Regular Meeting

Wednesday, February 21, 2018 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

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Recognitions/Acknowledgements**
   a. Recognition--New BOE Student Representative-Timothy Hepler
   b. Recognition--2018 Connecticut Scholastic Art Awards—Jaime Alphonso, Grace Birch, Sophie Groenstein, Joshua Webster
   c. WHS Girls' Indoor Track Team, 2018 CIAC Class L State Champions
3. **Audience to Visitors**
4. **Student Representative Report**
5. **Board of Education**
   a. President's Report
   b. 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
   c. Finance Committee's Recommendation regarding the 2018-2019 Financial Plan and Adoption of the 2018-2019 Financial Plan (Anticipated Action)
   d. Task Force Notification (Anticipated Action)
6. **Superintendent's Report**
   a. WHS Community Service Presentation
   b. Update on TEAM Status
   c. Curriculum Development, 2nd Reading
      1. Pre-Algebra
      2. Grades 3-5 Humanities
7. **Committee Reports**
   a. Finance Committee
8. **Consent Agenda**
   a. Financial Report
   b. Enrollment Report
   c. Food Service Report
   d. Human Resources Report
9. **Approval of Minutes**
   a. January 11, 2018 Curriculum Committee
   b. January 11, 2018 Long Range Planning Committee
   c. January 17, 2018 Regular Meeting
   d. January 23, 2018 Special Meeting/Public Forum with Finance Committee
   e. January 27, 2018 Special Meeting/Public Forum with Finance Committee
   f. February 6, 2018 Special Meeting/Public Forum with Finance Committee
10. **Other Matters/Announcements/Regular BOE Meetings**
    a. BOE Community Forum, Tuesday, February 27, 2018, 6:30 PM, LPW, Board Room
    b. BOE Curriculum Committee, Thursday, March 1, 2018, 4:30 PM, LPW, Room 17
    c. BOE Long Range Committee, Thursday, March 1, 2018, 6:30 PM, LPW, Room

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d. BOE Policy Committee, Monday, March 5, 2018, 6:00 PM, LPW, Room 17
e. BOE Workshop, Tuesday, March 6, 2018, 6:30 PM, LPW, Room 17
f. BOE Workshop, Thursday, March 15, 2018, 6:00 PM, LPW, Room 17
g. Next BOE Regular Meeting is Tuesday, March 20, 2018, 7:00 PM, Town Hall, Council Chambers

11. **Audience to Visitors**
12. **Adjournment**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Craig A. Cooke, Ph.D. **Presented By:** Craig Cooke, Uyi Osunde

Attachments:

Subject: 2018 Connecticut Scholastic Art Awards

Background:

Four Windsor High School Art Students have been recognized by the 2018 Connecticut Scholastic Art Awards out of more than 3,000 entries from across Connecticut. **Joshua Webster**, sophomore, is among those receiving an honorable mention for his expressive sculptural work. **Sophie Groenstein**, senior, has been recognized with a Gold Key award for her illustrative text piece championing women's rights. **Jaime Alphonso**, senior, received a Gold Key Award for her Illustration Portfolio that examines the influence of literary characters on our own development and reimagines traditional characters through the lens of her peers. Finally, **Grace Birch**, senior, has been recognized with a Gold Key Award for her Digital Imaging Portfolio celebrating the beautiful diversity she has been shaped by growing up in Windsor.

Grace Birch also received both the Hartford Art School Scholarship and the Lyme Academy of Fine Art Scholarship. Judges have selected approximately 500 student pieces to go on display at the Silpe Gallery at Hartford Art School on the University of Hartford Campus. An awards ceremony was held on Sunday, January 28. Both Jaime and Grace were among those recognized for their portfolio work.

The 29th annual Connecticut Regional Scholastic Art Awards is the largest juried student art exhibition in the state. It is a high level exhibition. As an affiliate of the National Scholastic Art Awards and The Alliance for Young Artists and Writers, the Connecticut region is proud to continue an annual tradition established in 1927. This national program was originated to honor the creative efforts of grade 7 to 12 students in public, private and parochial schools. It is now the largest and most senior program of its type in the country. Following the close of the Connecticut Regional exhibit, the select Gold Key award winners, **Sophie Groenstein, Jaime Alphonso** and **Grace Birch,** will have their artworks reviewed by a blue ribbon panel of judges at the national level in March. The National Jury will select "Gold Medal" national winners and call in their artwork to be exhibited in New York City during June. The National student awards ceremony will be held at Carnegie Hall in mid- June. Selected students will receive an invitation to this National event.

Recommendation:

For information only.

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

Agenda Item # 2b.

2018 WHS Girls' Indoor Track
CIAC Class L State Champions

Briane Alabre
Madison Alexis
Tia Marie Brown
Athena Camacho
Rachel Cleveland
Jalah Cooper
Rachel Dube
Lauren Gilligan
Christal Gilling
Shavanice Green
Camille McHenry
Cori Richardson
Jade Robinson
Rebecca Samuel
Grace Strauch

Coaches: Kelvan Kearse
Celeste Over

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Craig A. Cooke **Presented By:** David Furie

Attachments:

Subject: Finance Committee's Recommendation Regarding the 2018-2019 Financial Plan and Adoption of the 2018-2019 Financial Plan (Anticipated Action)

BACKGROUND:

The Board of Education held one public forum on the budget process in December 2017 and three public forums on the proposed budget in January 2018 and one public forum in February 2018. The Board of Education's Finance Committee held four separate meetings to review the budget in addition to holding public forums before three of those committee meetings.

STATUS:

N/A

RECOMMENDATION:

Move the Board of Education accept the proposed 2018-2019 budget submitted to the Board by Dr. Cooke with a 2.37% increase over the current year's budget.

Recommended by the Superintendent:

Agenda Item # 5c.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Craig A. Cooke, Ph.D. **Presented By:** Leonard Lockhart

Attachments:

Subject: Task Force Notification

Background:

As a result of the Community Forum held by the Board of Education on December 12, 2017, a Task Force, including both internal and external groups, was considered to study school climate in Windsor schools and make recommendations.

Status:

The Task Force Committees are in the preliminary planning stage. A listing of possible group members has been established, potential members have been notified, and official letters to those individuals inviting them to participate in the Task Force will be sent following creation at the February Board meeting. It is anticipated the first meetings will be held in early March with their recommendations due to central office administration by May 29, 2018. The BOE President is an ex-officio member of each committee.

Recommendation:

Recommend the Board approve creation of the internal and external Task Force Committees to review, assess and develop recommendations to the Board of Education based upon school climate. BOE President will appoint membership. Recommendations will be due to central office administration by May 29, 2018 and reported to the Board of Education at its regular meeting on June 19, 2018.

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

Agenda Item # 5d.

Task Force on School Climate in Windsor Schools – DRAFT (Internal)

Goal

To advise and develop recommendations to the Board of Education regarding school climate.

Parameters

- The group is making recommendations.
- The recommendations should as much as possible be formulated upon best practice.
- Recommendations may include both - short term and long term.
- Consider policy, curriculum, budget, family engagement, professional development, and other areas of educational systems that are relevant to the charge.
- Recommendations should be as specific as possible and provide cost estimates if reasonable/applicable.

Timeline

- Recommendations will be due by 5/29/18 to Central Office and presented to the Board of Education on Tuesday, June 19, 2018.

Task Force Membership

- At least 1 teacher from each building
- Pupil Services representative
- At least 1 administrator from each level
- 2-3 paraeducators
- BOE will approve the creation of the committee
- Appointments made by the BOE President

Resources Required

- A note taker/meeting organizer will be provided for each meeting by the district.
- Experts provided as needed/requested.

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Internal Task Force Members

DRAFT

Leader:	Terrell Hill	
Members:	Virginia Hoerle	Administrator
	Phaedra Durost	Administrator
	Danielle Batchelder	Administrator
	Miriam Klein	WEA
	Meghan O'Brien	Teacher
	Kate Mazur	Teacher
	Tressa Tedeshi	Teacher
	Cathy Amadasun	Teacher
	David Topitzer	Teacher
	Sheena Boyle	Teacher
	Melissa Herman	Teacher
	Patty Stackhouse	Paraeducator
	Neelam Kumar	Paraeducator
	Erin Illingsworth	Staff
	Michelle Smith	Staff
	Dave Lemeiux	PSES
	Jen Phelps	Staff/FRC
	Paula Verrier	Paraeducator
	Sandra Bailey	Paraeducator
	Ophir Bullock	Paraeducator
Expert Member:	David Cormier	
BOE ex-officio:	Leonard Lockhart	

2.20.18

Task Force on School Climate in Windsor Schools – DRAFT (External)

Goal

To advise and develop recommendations to the Board of Education regarding school climate.

Parameters

- The group is making recommendations.
- The recommendations should as much as possible be formulated upon best practice.
- Recommendations may include both - short term and long term.
- Consider policy, curriculum, budget, family engagement, professional development, and other areas of educational systems that are relevant to the charge.
- Recommendations should be as specific as possible and provide cost estimates if reasonable/applicable.

Timeline

- Recommendations will be due by 5/29/18 to Central Office and presented to the Board of Education on Tuesday, June 19, 2018.

Task Force Membership

- At least 1 parent, guardian or family member from each building
- Community members
- BOE will approve the creation of the committee
- Appointments made by the BOE President

Resources Required

- Note taker/meeting organizer will provided for each meeting by the district.
- Experts provided as needed/requested.

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External Task Force Members

Leader:	Russell Sills	Administrator
Members:	Steve Carvalho	Administrator
	Mary Kay Ravenola	Administrator
	Tracie Peterson	Administrator
	Leighann Tyson	PSES
	Kait Morgan	Parent
	Haycha Gonzalez	Parent
	Taisha Serrano	Parent
	Cynthia Romero	Parent/staff member
	Timothy and Samenthur Blake	Parents
	Ayana Taylor	Parent
	Shawna Tustin	Parent
Community:	Sarah Maffiolini	YSB
BOE ex-officio:	Leonard Lockhart	

2.20.18

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Craig A. Cooke, Ph.D. **Presented By:** Stephen Bianchi

Attachments:

Subject: WHS Community Service Presentation

Background:

Beginning with the Class of 2017, high school students in the Windsor Public Schools are required to complete 20 hours of community service prior to graduation per Administrative Regulation, 5123.1, Promotion/Retention – Windsor High School Graduation Requirements.

