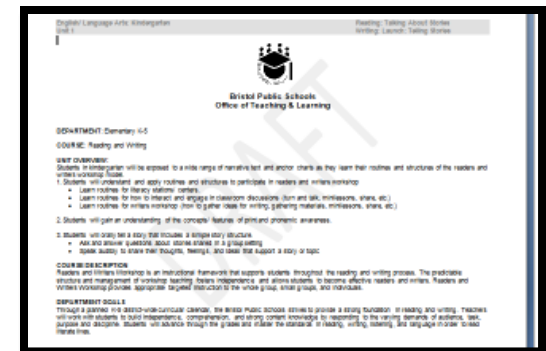
Student Achievement Committee Meeting  
Wednesday, September 16, 2015

# K–5 ELA Curriculum Revision Overview:

- ▶ All K–5 ELA Curriculum documents required revision to align units to CT Core Standards
  - ▶ ELA Curriculum has been implemented in K–5 classrooms in draft form
  - ▶ Feedback has been gathered from teachers and administrators over the past year to guide curriculum revisions
  - ▶ K–5 Scope and Sequence has been developed and utilized by teachers to align units of study
  - ▶ Committees of classroom teachers and literacy coaches worked to develop units of study for all K–5 curriculum documents
  - ▶ Guides have been created to support teachers implementation of the curriculum units for all K–5 curriculum documents
- 

# K–5 ELA Curriculum Revision: Specifics

- ▶ CT Core Standards are all powered and supported throughout each unit. Each standard is powered once within a specific unit of study
- ▶ Each grade level has 6–7 units of study across the year
- ▶ Standards are all scaffolded through grade levels
- ▶ Implementation guides have been created for teachers to use to align the use of texts, resources, and assessments across classrooms across the district
- ▶ Format of ELA curriculum units are identical across K–5 which allows for vertical alignment from grade to grade




# K-5 ELA Scope and Sequence: Kindergarten Sample

K - 5 Curriculum Scope and Sequence: 2015-2016

		Aug/ Sept	Sept/ Oct	Nov/Dec	January	February/ March		April/May	May/June
<b>K</b>		Topic 1 Building a Community of Readers and Writers			Topic 2 Becoming a Reader and Writer			Topic 3 We Are Readers and Writers	
	Reader's Workshop	Talking About Stories	How Print Works	Early Reading Strategies	Reading for Many Purposes	Reading for Information		Story Structures	Realistic Fiction
	Writer's Workshop	Launching: Telling Stories	Making Books	Illustration Study	Writing for Many Purposes	All About How To		Telling & Writing Stories (Personal Narrative)	Writing Small Moment Stories
	Science and/or Social Studies Units	Social Studies: My School	Social Studies: My Neighborhood & My Neighbors	Social Studies: Families		Science: Natural and Manmade Objects	Science: Weather	Science: Plants and Animals	Science: Properties of Matter <small>(Align with Math Measurement Unit)</small>
	Math Units	Topic 1: Initial Lesson 2 Days  15. Position and Location of Shapes 7 Days  1. One to Five 6 Days	2. Comparing and Ordering 0-5 12 days  3. Six to Ten 10 Days	District Assessment I Week of 11/2 4 days  4. Comparing and Ordering Numbers 0-10 20 Days  14. Identifying and Describing Shapes 10 Days  13. Sorting, Classifying, Counting and Categorizing Data 8 Days	5. Numbers to 20 12 Days	9. More Addition and Subtraction 20 Days	7. Understanding Addition 14 days  8. Understanding Subtraction 14 Days	16. Analyzing, Comparing, and Composing Shapes 13 Days  6. Numbers to 100 10 Days	12. Measurement 12 days  District Assessment II Week of 5/23 4 days  10/11. Composing and Decomposing Numbers 11-19 3 Days

# K–5 ELA Scope and Sequence:

- ▶ K–5 Scope and Sequence provide a pacing guide for all content area units across the school year
  - ▶ Scope and Sequence has been developed to align the sequence and pacing of units for K–5 across all schools
  - ▶ Teachers can use the Scope and Sequence to embed content unit topics and themes throughout the literacy block
  - ▶ Units have been grouped together, depending upon the genre and type of reading and writing within each unit
  - ▶ Each grade level, K–5 are grouped within unit topics: topics are overarching purpose of individual units within
- 

# SBAC Claims in relation to the ELA Curriculum:

## ELA Claims for SBAC Grade 3–5

## Curriculum Support of SBAC Expectations:

### Claim 1: Reading

- units of study embed the use of literary (fiction) and informational (non-fiction) texts

### Claim 2: Writing

- teachers focus teaching on informational, opinion/argument, and narrative writing
- written pieces require students to produce effective, well-grounded writing for a range of purposes and audiences throughout the year

### Claim 3: Speaking & Listening

- teachers embed opportunities for students to apply speaking and listening skills
- Facilitates student engagement and discourse