Status:

N/A

Recommendation:

Receive the presentation for informational purposes.

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

Agenda Item # 6a.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Terrell M. Hill, Assistant Superintendent for Human Resources
Presented By: Terrell M. Hill
Attachments:
Subject: TEAM Update

Background:

On November 8, 2017, the Commissioner of Education sent a letter to all Superintendents of Schools regarding changes to TEAM (Teacher Education and Mentoring Program) for beginning teachers.

The changes came about as a result of elimination of funding by the Legislature. Despite the elimination of funding for the program, the statutory (10-145o) requirement still remains. This means the CSDE will no longer pay the stipend ($500.00) that had previously been provided to mentors. Additionally, the CSDE will no longer provide training for mentors, reflection paper reviewers, and TEAM website support.

Districts will still need to provide mentors, and beginning teachers are still required to complete up to five instructional modules, depending on their certification. However, beginning teachers will no longer be required to submit reflection papers.

Status:

Windsor Public Schools has developed a new "Induction and Support Program" for its own teachers. The major changes will be a shift from a 2-year program to a 1-year program with embedded release time. Also, the program platform will shift from "ctteam.org" to a Windsor created "Google platform."

Recommendation:

The Board receives this report on TEAM as information only.

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

Agenda Item # 6b.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Santosha Oliver

Presented By: N. Black-Burke
S. Oliver

Attachments:

Subject: Curriculum Development 2nd Reading: Pre-Algebra, Grades 3-5 Humanities

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Background:

In July of 2010, the Connecticut State Department of Education released new content standards for English language arts and mathematics. In response to the new grade level expectations, the district launched a systematic effort to write and implement curriculum and shift pedagogy across all grade levels K-12 to realize the intended changes in the new English language arts and mathematics standards. Focus on the development of standards-based curriculum and instructional practice supporting deep learning of content (as opposed to rote memorization of facts) is an integral part of our District Strategic Operating Plan and essential to achieve desired outcomes for all students, i.e., college and career readiness.

An approved written curriculum is required for Consumer Math, a Grade 9 mathematics course supporting students with IEP math goals. As such, standards-based curriculum for Consumer Math (Pre-Algebra) was developed to prepare students to be successful in Algebra I.

The intermediate English language arts curricula were revised to incorporate social students with English language arts and merge reading and writing to emphasize creativity and authenticity. Civics and school climate are embedded within the revised units of study.

Status:

Pre-Algebra and Grades 3-5 Humanities were presented at the Regular BOE Meeting on January 17, 2018 as 1st reading.

Recommendation:

1. The Board approves Pre-Algebra and Grades 3-5 Humanities curricula as a 2nd reading as presented.

Reviewed by: Santosha Oliver **Recommended by the Superintendent:**

Agenda Item # 6C.

2/28/15

Consumer Math-Pre-Algebra (High School Special Education)

Curriculum Map	Unit 1- IEP Goal and Objectives/ Intervention	Unit 2- Review Place Value, Rounding, Fractions & Decimals	Unit 3: Algebraic Expressions & Integers	Unit 4- Understanding Word Problems	Unit 5 - Solving One Step Equations and Inequalities	Unit 6- Solving Multi-Step Equations and Inequalities	Unit 7 - Graphing	Unit 8- Ratios, Proportions & Percents	Unit 9- Probability
Number of Days	On going throughout the year (1 class period monthly at least)	6 weeks	4 weeks	3 weeks	5 weeks	5 weeks	4 weeks	4 weeks	3 weeks
Standards (Ex. CCSS, C3, NGSS, etc.)	Standards will vary based on students individual area of need.	CCSS.5.NF.1 CCSS.5.NF.B.3 CCSS.5.NBT.B.7 CCSS.6.NS.C.5 CCSS.4.NBT.3 CCSS.5.NBT.A.1 CCSS.4.NBTA.1 CCSS.4.NBT.A.2 CCSS.NBT.A.4	CCSS-7.N.S. A.3 CCSS-6.EE.A.2.C' CCSS-3.OA.B.5	CCSS.4.OA.A.2	CCSS.7.EE.A.1 CCSS.7.EE.B.3 CCSS.7.EE.B.4.A CCSS.6.EE.B.6	CCSS.7.EE.A.1 CCSS.7.EE.B.3 CCSS.7.EE.B.4.A CCSS.6.EE.B.5 CCSS.8.EE.C.7.B CCSS.8.EEC.8.C	CCSS- 4.G.A.1 CCSS 5.G.A.1	CCSS-6.RP.A.1 CCSS..6.RP.A.3 CCSS-6.RP.A.3c	CCSS-7.SP.5 CCSS-7.SP.6 CCSS-7.SP.7a,b CCSS-7.SP.8 a-c
Essential Questions	How can I improve my areas of weakness as they relate to mathematics?	How do I demonstrate the relationship between numbers, quantities and place value for whole numbers up to 1,000 and numbers as low as the thousandths place?	How do we apply and relate rational numbers to real world situations? How do we use order of operations and the distributive property to evaluate expressions?	How do we recognize which operation, or operations to use when solving word problems? How do we turn real world examples into mathematical equations and expressions?	What is variable and what does it represent in an equation/inequality? What is the difference between an equation and an inequality? How do inverse operations	How do I use what I know about one-step equations/inequalities to solve multi-step equations?	How do we use a coordinate plane to represent data?	How can numbers be compared and contrasted? When and why do I use proportional comparisons? How do we use percents in real world situations?	What makes a situation fair or unfair? When will the theoretical and experimental probabilities be the same? How can you represent a situation to find all possible

		What are the rules of rounding and how do I apply them? How do we add, subtract, multiply and divide fractions using different strategies? How do we add, subtract, multiply and divide decimals? What happens when you multiply and divide by fractions and decimals?			help me solve one -step equations and inequalities. How do I use a one-step equations/ inequalities to solve a real world problem?				outcomes? Does the probability of one event affect the probability of another? How?
Significant Task 1:	Small group/ individual direct instruction based on individual needs of students. -Group students based on common areas of need to provide instruction. -Provide independent work for each student based on IEP goals and objectives.	Whole group instruction and modeling of the different methods of modeling place value. (place value tiles, expanded form, place value chart)- guided notes/ examples. Students will rotate through stations practicing the different methods to build place value understanding.	Students will recall the integer rules as a whole class. Teacher will review through guided notes Integers with class with a focus on negative numbers. To refresh and practice the prior learning students will rotate through stations (each station is a different	Student learning walk to brainstorm all of the various terms that correlate with basic math operations. Whole group review of the terms associated with the different operations/ guided notes. Teach the students the BUCKS Method of	Exploration activity to assess students knowledge of variables. Individual practice on identifying variable. Working with a partner, identify the unknown in the problem and write it as a variable. Come together as a whole group to	Whole group review on how to solve one-step equations/Ine qualities using inverse operations. Individual practice Web resources such as IXL, Kahn Academy and Kahoots.	Exploration activity to assess students prior knowledge of graphing and ordered pairs. Whole group instruction/ review on graphing and ordered pairs -Identifying the two-axis in a coordinate plane -Identifying which portions of the graph are positive and which are negative	Conduct a class wide survey and record the results on the board to create real life ratios. Students will review prior knowledge of ratios by brainstorming: What is a ratio? How are ratios used in real life situations? In groups, students will each come up with a number	In small groups, student will play probability games. Students will develop the strategies of using an organized list, building tables and making tree diagrams to answer questions. They will use these models to determine theoretical probabilities and to make predictions

		The class will come back together to share about the different methods. Teacher can clear up misconceptions. -What worked best? What did each method show us? -What was confusing to them? -Independent practice answering place value questions. --What do different places values represent? --Comparing and contrasting different values. Teacher lead small group re-teaching for certain students.	operation with rational numbers and integers)	problem solving. Guided practice on critical reading strategies associate with reading word problems using the BUCKS method.. -What is the problem asking you to solve?/ How do you know? -Underline key words. Omit extraneous information. -How do know the information is extraneous? -Partner activity practicing analyzing and discussing word problems using the BUCKS method. Classwide sharing of partner work and what they learned.	discuss and review what they learned with their partners.		-What does each number in an ordered pair represent.	of real world ratios to share with the class. Individual practice/stations . Stations may include: Matching given situation with the correct ratio Given a statement, writing the correct ratio Web based programs such as Kahoot, IXL Whole class discussion- define a ratio in guided notes.	about future events. Full class discussion should focus on the various strategies used by the groups or pairs. Class discussions should include: -Describe likelihood of an event using fractions, decimals and percents. -Make predictions about future events based on data. -Brainstorm reasons for any differences between experimental and theoretical probability
Significant Task 2:		Whole group discussion and guided notes to review the rules of rounding and the number line method of	Students will review prior knowledge of order of operations through brainstorming.	In stations, students will read and analyze word problems and identify the real world math	In partners, students will be given sets of scenarios that are similar, but one represents an equation	Whole group instruction/modeling on how to solve multi-step equations/inequalities.	In adult led small groups, students will use whiteboards to practice graphing coordinate	In small groups students will explore the relationship between a ratio and a proportion.(a	Teacher will model different methods for solving and representing theoretical probability

		rounding. Individual practice rounding numbers to different place values.	Teacher will review order of operations with students (guided notes) In small groups, modeling will be provided on how to work through order of operation problems in a systematic manner. Independent practice performing order of operations through BINGO game.	associate with them. Stations may include: -Matching equations with word problems task cards -Writing word problems based on given equations -Sorting expressions with their operations -Kahoot or other web based programs to review terms associated with word problems	and one an inequality. The students will try to determine what the difference between the two scenarios is. Group discussion on what the students came up with in their partners . Direct instruction and guided notes the difference between an equation and an inequality.	In their guided notebooks, provided multiple teacher lead examples for multi-step highlighting what to do after the first step is complete. Individual practice using previously learned rules for solving equations/inequalities..	points as well as identifying the order pair associated with a point on a graph.	proportion is two ratios that are equal to each other) and practice solving different real world examples of proportions. As a class, the student will discuss what methods they used to solve the proportions.	event. (formula, tree diagram, area model) Class will meet as a whole to discuss results, share different methods and Brainstorm reasons for any differences between experimental and theoretical probability Students will use guided notes and understanding from the lessons to create their own probability game in pairs.
Significant Task 3:		Before we start performing operations a group review about what a fraction is and what are the different parts of fractions? Whole class instruction and guided notes on the rules of adding and subtracting fractions.	Review distributive property and how to properly apply it within an equations (guided notes). Independent practice applying the distributive property with equations.		Review what an inverse operation is. Have students practice independently writing inverser operations of numbers. Introduce the process of solving one-step equations and inequalities using the	Students will be able to use the information from a word problem/real life situation and create a multi-step equation. Working with a partner, students will read word problems/real life situations and create a	Whole group instruction on the equation of a line (y=mx+b). -What do m and b stand for in the equation. -What do x and y stand for in the equation. Independent practice identifying slope and	Review guided notes of ratios and how they relate to percents. Discussion on what is a percent? How do I convert a percent to a ratio, proportion and decimal? Where do I use percents in the real world?	

		Making sure to include how to simplify fractions on the TI-30 calculator. Practice skills as a whole class before moving into small group/ individual practice adding and subtracting fractions.			Inverse operation. In their guided notebooks, provided multiple teacher lead examples and reminders, such as: -What you do to one side of the equal sign you have to do to the other -Switch signs on inequalities when multiplying or dividing by a negative -What the four different inequality signs mean. Independent practice solving one step equations and inequalities,..	problem from the information given. Write examples in their notebooks on how to change a word problem into a multi-step equation.	y-intercept of an equation. Review independent work on identifying slope and y-intercept. Whole group instruction on graphing a line based on an equation, once you have identified slope and y-intercept. -teach- slope (rise over run, $\frac{y}{x}$) -Teach how to plot y-intercept -Recognize that y-intercept is an order pair Using stations, practice graphing lines given an equation.	Independent practice converting percents to ratios, and decimals.	
Significant Task 4		Whole class instruction and guided notes on the rules of multiplying and dividing fractions. Review simplifying fractions on a calculator. Practice skills as a whole			Review strategies of solving word problems and have students lead the review of the steps to solving one step equations and inequalities. Teacher modeling on how to turn a		Whole group instruction on how to identify slope and y-intercept from a line on a coordinate plane. -Identify that the y-intercept is the starting point Identify that the y-intercept is the point where the line	Students will investigate the uses of percent through several real-world contexts in small groups. Students will create an "order" from a restaurant	

		class before moving into small group/ individual practice adding and subtracting fractions. Have students find recipes (with fractions) and manipulate them to increase or decrease the size of the serving.			word problem into an equation or inequality with a special emphasis on how you know the difference/ how you determine the variable. Station work on turning real world scenarios into word problems. Stations may include: -Matching scenarios with equations -Writing scenarios based on given equations -Reading word problems and determine the equation. .		crosses the y-axis -Recognize that slope is how you move from one point to the next using rise over run. - Find slope given the line Small group practice on plugging the information found on the graph (slope/ y-intercept) into the equation y=mx+b Independent practice writing equations from a line on a coordinate plane.	menu and calculate tax, tip and discount. Full class discussion will focus on the comparison of different methods of calculating percents, and the reasoning behind each method.	
Significance Task 5		Exploration activity on what decimals represent. Group instruction/ Guided notes on addition, subtraction, multiplication and division of decimals. Practice in stations using a calculator to							

		perform the four operations using decimals.							

Grade Level Assessment Overview	Unit 1: EP Goal and Objectives/ Intervention	Unit 2-Review Fractions, Decimals, Place Value & Rounding	Unit 3- Algebraic Expressions & Integers	Unit 4 -Word Problems	Unit 5-Solving One Step Equations and Inequalities	Unit 6-Solving Multi-Step Equations and Inequalities	Unit 7- Graphing	Unit 8- Ratios, Proportions & Percents	Unit 9- Probability
Writing & Creating (Summary of Tasks)	Each teacher will create a method to supply students with supplementary work in relation to their personal areas of weakness (folders, binders, digitally).	Each teacher will create a method of guided notes.	guided notes.	Create stations based on word problems. (Include supplementary web based programs)	Guided notes	Guided notes	Guided notes	Guided notes	Create Probability games.
Unit Assessments	The progress students make on their individual goals will be monitored by the teacher and reflected in their quarterly IEP progress reports.	-Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	-Cumulative post unit assessment
District	IEP progress	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH

Assessments	updates								

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 1
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 1: IEP Goals and Objectives/ Intervention

Length of the Unit: On going throughout the year (at least one class period monthly)

Purpose of the Unit: In this unit students will work on personal IEP goals and objectives to fill in gaps in their own learning as they pertain to mathematics. They will receive direct instruction in small groups of on an individualized basis.

Standards Addressed In The Unit

- Standards in this unit will vary based on students personal IEP goals and objectives.

Big Ideas:

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Essential Questions:

- How can I improve my areas of weakness as they relate to mathematics?

Students will Know:

- How to read and interpret their IEP.

Students will be able to:

- Identify their own weakness in math
- Identify their own goals and objectives in math

Key Vocabulary in this unit:
IEP Goal IEP Objective

Significant Task 1

Description of Task: Students will receive direct individualized or small group instruction based on their own area of need as measured by their IEP goals and objectives.

Teacher Preparation:

- Create a method to supply students with supplementary work in relation to their personal areas of weakness (folders, binders, digitally)

Prior Student Knowledge:

- What is an IEP goal/ Objective?
- What are my weaknesses in math?

Possible Misconceptions:

- Having an IEP means that you can't learn as well as other students.

Materials Needed:

- Vary depending on lesson/ concept being taught.

ENGAGE: Opening Activity

- Students will read their IEP goals and objectives related to math and will be able to state what those areas of weakness are.

EXPLORE: Lesson Description

- Teacher provides direction instruction in small groups based on common IEP goals.
- Teacher will also provided individual practice for each student will work on independently.

ELABORATE:

- Students will be able to explain their own progress on their IEP goals and objectives based on the independent work they have complete.
- Students will state what strategies have been useful to them.

Timeline: Ongoing
Key vocabulary: IEP goal, IEP objective
Resources:

- Math IXL account

Common Assessments:

- STAR MATH ASSESSMENT
- IEP Progress Reports

Teacher Notes:

- Teacher will group students according to areas of weakness and do rotating min-lessons.
- Teacher will provide individual assistance and support while students work on math goals and objectives.

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra: Unit 2
Review Place Value ,Rounding,Fractions & Decimals

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 2: Review Fractions, Decimals, Place Value & Rounding

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Length of the Unit: 6 weeks

Purpose of the Unit: In this unit students will build upon previous knowledge and review the concepts surrounding fractions, decimals, place value and rounding.

Standards Addressed In The Unit:

- **CCSS.5.NF.A.1** - Fractions - add and subtract numbers with unlike denominators
- **CCSS.5.NF.B.3** - Interpret a fraction as the division of the numerator by the denominator
- **CCSS.5.NBT.B.7**- Add subtract, multiply and divide decimals to hundredths place
- **CCSS.6.NS.C.5** - Understand that positive and negative numbers are used to describe quantities with opposite values
- **CCSS.4.NBT.A.3**- Generalize place value knowledge for multi-digit numbers
- **CCSS.5.NBT.A.1**-Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- **CCSS.4.NBT.A.2**-Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- **CCSS.NBT.A.4** - Use place value to round whole numbers and decimals to any place value.

Big Ideas:

- Identifying place value using strategies
- Rounding using different strategies
- Operations involving fractions
- Operations involving decimals

Essential Questions:

- How do I demonstrate the relationship between numbers, quantities and place value for

whole numbers up to 1,000 and numbers as low as the thousandths place?
- What are the rules of rounding and how do I apply them?
- How do we add, subtract, multiply and divide fractions using different strategies?
- How do we add, subtract, multiply and divide decimals?
- What happens when you multiply and divide by fractions and decimals?

Students will Know:
- The value of each place value through the thousands place and as low as the thousandths
- The rules of rounding and how to apply them
- Rules of multiplying,dividing, adding and subtracting fractions.
- How to add, subtract, multiply and divide decimals
- How to reduce fractions on a calculator

Students will be able to:
- Identify the values of numbers through the thousands place and as low as the thousandths place.
- Reduce a fraction on the calculator
- Apply the rules of rounding to round numbers through the thousandths place and as low as the thousandths.
- Add, subtract, multiply decimals and round to an identified place value.
- Apply the rules of adding and subtracting fractions to adding and subtract fractions and write the answer in simplest form.
- Apply the rules of multiplying and dividing fractions to adding and subtract fractions and write the answer in simplest form

Key Vocabulary in this unit:

- numerator
- denominator
- reciprocal
- place value
- ones
- tens
- hundreds
- thousands
- tenths
- hundredths
- thousandths
- greater than
- less than
- equal to

Significant Task 1:

Description of Task: Students will use different strategies to be able to identify place value of a number.
Lesson 1: Identifying Place Value

Teacher Preparation:
- Create stations on place value: place value tiles, expanded form, place value charts.
- Create independent work on place value strategies

Prior Student Knowledge:
- Understanding that different places in a number represent different values
- Understanding that decimals are a part of a whole.

Possible Misconceptions:
- Identifying incorrect place values

Materials Needed:
- Station work
- Independent practice activities

Opening Activity
- Give students a variety of decimals, asking them to identify the place value that is underlined and how much that value represents.
  Example: 7<u>2</u>1 <u>1</u>08 1.29 1.1<u>9</u>6

Lesson Description
- Teacher will model different strategies for modeling/ identifying place value.
- Students will break into small groups and rotate through the stations on the different methods of place value (place value chart, expanded form, place value tiles etc.) to build understanding of place value.
- Students share strategies and understanding of each method they worked on.
  - What worked best?
  - What did each method show us?
  - What was confusing?
- Whole class discussion on what each group learned and understood.

Independent Practice
- Students will work independently practicing all of the strategies learned and answering questions based on place value.
  - What do different places values represent?
  - Identify the underlined place value
  - Comparing and contrasting different values.
- At this time, teacher will take small groups of students to reteach or clarify any misconceptions.