### Claim 4: Research

- students engage in research and inquiry to investigate topics

# K-5 ELA Curriculum Cost:

## Curriculum Work: 2013-2014

# of teachers	# of hours	Rate of pay:	Total:
Teams of 4-5	165 hours	\$20.00 per hour	\$3,300.

## Curriculum Work: 2014-2015

# of teachers	# of hours	Rate of pay:	Total:
Teams of 3	64 hours each	\$20.00 per hour	\$3,840.

## Sub-committee Curriculum Work: Text Selection Committee

# of teachers	# of hours	Rate of pay:	Total:
22	3 hours each	\$20.00 per hour	\$1,320.

**Total Cost:**

**\$8,460.00**

# Thank you to the following educators for their contributions to the K–5 ELA Curriculum Documents:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Robin Caron	Alyssa Gokey	Kim DiFusco	Marci Deschaine	Christina Anderson	Leah Baron
Bryan Cistulli	Kathy Lanahan	Kathy Lanahan	Kim DiFusco	Cindy Ahern	Kim DiFusco
Kim Difusco	Nicole Malvezzi	Bethany Muscara	Kim Jannetty	Jennifer Benson	Karen Hurlbert
Kathy Lanahan	Bethany Muscara	Jennifer O'Donnell	Derrick LaChance	Kelly Bouchard	Karen Kulesa
Holly Pugliese	Debra Rogan	Katie O'Neill	Kathy Lahanan	Merriah Currao	Kathy Lanahan
Debra Rogan	Barb Tedesco		Melissa Prentiss	Kim DiFusco	Susan Paradis
Barb Tedesco	Jill Thompson		Tracie Sinkwich	Kathy Lanahan	Cary Rubbo
			Patti Smith	Kristen Kasidas	Jeff Simons
				Linda Nettleton	
				Kirsten Peterson	
				Scott Ruel	

**Questions?**

## **Instruction**

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

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

#### **Definition of "Device"**

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

#### **Internet**

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

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

#### **Software**

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

#### **Security and Damages**

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

## Instruction

### **Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools – con’t**

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

### **Bring Your Own Device/Technology Student and Parent Agreement**

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

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

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

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

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

(cf. 5114 – Suspension/Expulsion)  
(cf. 5131.81 – Electronic Devices)  
(cf. 5131.911 – Bullying)  
(cf. 5131.913 – Cyberbullying)  
(cf. 5131 – Conduct)  
(cf. 6141.321 – Acceptable Computer Use Policy)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy Adopted: July 1, 2015

BRISTOL PUBLIC SCHOOLS  
Bristol, Connecticut

## **Instruction**

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

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

#### **Teachers' Role**

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

#### **Security and Damages**

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

## **Instruction**

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

#### **Operating Principles for Use of Personal Devices on School Campus**

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

## **Instruction**

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

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

#### **Standards of Responsible Use**

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

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

## Bring Your Own Device Student Agreement

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

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

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

### Students acknowledge the following:

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

## Bring Your Own Device Student Agreement

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

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

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

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Signature of Student: \_\_\_\_\_ Signature of Parent: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



## Textbook Recommendation to the Board of Education

**Subject/Course:** Individual and Family Development/UCONN

**Grade Level:** 11-12

**First Presentation BOE Meeting Date:** October 7, 2015

**Second Presentation BOE Meeting Date:** Request Waiver

**Describe need for the textbook/materials:** Current textbook is dated 2003. UCONN is requesting an updated version.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
HDFS 1070	Development Through Life: A Psychosocial Approach	Newman/Newman	12th	2015	Cengage Learning	Required by UCONN	12.9

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State of Publisher
HDFS 1070	Development Through Life: A Psychosocial Approach	Newman/Newman	12th	2015	Cengage Learning	Independence, KY
						<b>Publisher Website</b>
						<a href="http://www.cengage.com/global">www.cengage.com/global</a>

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

Textbook required by UCONN.

## Textbook Recommendation to the Board of Education

<b>Student Materials Needed</b>				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
60	Development Through Life: A Psychosocial Approach	\$203.00	\$12,180.00	30

<b>Teacher Materials Needed</b>				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School
2	Life-Span Development: A Case Book, 1st Edition	\$119.95	No Charge	1
2	Development Through Life: A Psychosocial Approach – Instructor Edition	\$203.00	No Charge	1
2	Cengage Learning Testing for Development Through Life: A Psychosocial Approach	\$55.00	No Charge	1

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$12,180.00
Total Cost for Teacher Materials	0
<b>GRAND TOTAL</b>	<b>\$12,180.00</b>

<b>Textbook Selection Committee</b>		
Staff member	School	Grade/Course Taught
Creighton Paquette-Claman	BEHS	Grade 11-12/ HDFS 1070 – Individual and Family Development