Timeline: 2 days
Key vocabulary: Ones, tens, hundreds, thousands, tenths, hundredths, thousandths, greater than, less

than, equal to

Resources: Math IXL

Significant Task 2:

Description of Task: Rounding whole numbers and decimals to a given place value

Lesson 1: Understanding Rules of Rounding and Practice

Teacher Preparation:
- Preparation of guided notes/practice worksheets

Prior Student Knowledge:
- Understanding the place value of numbers

Possible Misconceptions:
- Students may round to the wrong place value
- Students may not use rules of rounding correctly and come up with an incorrect answers

Materials Needed:
- Place value charts
- Guided Notes
- Number lines

Opening Activity :
- Using a place value chart and a number line, ask students to correctly round numbers to the given place value (Using guided notes)
  Example - round to the nearest 10's, 100's, tenths, hundredths etc.

Lesson Description
- Teacher will model how to round using rules of rounding and using the number line
- In small groups,using their guided practice notes, students will practice how to round using rules of rounding and the number line
- As a whole group, students will share their understanding of how to round numbers and which strategies worked best for them:
  Which method of rounding worked best for you?
  Why was that method easier?
  What is still confusing about rounding?.
- Whole group review of rounding and what the students have learned.

Independent Practice
- Using their guided notes, students will independently round numbers to given place values.
  Why do you have to know place value in order to round numbers?
  How do I apply the rules of rounding?
  How can rounding help in real life situations?
- Teacher will reteach/clarify to any students still having difficulty with this topic.

Timeline: 3 days
Key vocabulary: place value, round up, estimate, digits
Supporting vocabulary: about, nearest reasonable
Resources: Math IXL, Kahn Academy

Significant Task 3

Description of Task: Students will learn how to add and subtract fractions independently with the use of a calculator.

Lesson 1: Adding and Subtracting Fractions

Teacher Preparation:

- Create guided notes for adding and subtracting fractions
- Whole class examples
- Examples for small groups/ individual practice

Prior Student Knowledge:

- Fractions are a part of a whole

Possible Misconceptions:

- Which is the numerator/ denominator?
-

Materials Needed:

- Guided notes on adding and subtracting fractions
- TI-30 Calculator (or comparable calculator that can simplify fractions)
- Whiteboards, markers & erasers

Opening Activity

- Group discussion on what a fraction is, what are its parts (numerator & denominator)
- What do the numerator and denominator represent?
- What are some places we use fractions in real life?

Lesson Description

- Whole group instruction and guided notes on the steps of adding and subtracting fractions using a calculator with multiple examples done by the teacher with student help and prompting.
- Specific practice and modeling on using the calculator:
    - How do we type fractions in the calculator?
    - How do we simplify fractions in the calculator?
    - What if when I simplify I get the same answer?
- Whole class practice adding and subtracting fractions using whiteboards and calculator to check each student's understanding.
- Independent practice/ re-teaching
    - Students that are ready to move on will practice independently on the skill while teacher pulls small groups for re-teaching or further assistance.

Timeline: 2 days
Key vocabulary: Fraction, numerator, denominator

Significant Task 4:

Description of Task: Students will learn how to independently multiply and divide fractions using the calculator and will apply this knowledge to real world situations.

Lesson 1:Multiplying and Dividing Fractions

Teacher Preparation:
- Guided notes/ examples on multiplying fractions
- Independent practice examples
- Guidelines for recipe project

Prior Student Knowledge:
- What are the parts of a fraction/ what do they represent?
- What is a reciprocal ?

Possible Misconceptions:
- Multiplying a fraction by a fraction makes the number bigger

Materials Needed:
- Whiteboards, markers, erasers

Lesson Description
- Whole group instruction and guided notes on the steps of multiplying and dividing fractions using a calculator with multiple examples done by the teacher with student help and prompting.
- Whole class practice multiplying and dividing fractions using whiteboards and calculator to check each student's understanding.
- Independent practice/ re-teaching
    - Students that are ready to move on will practice independently on the skill while teacher pulls small groups for re-teaching or further assistance.

Extension Activity: Recipe Project
- Students will be asked to find a recipe that includes fractions
- Students will be asked to manipulate the serving size to make it both larger and smaller and explain reasons they would need to manipulate a recipe to make it larger and smaller.
- Students will use their knowledge of multiplying and dividing fractions to accurately calculate the new amounts (student will not be asked to make conversions of units)

Timeline: 2 Days
Key vocabulary: reciprocal, numerator, denominator

Significant Task 5:

Description of Task:
Lesson 1: Addition, Subtraction, Multiplication and Division of Decimals

Teacher Preparation:
- Guided Notes/examples of the four operations involving decimals
- Independent practice sheets
- Station work

Prior Student Knowledge:
- How fractions relate to decimals and how fractions can be converted into decimals

Possible Misconceptions:
- Understanding decimals with values greater than one and values less than one

Materials Needed:
- Guided notes
- Whiteboards for practice
- Station work activities

Opening Activity
- **Group discussion on decimals and what do they mean**
- **How are fractions and decimals related**
- **How do you convert a fraction into a decimal**

Lesson Description
- Whole group discussion on rules for addition,subtraction, multiplication and division of decimals using guided notes.
- Whole group practice with whiteboards on the four operations using decimals.
- 4 rotating stations, one for each operation
- Independent practice/reteaching
  Those students who are doing well with the concepts can practice independently while teacher works with small groups of students who still need assistance

Timeline: 3 days
Key vocabulary: decimals,place value, ones, tens, hundreds, thousands, tenths, hundredths, thousandths, estimation , rounding

Common Assessments:
- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

DRAFT

Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 3

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 3: Algebraic Expressions and Integers

Length of the Unit: 4 weeks

Purpose of the Unit: In this unit students will understand:

- How to apply and relate rational numbers to real world situations
- How to use order of operations and the distributive property to evaluate expressions

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Standards Addressed In The Unit:

- CCSS-7.NS.A.3 -Integers can be divided, provided divisor is not zero, and every quotient is a rational number
- CCSS-6.EE.A.2.C - Evaluate expression including variables using order of operations
- CCSS-3.OA.B.5 - Apply properties of operations as strategies to multiply and divide ie: Distributive property

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Big Ideas:

- Integer Rules
- Order of Operations
- Distributive Property

Essential Questions:

- How do we apply and relate rational numbers to real world situations?
- How do we use order of operations and the distributive property to evaluate expressions?

Students will Know:

- The rules of integers
- The rules of order of operations
- The distributive property

Students will be able to:

- Correctly apply order of operations and the distributive property to solve simple equations
- Apply the rules of integers to simple expressions

Key Vocabulary in this unit:

- integer
- positive
- negative
- order of operations (PEMDAS)
- distributive property

Significant Task 1:

Description of Task:. Students will use different strategies to understand the rules of integers (including the use of negative and positive numbers)

Lesson 1:

Teacher Preparation:

- Guided notes
- Station work
- Independent practice sheets

Prior Student Knowledge:

- Rules for applying four operations to negative numbers
- What an integer is
- placing integers on a number line

Possible Misconceptions:

- Not understanding that when two negative numbers are multiplied or divided the resulting answer is always positive
- When you add or subtract negative and positive numbers, you always keep the sign of the larger number
- All numbers have an opposite number Exp: 7 and -7

Materials Needed:

- White boards
- Number lines
- Notecards and colored pencils for stations
- independent practice sheets

Opening Activity:

- Students will brainstorm in pairs what they know about integers. Then one member from each pair will

share their ideas

What is an integer?

What do I need to know about negative numbers in order to solve problems involving integers?

Where in real life situations will I use integers?

How do integers relate to Algebra?

Lesson Description:

- Whole group instruction using guided notes on how to solve problems involving integers with a focus on use of negative numbers
- White board practice on solving integer problems with teacher input on correctness of answers
- Station Work:

Station 1- Using colored pencils, correctly place an integer and its opposite on a number line

Station 2 - Note cards will contain different scenarios. Translate the information on the notecard into an integer

Example - It is 12 degrees below zero

Station 3- Change an integer into a written statement

Example: -10 I withdrew $10 from my bank today

- Whole group round-up. what did you learn? What is still confusing
- Independent practice for those students ready to move on
- Small group instruction for those students still struggling with the concept

Timeline: 3 days
Key vocabulary: positive integer, negative integer, opposites
Supporting vocabulary: Order of operations, number lines
Resources: https://www.khanacademy.org/...integersss/.../adding-integers-with-..

Significant Task 2:

Description of Task: Students will learn the rules of order of operations and practice through small groups and a bingo game.

Lesson 1: Order of Operations

Teacher Preparation:

- Guided notes with examples on order of operations

Prior Student Knowledge:

- Integer rules

Possible Misconceptions:

- Students believe multiplication must come before division and adding before subtracting because of the way PEMDAS is written
- Distributing before simplifying inside the parenthesis.

Materials Needed:

- Practice problems for small group and independent practice
- Bingo cards

Opening Activity

- Students will brainstorm in small groups what they know about order of operations- groups will share out as a class.
    - When do you use it ?
    - What is it?
    - What does it help you do?
    - What is the saying that helps you remember it?/ What does the saying stand for?

Lesson Description

- Teacher will review what the students know about order of operations and through guided notes will fill in the rules around order of operations
    - Note: make sure to talk about the M/D and A/S and how the order between each pair is determined from left to right.
- Together as a class, teacher and students will complete example problems together- teacher will model how to write the problems out properly and students will have a guided example in their notes for future reference.
- BINGO - independently, students will participate in a class wide bingo game that is based on order of operations problems. Students must solve the expression and mark off the answer if it appears on their board. The student then must get 5 answers in a row, column or diagonal to win the game.

Timeline: 2 days
Key vocabulary: order of operations
Supporting vocabulary: diagonal, row, column
Resources: Order of Operations- BINGO card & directions

Significant Task 3

Description of Task: Students will understand how to apply the distributive property through guided practice.

Lesson 1: Distributive Property

Teacher Preparation:
- Guided notes
- Independent practice sheets
- Materials for stations

Prior Student Knowledge:
- Know what the distributive property is
- Prior practice using numbers only

Possible Misconceptions:
- The number being distributed only has to be applied to the first term within the parentheses.
- Simplify within the parentheses before applying the distributive property

Materials Needed:
- Notecards and colored pencils
- Whiteboards and markers
- Sheets for independent practice

Opening Activity
- In small groups brainstorm prior knowledge of the distributive property
  - What is the distributive property?
  - How is it used?
  - When is it used?
  - How is it useful?

Lesson Description
- In a whole group, using guided notes, teacher will review the distributive property, how and when it is used.
- Whole group whiteboard practice with simple teacher generated problems
- Stations
  1 - Using notecards and colored pencils, students will practice distributing drawing lines between the number being distributed to all the numbers it is distributed to
  2- Students choose 5 teacher generated problems to solve
- Students who are doing well this this concept will continue practice using web based IXL program.
- Teacher led small group instruction and assistance for students still struggling with this concept.

Timeline: 2 Days
Key vocabulary: distribute, apply, multiply, simplify
Supporting vocabulary: order of operations
Resources: Distributive Property

Common Assessments:
- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 4

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 4: Understanding Word Problems

Length of the Unit: 3 weeks

Purpose of the Unit: In this unit students will be taught the strategies that are involved with solving a word problems.

Standards Addressed In The Unit:

- CCSS-4.OA.A.2 - Multiply/Divide to solve word problems

Big Ideas:

- BUCKS Strategy for solving word problems

Essential Questions:

- How do we recognize which operation(s) to use when solving a word problem?
- How do we turn real world examples into mathematical expressions/ equations?

Students will Know:

- What terms and phrases mean add.
- What terms and phrases mean subtract.
- What terms and phrases mean multiply.
- What terms and phrases mean divide.
- How to apply the BUCKS strategy to solving word problems.

Students will be able to:

- Read a word problems and identify the correct operation operations to perform.
- Read a word problem and accurately apply the BUCKS strategy

Key Vocabulary in this unit:

- Add (and all associated terms and phrases)
- subtract (and all associated terms and phrases)
- multiply (and all associated terms and phrases)
- divide (and all associated terms and phrases)
- BUCKS
- expression
- eqaution

Significant Task 1:

Description of Task: Students will review terms associated with the four operations and will be introduced to the BUCKS method of solving word problems.

Lesson 1: BUCKS Method

Teacher Preparation:

- Set up learning walk, brainstorming activity
- Create guided notes for terms/phrases associated with the four operations and BUCKS method.
- Practice problems

Prior Student Knowledge:

-

Possible Misconceptions:

- Students often have trouble with the term "groups" and don't realize groups can be dividing or multiplying depending on the context or other phrases in the problem.

Materials Needed:

- Four areas of white board/ large chart paper with each of the four operations on top.
- Guided notes on terms/phrases associated with word problems and BUCKS method
- Different color markers/pencils/ crayons

Opening Activity:

- Students will take a learning walk in small groups to four stations (add, subtract, multiply and divide). The students will write down terms, phrases and examples for each phrase in rotating groups.

Lesson Description:

- Students will come back together as a class and review the work done during the learning walk.
- The teacher will go through each of the four areas and add terms that are missing or take away terms that don't belong.
    - Make special note of how "groups" can be used in different ways- put a few examples for each
- Students will take guided notes while the teacher is making corrections.
- Teacher will introduce the BUCKS method of solving word problems through guided notes and will included examples for students guided notes.

- Partner activity practicing the BUCKS method for analyzing word problems. Have students use different colors to show their understanding of the different parts of the BUCKS method.
- Class wide discussion of what the students learned in their partner work.
    - What was helpful?
    - What was the easiest part to find in the word problem?
    - What was the hardest part to find in the word problem?
    - How did you know the information was unnecessary?

Timeline: 2 days
Key vocabulary: Add (and all associated terms and phrases) ,subtract (and all associated terms and phrases), multiply (and all associated terms and phrases), divide (and all associated terms and phrases), BUCKS

Resources: BUCKS Method for Word Problems

Significant Task 2:

Description of Task:. Station work practicing analyzing word problems

Lesson 1: Word Problem Stations
Teacher Preparation:
- Create station work

Prior Student Knowledge:
- BUCKS Method
- Terms associated with all four operations

Possible Misconceptions:
- Students often have trouble with the term "groups" and don't realize groups can be dividing or multiplying depending on the context or other phrases in the problem.

Materials Needed:
- Materials for each station (varying based on station)

Opening Activity:
- Teacher will review guided notes from yesterday

Lesson Description:
- In stations, students will read and analyze word problems and identify the real world math associate with them. Stations may include:
    - Matching equations with word problems task cards
    - Writing word problems based on given equations
    - Sorting expressions with their operations
    - Kahoot or other web based programs to review terms associated with word problems

Timeline: 1 day
Key vocabulary: Add (and all associated terms and phrases) ,subtract (and all associated terms and phrases), multiply (and all associated terms and phrases), divide (and all associated terms and phrases),

BUCKS

Resources:

Common Learning Experiences

Common Assessments:

- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

DRAFT

Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 5
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 5: Solving One Step Equations and Inequalities

Length of the Unit: 5 weeks

Purpose of the Unit: In this unit students will learn how to solve one step equations/inequalities through direct instruction and individual practice.

Standards Addressed In The Unit:

- CCSS.7.EE.A.1 - Apply properties of operations as strategies to expand linear expressions with rational coefficents
- CCSS.7.EE.B.3 - Solve real life and mathematical problems using numerical and algebraic expressions and equations
- CCSS.7.EE.B.4.A - Convert Arithmetic problems into expressions and equations
- CCSS.6.EE.B.6 - Use variables to represent numbers and write expressions/equations

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Big Ideas:

- Equations/inequalities can be used to represent a word problem
- Inverse operations are a critical skill when solving equations/inequalities
- Equations/inequalities can be applied to real life situations

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Essential Questions:

- What is a variable and what does it represent in an equation/inequality?
- How can you tell the difference between an equation and an inequality?
- How do inverse operations help me solve one step equations/inequalities?
- How do I use one step equations/inequalities to solve real world problems?

Students will Know:

- Strategies to solve one-step equations and inequalities
- Know what an inverse operation is
- What a variable represents
- The differences between equations and inequalities

Students will be able to:

- Use the strategies they have learned to solve one step-equations/inequalities
- Use inverse operations to solve one-step equations/inequalities
- Recognize that a variable represents an unknown number
- Understand that an equation contains an equal sign and an inequality is represented by greater than, less than etc.

Key Vocabulary in this unit:

- variable
- unknown
- represents
- expression
- coefficent
- inverse operations
- opposites
- greater than
- less than
- greater than or equal to
- less than or equal to
- equation
- balancing an equation
- add
- subtract
- multiply
- divide

Significant Task 1:

Description of Task:. Identification of variables and what they represent

Lesson 1:

Teacher Preparation:

- Guided Notes
- practice sheets
- Create stations for practice

Prior Student Knowledge:

- Rules of Integers
- Rules of negative and positive numbers
- Basic mathematical operations

Possible Misconceptions:

- A variable has a definite value

- A variable can stand alone without a coefficent

Materials Needed:

- Guided notes defining variables and how they are represented
- whiteboards and markers for practice
- Sticky notes
- Notecards

Opening Activity:

- Students will write down two ideas about what a variable is on a sticky note. They will then place the sticky notes around the room.

  What is a variable?
  How is it represented?
  Why do we use variables?
  Why don't we use s or o to represent variables?
- Students will shout out about their ideas about a variable is.

Lesson Description:

- Whole group instruction using guided notes, defining what a variable is, why and how it's used.
- Rotate through stations to practice working with variables.
  1- Using whiteboards, students will read different scenarios and write the expression, including a variable, on the whiteboard.
  Example: If Paul earns $50 a week, how much will he earn in an unknown number of weeks - 50x
  2- Using note cards, match scenario with the correct expression.
- Students will get back together as a whole group and discuss what students learned and what is still confusing,

Independent practice:

- Students who understand what a variable is will continue with independent practice.
- Teacher will work in small groups reteaching/assisting with concepts that are still confusing.

Timeline: 2 days
Key vocabulary: variable, expression,unknown
Supporting vocabulary: represents
Resources:

- **: webmath.com/gline.html, IXL web based practice**

Significant Task 2:

Description of Task:. In this lesson, students will learn what an equation and an inequality is and how they are different.

Lesson 1:

Teacher Preparation:

- Guided notes that define equations and inequalities and give examples of each
- Notecard scenarios
- Practice sheets

Prior Student Knowledge:

- Students have been exposed to the concept of equations and inequalities
- Students know about greater and less than and the symbols that represent each
- Understanding of the four mathematical operations

Possible Misconceptions:

- Inequalities and equations are the same things
- Confusion around meanings of inequality signs
- An inequality has an equal sign
- Use an equation when the problem states: makes at least but not more than

Materials Needed:

- Guided Notes
- White boards and markers
- Practice sheets
- Note cards with scenarios

Opening Activity:

- In partners, students will brainstorm on the meanings of equations and inequalities. How are they alike, how are they different?
  - What is an equation?
  - What is an inequality?
  - How are they alike?
  - How are they different?
  - How do you write inequality symbols?

Lesson Description:

- In small groups, students will be given different scenarios, some are equations and some are inequalities. As a group, students will decide what each scenario represents. Groups will the share their findings with the class.
- Direct instruction, using guided notes, on inequalities and equations

Independent practice:

- Individual practice writing equations and inequalities for those students who are doing well with the concept.
- Small group re-teaching and individual assistance for those students still struggling with the concepts

Timeline: 3 days
Key vocabulary: Inequality, equation, greater than, less than
Supporting vocabulary: variable, unknown
Resources: www.shmoop.com › Algebra › Equations and Inequalities, IXL web based practice

Significant Task 3

Description of Task: Use inverse operations to solve one-step equations and inequalities
Lesson 1:

Teacher Preparation:

- Teacher guided notes
- Note cards with practice problems
- Note cards with inequality signs and note cards with definitions

Prior Student Knowledge:

- Students will know that inverse means opposite
- Basic rules of integers
- Basic rules of negative and positive numbers
- Understanding of how to use different mathematical properties such as the distributive and associative properties

Possible Misconceptions:

- You only have to perform an operation on one side of an equation
- Leave the inequality the same when multiplying or dividing by a negative number
- That you don't need to do the opposite operation when moving a number or a variable to the other side of an equation or inequality

Materials Needed:

- Guided notes
- White boards and markers
- Practice sheets
- Note cards

Opening Activity:

- Small group discussions on inverse operations
  - What does inverse mean?
  - Why do you have to use inverse operations when solving an equation or inequality?
  - Why do you have to do the same operation to both sides of an equation or inequality?

Lesson Description:

- Using guided notes, the teacher will provide multiple examples and reminders such as: What you do to one side of an equation/inequality, you have to do to the other
  Switch signs in inequalities when multiplying/dividing by a negative number
  What the four different inequality signs mean
- In small groups, match the inequality sign with its correct definition. Groups will share with other groups why they matched the inequality signs the way they did.

Independent Practice:

- Individual practice using worksheets and with teacher support
- Small group reteaching and assistance for students who have not mastered these concepts

Timeline: 3 days
Key vocabulary: Inverse operations, opposites, balancing, switch signs
Supporting vocabulary: inequalities, greater than, less than
Resources: IXL web based program

Significant Task 4

Description of Task: Students will be able to turn word problems into one-step equations or inequalities using previously learned strategies.
Lesson 1:

Teacher Preparation:

- Guided notes

- Matching note card scenarios
- Practice sheets
- Problems to be done on white boards

Prior Student Knowledge:

- Rules that apply to negative numbers
- How to do inverse operations
- How to solve simple one-step equations and inequalities
- Any operation done to one side of an equation/inequality must be done to the other side to keep the equation/inequality balanced
- In inequalities, when multiplying or dividing by a negative number, the sign must be switched.

Possible Misconceptions:

- All information in a word problem must be used in an equation/inequality
- Word problems cannot be changed into equations/inequalities

Materials Needed:

- Guided notes on how to turn word problems into equations/inequalities, Review notes on how to solve word problems
- Note cards with matching scenarios
- White boards for practice
- Practice sheets

Opening Activity:

- In pairs, read word problems and discuss what information from the word problem is necessary and what parts of the problem could be turned into equations/inequalities
- As a whole group discuss the following topics:
  - How can information in a word problem be translated into an equation/inequality?
  - How do you identify what information is pertinent?
  - How do you recognize what the variable will be, the coefficent?

Lesson Description:

- Whole group instruction and teacher modeling on how to turn a word problem into an equation or inequality. Emphasis will be placed on how you recognize the variable and coefficent. Guided notes will be used to reinforce learning.
- Station work involving matching word problems scenarios to the appropriate equation/inequality.
- Whole group whiteboard practice involving writing equations/inequalities from the teacher

Independent Practice:

- Students will use teacher generated worksheets to practice turning word problems into equations/inequalities
- Small group instruction/reteaching for students still struggling with the concept

Timeline: 3 days

Key vocabulary: add, subtract, multiply, divide, variable, coefficent

Supporting vocabulary: balancing equation, balancing an equation

Resources: https://www.mathcounts.org/resources/ IXL web based resources

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Common Learning Experiences:

Common Assessments:

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 6
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 6: Solving multi-step Equations and Inequalities

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Length of the Unit: 5 weeks

Purpose of the Unit:

- Students will learn strategies to solve multi-step equations and inequalities

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Standards Addressed In The Unit:

- CCSS.7.EE.A.1 - Apply properties of operations as strategies to add, subtract, multiply, divide and expand linear expressions
- CCSS.7.EE.B.3 - Solve real life and mathematical problems using numerical and algebraic expressions and equations
- CCSS.7.EE.B.4. - Solve word problems using equations
- CCSS.6.EE.B.5 - Understand solving an equation/inequality as the process of answering a question
- CCSS.8.EE.C.7.B- solve linear equations with rational number coefficents
- CCSS.8.EE.8.C - Solve real world and mathematical problems leading to two linear equations with two or more variables

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Big Ideas:

- An equation or inequality is the answer to a mathematical question
- Multi-step equations and inequalities can be applied to real life situations

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Essential Questions:

- How can I use what I know about one-step equations and inequalities to solve multi-step equations and inequalities

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Students will Know:

- An equation/inequality answers a question
- How to determine what information in a word problem is unnecessary
- How to solve multi step equations/inequalities using inverse operations
- Strategies they learned to solve one step equations/inequalities can be applied to solving mult-step equations/inequalities

Students will be able to:

- Use inverse operations to solve multi-step equations/inequalities
- Use strategies learned to solve one-step equations/inequalities to solve multi-step equations/inequalities
- Translate word problems into multi-step equations/inequalities

Key Vocabulary in this unit:

- variable
- unknown
- represents
- expression
- coefficent
- inverse operations
- opposites
- greater than
- less than
- greater than or equal to
- less than or equal to
- equation
- balancing an equation
- add
- subtract
- multiply
- divide

Significant Task 1:

Description of Task:. Develop strategies for solving multi-step equations/inequalities with emphasis on the use of inverse operations

Lesson 1:

Teacher Preparation:

- Guided notes on solving multi-step equations/inequalities
- White boards and markers
- IXL lessons
- Individual practice sheets

Prior Student Knowledge:

- Rules of negative numbers

- How to use inverse operations
- How to solve one-step equations/inequalities
- How to turn one-step equations/inequalities into word problems and how to turn equations/inequalities into word problems

Possible Misconceptions:

- The same rules that apply to solving one-step equations/inequalities don't relate to solving multi-step equations/inequalities
- It is difficult to turn a word problem into a multi-step equation/inequality

Materials Needed:

- Guided notes
- Chrome books

Opening Activity:

- Whole group brainstorming on solving one-step equations and inequalities
  - How do you use inverse operations to solve one-step equations/inequalities
  - What does balancing an equation mean?
  - How do you represent a variable, a coefficent?

Lesson Description:

- Students will individually review/practice solving one-step equations/inequalities using Web resources such as IXL and Kahn academy and Kahoots.
- Teacher assistance/reteaching as needed.

Timeline: 2 days
Key vocabulary: variable, coefficent, balancing an equation, inverse operations
Supporting vocabulary: unknown, represents, expression
Resources: IXL, Kahn Academy

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Significant Task 2:

Description of Task:. Using previously learned strategies, students will be able to solve multi-step equations/inequalities

Lesson 1:

Teacher Preparation:

- Guided notes
- Practice sheets

Prior Student Knowledge:

- Rules of negative and positive numbers
- How to use inverse operation
- How to solve one step equations/word problems
- how to translate word problems into one-step equation/inequalities

Possible Misconceptions:

- Using inverse operations is not necessary when solving mult-step equations/inequalities
- Solving multi-step equations is too hard
- Previous learned strategies will not be useful

Materials Needed:
- Guided notes
- IXL lesson
- Practice sheets

Opening Activity:
- Whole group sharing on what students know about solving two-step equations/inequalities
  - How is a multi-step equation like a one step equation/inequality?
  - What strategies I have previously learned can I use to solve two step equations/inequalities
  - How can I turn a word problem into a mult-step equation/inequality

Lesson Description:
- Using guided notes, teacher will give whole group instruction on how to solve multi-step equations/inequalities. Teacher will highlight the steps needed to solve problems. What comes first, what is next etc
- Individual practice using IXL programs and Kahn Academy

Independent practice:
- Students will continue to practice using worksheets and IXL programs
- Reteaching/Individual assistance as needed

Timeline: 3 days
- **Key vocabulary:** variable, unknown, balancing equations, inverse operations

Supporting vocabulary: equation, inequality
Resources: IXL and Kahn Academy

Significant Task 3

Description of Task: Using previously learned strategies, students will be able to turn word problems into multi-step equations/inequalities

Lesson 1:

Teacher Preparation:
- Guided notes
- Practice sheets
- IXL lessons

Prior Student Knowledge:
- How to use inverse operations
- How to solve one-step equations/inequalities
- How to solve one step equations/inequalities

Possible Misconceptions:
- Turning word problems into multi-step equations/inequalities is too difficult
- All information in word problems is necessary

Materials Needed:
- Chrome books
- Guided notes
- Practice sheets

- Note card scenarios

Opening Activity:

- In partners, brainstorm on how to turn word problems into equations/inequalities
- Whole class sharing on previous strategies learned
  - Identify important information
  - Get rid of extraneous information
  - What is the question being asked?
  - How do we identify variables, co-efficents

Lesson Description:

- In partners, read word problem scenarios and change them into multi-step equations/inequalities
- Come together as a group and discuss what went well, what didn't
- Discuss strategies that could be employed to make translating word problems into multi-step equations/inequalities easier
- Guided notes that give steps to follow and strategies to use

Independent Practice:

- IXL practice and worksheets to give further practice
- Reteaching/Individual assistance as needed.

Timeline: 3 days
Key vocabulary: word problems, equations, inequalities
Supporting vocabulary: balancing equations, variables, coefficents
Resources: IXL web based practice

Common Learning Experiences:

Common Assessments:

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 7
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 1: Graphing

Length of the Unit: 4 weeks

Purpose of the Unit:

- Students

Standards Addressed In The Unit:

- CCSS-4.G.A.1 -draw points, lines, line segments, parallel and perpendicular lines on a coordinate plane
- CCSS.5.G.A.1 - Use the x and Y axes to define a coordinate plane and be able to plot an ordered pair on numbers on that coordinate plane

---

Big Ideas:

- Use a coordinate plane to graph a point

Essential Questions:

- How do we use a coordinate plane to represent data?

Students will Know:

- The difference between the x and y axis and what they stand for
- How do identify the x and y value in an ordered pair and how to plot that point
- Recognize that the x axis is the independent variable and the y axis is the dependent variable

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Students will be able to:

- Independently plot a point (ordered pair) on a coordinate plane
- Independently plot a series of points from a data table

Key Vocabulary in this unit:

- x axis
- y axis
- unit
- variable
- independent variable
- dependent variable
- data
- data table
- ordered pair
- plot
- vertical axis
- horizontal axis
- equation of a line
- y=mx+b

Significant Task 1:

Description of Task:. Students will employ different strategies to understand what a coordinate plane is and what a point is

Lesson 1:

Teacher Preparation:

- Guided Notes with examples of graphing a point from an ordered pair and from a data table
- Practice sheets

Prior Student Knowledge:

- Working knowledge of integer number lines
- Be able to construct a coordinate plane
- Understand that a point is made up of an x and a y value
- Which parts of the coordinate plane are positive and negative

Possible Misconceptions:

- Confusion of the x and y axis
- Understanding that the x value is always plotted first
- Confusion between which axes is the independent variable and which is the dependent variable

Materials Needed:

- Graph paper
- Rulers
- Colored pencils
- notecards

- practice sheets

Opening Activity:

- In small groups, student will brainstorm on how to graph a point
  - Which axis is the horizontal axis, which axis is the vertical axis?
  - In an ordered pair, what are the x and y values?
  - How do you plot a point from an ordered pair?
  - If you have a point on a coordinate plane, what is its corresponding point?

Lesson Description:

- Whole group instruction, using guided notes, on understanding parts of the graph, understanding a point and its values, how to plot a point, which parts of the coordinate plane are positive and which are negative.
- Independent practice and reteaching to help with understanding

Timeline: 2 Days
Key vocabulary: x and y axis, ordered pair, point, horizontal, vertical, coordinate plane
Supporting vocabulary: Independent variable, Dependent variable
Resources:

- IXL web based practice
- https://www.khanacademy.org/.../coordinate.../graphing-points-exer...

Significant Task 2:

Description of Task:. Graphing of coordinate points as well as understanding the values associated with an ordered pair

Lesson 1:

Teacher Preparation:

- Guided Notes
- Graphs that are labeled with x and y axis

Prior Student Knowledge:

- Understanding that a graph consists of a coordinate plane with an x and y axis
- The first number in an ordered pair is the x value, the second number in an ordered pair is the y value

Possible Misconceptions:

- Confusion of the x and y axis
- Confusion over which value in an ordered pair is the x value, which is the y value

Materials Needed:

- whiteboards and markers
- practice sheets

Opening Activity:

- Teacher will model on the smartboard how to plot a coordinate point
- In partners, students will share what they know about plotting a point on a coordinate plane

Lesson Description:

- Whole group instruction, using guided notes on how to plot a point on a coordinate plane. Emphasis will be placed on identifying the x as the horizontal axis and the y as the vertical axis.
- Small group white board practice plotting points on a coordinate plane, including labeling the x and y axis, labeling the coordinate point as x and y and identifying which axis is the independent variable and which is the dependent variable
- Whole group recap of what the students learned
  - How do you identify the x and y axis and what is their relationship to independent and dependent variables
  - What are the x and y values in a coordinate point
  - How do you plot a coordinate point
  - What have you learned

Timeline: 2 days
Key vocabulary: coordinate point, plot, x and y axis
Supporting vocabulary: vertical axis, horizontal axis
Resources: Web based IXL practice

Significant Task 3

Description of Task: What is the equation of a line (y=mx+b) and what do the m and b stand for in this equation. Plotting the equation of a line (y=mx+b) on a coordinate plane.
Lesson 1:

Teacher Preparation:
- Teacher guided notes explaining what the equation of a line means and what the variables stand for
- Practice sheets
- Equations on notecards

Prior Student Knowledge:
- Understanding that a variable stands for an unknown quantity
- Basic knowledge of how to plot a point on a coordinate plane
- Understanding that slope is rise/run, the opposite order of a coordinate point

Possible Misconceptions:
- Not using the y intercept as the starting point when graphing an equation
- Understanding that when using slope, you go up or down on the y axis first
- Confusion between the x and the y axis

Materials Needed:
- graphs
- colored pencils
- practice sheets
- whiteboards

Opening Activity:
- Brainstorm on the meaning of the equation of a line
  - What is the purpose of an equation of a line?
  - What do the variables in y=mx+b stand for?
  - How can knowing what the variables in a line stand for help you plot that equation on a coordinate plane?

Lesson Description:

- Using guided notes and in a whole group, explain what the equation of a line means and identify the variables in the equation and what they mean. Recognize that the y intercept is the starting point in an equation and is an ordered pair.
- Stations:
  1- Use whiteboards to practice plotting a line from a given equation. Teacher assistance and support.
  2- Students will be given equations on notecards. They will plot these equations on graph paper labeling the x and the y axis.
- Independent practice on plotting the equation of a line for students who are doing well with the concept. Small group instruction/reteaching for students who need additional support.

Timeline: 2 Days
Key vocabulary: Equation of a line, slope, y intercept
Supporting vocabulary: coordinate point, x and y axis
Resources: webmath.com/gline.html, IXL web based practice

Significant Task 4:

Description of Task:. When given a line on a coordinate plane, students will be able to write the equation of the line in (y=mx+b format) and identify the slope and y intercept.

Lesson 1:
Teacher Preparation:

- Teacher guided notes explaining how to write the equation of a line from a line on a coordinate plane.
  Emphasis on how to find the y intercept (starting point) and how to count slope (rise/run).
- Practice sheets
- Graphs with a line

Prior Student Knowledge:

- Understanding that a variable stands for an unknown quantity
- Basic knowledge of how to plot a point on a coordinate plane
- Understanding that slope is rise/run, the opposite order of a coordinate point

Possible Misconceptions:

- Not recognizing that the y intercept is an ordered pair
- Counting slope beginning with the x axis instead of the y axis

Materials Needed:

- graphs
- colored pencils
- practice sheets
- whiteboards

Opening Activity:

- Brainstorm on how to write the equation of a line from a given line
  What do you look at first when you want to identify the equation of a line from a given line?
  Where do you start?
  How do you count slope?

Lesson Description:

- Using guided notes and in a whole group, identify the equation of a line by starting with the y intercept and counting slope from that point. Then transfer that information into an equation.

- Stations:
  1- Use whiteboards to practice writing the equation of a line from a line on a coordinate plane. Teacher assistance and support
  2- Students will be given lines on a coordinate plane.. They will identify the y intercept and slope from these lines and use that information to write the equation of a line in y=mx+b format.

- Independent practice on writing the equation of a line from a given line on a coordinate plane for those students who understand the concept. Small group instruction/reteaching for students who need additional support.

Timeline: 2 Days
Key vocabulary: y intercept, slope, rise/run, equation of a line
Supporting vocabulary: x and y axis, coordinate plane, ordered pair
Resources : webmath.com/gline.html, IXL web based practice

Common Learning Experiences:

Common Assessments:

- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 8
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 6: Ratios, Proportions and Percents

Length of the Unit: 4 weeks

Purpose of the Unit:

- Students will use ratios, proportions and percents to be able to compare and contrasts numbers in real world situations.

Standards Addressed In The Unit:

- CCSS-6.RP.A.1-Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- CCSS-6.RP.A.3- Use ratio and rate reasoning to solve real-world and mathematical problems
- CCSS-6.RP.A.3c-Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent

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Big Ideas:

- Comparing ratios, proportions and percents.

Essential Questions:

- How can numbers be compared and contrasted?
- When and why do I use proportional comparisons?
- How do we use percents in real world situations?

Students will Know:

- What a proportion is and when do you use them
- What a ratio is when do you use them
- What a percent is

Students will be able to:

- Create ratios

- Solve proportions.
- Convert percents to decimals and ratios.
- Calculate tax, tip & discount.

Key Vocabulary in this unit:
• Ratio • Proportion • Rate • Percent • Part • Whole • Tax • Tip • Discount

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Significant Task 1:

Description of Task: Students will explore what a ratio is through stations and real world examples.

Lesson 1: Ratios

Teacher Preparation:
- Create stations
- Create guided notes

Prior Student Knowledge:

Possible Misconceptions:
- Understanding how to properly label units

Materials Needed:
- chromebooks

Opening Activity:
- Conduct a class survey and record the information on the board:
  - Number of people with blue eyes compared to brown eyes in the class
  - Number of people with long sleeves and short sleeve
  - Number of students with glasses and without glasses
- Students will review prior knowledge of ratios by brainstorming:
  - What is a ratio?
  - What do ratios do?
  - How do we write a ratio?

Lesson Description:

- Individual practice/stations on ratios .Stations may include:
  - Matching given situation with the correct ratio
  - Given a statement, writing the correct ratio
  - Finding ratios in the real world (using chromebook)
  - Web based programs such as Kahoot, IXL
- Together student and teacher will come together and review group work.
- As a class, students will come up with a definition of a ratio for their notes. They will also include real world examples in their guided notes.

Timeline: 2 days
Key vocabulary: ratio, rate
Resources:

Significant Task 2:

Description of Tas: Students will explore the relationship between ratios and proportions to come to the conclusion that a proportion is two equal ratios. In small groups, students will figure out how to solve proportions using real-world examples.

Lesson 1: What is a proportion ?

Teacher Preparation:

- Create real world examples of proportions

Prior Student Knowledge:

- Ratio is a a comparison of two numbers

Possible Misconceptions:

-

Materials Needed:

Opening Activity:

- Use the same survey questions from the class from the significant task #1 to introduce proportions.
  - ex: blue eyes to brown eyes in the class- class of 15
  - What if we had 25 students in our class with the same ratio of blue to brown eyes, how many brown eyes would we expect in the class?
- Have students work to try and figure out how to solve the ratio as a class.

Lesson Description:

- Have students break into small groups and try to solve real world ration problems using any way they can
- Discuss different methods used by different groups as a class
- Whole group instruction and guided notes on the cross multiplying method of solving proportions making sure to include examples.
- Independent practice solving real world ratio problems.

Timeline: 1 day
Key vocabulary: proportion, ratio
Supporting vocabulary: cross multiply

Significant Task 3:

Description of Task: Student will explore what a percent is in relation to a ratio, they will be able to convert percents to decimals and ratios.

Lesson 1: How does a ratio relate to a percent?
Teacher Preparation:
- Independent practice activities

Prior Student Knowledge:
- A ratio is a comparison of two numbers

Possible Misconceptions:
- Ratios cannot be made into percents because they are not out of 100

Materials Needed:

Opening Activity:
- Review guided notes of ratios and how they relate to percents.
- Discussion on what is a percent? (Ratio that is out of 100)
    - How do I convert a percent to a ratio, proportion and decimal?
    - Where do I use percents in the real world?

Lesson Description:
- Guided notes and examples on converting converting percents to ratios, and decimals and calculating percents of a number.
- Independent practice calculating percents of numbers, converting ratios to percents and converting decimals to percents.

Timeline:
Key vocabulary:
Supporting vocabulary:
Resources:

Significant Task 4

Description of Task: Students will apply their understanding of percents to a real world menu activity.
Lesson 1: Menu Activity

Teacher Preparation:
- Create outline for menu activity

Prior Student Knowledge:
- Percents means per 100

Possible Misconceptions:

- Students often forget to convert a percent to a decimal when calculating percents of a number

Materials Needed:

- Restaurant menus or online access to restaurant menus

Activity:

- Students will investigate the uses of percent through several real-world contexts in small groups. Students will create an "order" from a restaurant menu and calculate tax, tip and discount.
- Full class discussion will focus on the comparison of different methods of calculating percents, and the reasoning behind each method.

Timeline: 1 day

Key vocabulary: tax, tip, discount

Common Learning Experiences:

- Menu Activity

Common Assessments:

- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

Resource: Ratio and Proportion Activities

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 9
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 9: Probability

Length of the Unit: 4 weeks

Purpose of the Unit:

- Students understand probability and explore the different methods to solve probability problems in real world situations.

Standards Addressed in The Unit:

- 7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
  b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
- 7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability
- 7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

Big Ideas:

- Find probabilities based on frequencies found in an experiment

- find probabilities based on a theoretical model
- Compare experimental and theoretical probabilities and explain possible sources of discrepancies between them
- Make predictions based on probabilities
- Represent sample space of simple and compound events using tree diagrams, organized lists, and area models

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Essential Questions:

- What makes a situation fair or unfair?
- When will the theoretical and experimental probabilities be the same?
- How can you represent a situation to find all possible outcomes?
- Does the probability of one event affect the probability of another? How?

Students will Know:

- Probability is a number between 0 and 1 and can be represented as a fraction, decimal, or percent
- The probability of an event describes how likely it is to occur
- All possible outcomes of an event should add to 1
- That the probability of a compound event is the product of the simple events that compose it
- As you perform more trials the experimental probability will converge with the theoretical probability

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Students will be able to:

Key Vocabulary in this unit:
• Probability • event • experimental • theoretical

Significant Task 1:

Description of Task: Students will play various games to explore probability.

Lesson 1: Exploring Probability

Teacher Preparation:

- Create probability games
- Create guided notes

Prior Student Knowledge:

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Possible Misconceptions:

- Students have trouble determining the total number of outcomes from a tree-diagram. They confuse the individual "branches" with the final outcomes.

Materials Needed:

- **Game materials (dice, coins etc.)**

Lesson Description:

- In small groups, student will play probability games.
- Students will develop the strategies of using an organized list, building tables and making tree diagrams to answer questions.
- They will use these models to determine theoretical probabilities and to make predictions about future events.
- Full class discussion should focus on the various strategies used by the groups or pairs.Class discussions should include:
    - Describe likelihood of an event using fractions, decimals and percents.
    - Make predictions about future events based on data.
    - Brainstorm reasons for any differences between experimental and theoretical probability
- Teacher guided notes including:
    - definition of probability
    - how we write it
    - examples of different methods to track (lists, tree, diagram, formula)
    - difference between experimental and theoretical probability.

Timeline: 3 days
Key vocabulary: Probability,event, experimental, theoretical
Supporting vocabulary: method, tree diagram

Significant Task 2:

Description of Task:.

Lesson 1:

Teacher Preparation:

- Create probability games
- Create outline for student created games

Prior Student Knowledge:

- Probability is the likelihood an event will happen
- Multiple methods to find probability.

Possible Misconceptions:

-

Materials Needed:

- Varies depending on probability games.

Lesson Description:

- Teacher will review different methods for solving and representing theoretical probability event. (formula, tree diagram, area model)
- Students will play more probability games in small groups, this time will focus on using all of the different methods to represent the data.
    - require students to use each method at least once
- Class will meet as a whole to discuss results:
    - Share different methods and brainstorm reasons for any differences between experimental and theoretical probability
    - What was their favorite method? Why?
    - What was their least favorite method? Why?
    - Do different methods work better in different situations?
- In small groups, students will create their own probability games
- Pair up with another group to play each other's probability game.

Timeline: 2 days
Key vocabulary: Probability,event, experimental, theoretical
Supporting vocabulary: method
Resources:

Common Learning Experiences:

- Students will create their own probability game.

Common Assessments:

- Cumulative post unit assessment

Teacher Notes:

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

PREPARED BY: Danielle Batchelder **PRESENTED BY:** Danielle Batchelder

ATTACHMENTS: January 31, 2018 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 January 2018.

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 January 2018	$ 5,348,861
Expenditures through January 31, 2018	$33,685,635

Reviewed by: NJB **Recommended by the Superintendent:**

Agenda Item # 8a.

Windsor Public Schools
Financial Report
January 31, 2018

	2017/2018 *Budget	Expenditures YTD 1/31/2018	Encumbrance	Balance 1/31/2018	% Balance
Instructional Services					
Clover Street School	59,019	18,489	5,460	35,070	59%
John F. Kennedy School	79,405	37,686	6,068	35,651	45%
Oliver Ellsworth School	76,864	42,769	2,117	31,978	42%
Poquonock School	59,820	21,968	1,851	36,001	60%
Sage Park Middle School	214,220	109,985	18,970	85,265	40%
Windsor High School	389,056	251,330	15,620	122,106	31%
Windsor High School Interscholastic Sports	202,000	106,765	25,043	70,192	35%
Athletic Coaches	239,800	67,978	0	171,822	72%
WHS Career & Technical Education	59,745	24,465	13,393	21,887	37%
Continuing Education	70,400	42,515	476	27,409	39%
Instructional Mgt. & Curriculum Development	335,045	203,560	55,369	76,116	23%
Magnet School Tuition	1,500,600	1,447,115	2,806	50,679	3%
Technology	664,295	602,161	18,332	43,802	7%
Total Instructional Services	**3,950,269**	**2,976,786**	**165,505**	**807,978**	**20%**
Education Support Services					
Pupil Personnel Services	368,191	102,572	64,468	201,151	55%
Special Education	94,350	35,744	5,025	53,581	57%
Special Education Tuition	4,870,979	1,798,027	515,813	2,557,139	52%
Policy & Planning	142,350	82,630	5,662	54,058	38%
Employee Personnel Services	84,000	51,314	2,878	29,808	35%
Financial Management	280,442	165,620	73,001	41,821	15%
Financial Services	38,500	26,983	1,591	9,926	26%
Pupil Transportation & Safety	2,545,489	1,095,863	0	1,449,626	57%
Special Education Transportation	1,843,680	959,886	213,340	670,454	36%
Physical Plant Services	2,035,850	983,907	947,984	103,959	5%
Major Maintenance	386,000	329,620	36,648	19,732	5%
L.P. Wilson Center	254,800	135,244	59,635	59,921	24%
Benefits	10,799,364	4,565,034	176,682	6,057,648	56%
Certified Salaries	30,328,729	15,577,368	0	14,751,361	49%
Non-Certified Salaries	8,227,119	4,125,664	0	4,101,455	50%
Regular Ed Tutor Salaries	227,699	86,126	0	141,573	62%
Special Ed Tutor Salaries	350,000	163,997	0	186,003	53%
Substitute Salaries	643,519	423,250	28,986	191,283	30%
Total Education Support Services	**63,521,061**	**30,708,849**	**2,131,713**	**30,680,499**	**48%**
Total All Sites	**$67,471,330**	**$33,685,635**	**$2,297,218**	**$31,488,477**	**47%**

*** The 2017/2018 budget numbers are now reflecting the actual BOE Approved 2017/2018 Budget. The prior financial reports for Sept 2017 through Dec 2017 reflected the 2016/2017 budget numbers due to the fact that the BOE did not approve the 2017/2018 Budget until 1/17/2018.**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

PREPARED BY: Danielle Batchelder **PRESENTED BY:** Danielle Batchelder

ATTACHMENTS: Student Enrollment Report

SUBJECT: Student Enrollment as of February 1, 2018

BACKGROUND:

Attached are the official enrollment figures as of February 1, 2018. Mrs. Batchelder will answer any questions.

STATUS:

Category Definitions:

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

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

Agenda Item # 8b.

Windsor Public Schools
Student Enrollment Report Recap
February 1, 2018

Enrollment in Windsor Public Schools	
Grades PreK-5	1,398
Grades 6-8	716
Grades 9-12	1,187
Total District Enrollment	**3,301**

Windsor Students not in district schools	
Out of District Placement (Special Education)	44
Private Schools' Placements (Special Education) (Examples: St. Gabriel, Trinity Christian, Madina Academy)	23
CREC Montessori Hartford	12
CREC Metropolitan Learning Center	98
CREC Miscellaneous Magnet Schools	239
Hartford Host Magnet Schools	214
Miscellaneous Magnet Schools	10
A.I. Prince Technical High School	9
Howard Cheney Technical High School	6
	655

Total Windsor	**3,956**

Windsor Public Schools
Student Enrollment Report
February 1, 2018

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K		52		63		115
K		88		105		193
1		80		118		198
2		87		112		199
3			108		125	233
4			90		127	217
5			100		143	243
Subtotal K-5						1283
Total		**307**	**298**	**398**	**395**	**1,398**

Grade	Sage Park MS
6	218
7	261
8	237
Total	**716**

Grade	Windsor High
9	298
10	308
11	270
12	311
Total	**1,187**

Total District Enrollment	**3,301**

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT
2017-2018

Room#	Teacher	Grade	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	Kindergarten				13	13	13	12	12				
20	L Butterick					12	13	11	11	13				
21	T Tedeschi					13	12	13	13	13				
22	A Bishop					12	14	12	12	12				
23	L Adamski					14	12	14	15	14				
24	A Bartholomew					11	12	12	13	13				
25	C Chapple					13	13	14	14	14				
26	S Marcella					14	14	14	14	14				
		Total	**107**		**103**	**102**	**103**	**103**	**104**	**105**	**0**	**0**	0	**0**
11	S Capizzi	Grade 1				21	20	20	19	18				
12	K Furie					20	21	21	21	21				
13	E Larson					18	18	19	19	20				
15	T Strickland					20	20	20	20	20				
16	L Miller					20	20	20	19	19				
17	K Strempfer					19	19	19	20	20				
		Total	**107**		**117**	**118**	**118**	**119**	**118**	**118**	**0**	**0**	**0**	**0**
		Grade 2												
1	B Mayo					17	18	18	20	20				
2	J Goicochea					19	18	19	19	19				
3	K Carlin					18	18	18	18	18				
6	E Heilman					18	18	19	19	18				
7	L Majors					20	20	20	20	20				
8	D Jaworski					16	17	18	17	17				
		Total	**102**		**108**	**108**	**109**	**112**	**113**	**112**	**0**	**0**	**0**	**0**
	PK Smart Start		30		30	30	29	30	30	30				
	PK Sped &		29		29	29	29	30	33	33				
		Total	**59**		**59**	**59**	**58**	**60**	**63**	**63**	**0**	**0**	**0**	**0**
	Ellsworth	**Total**	**375**		**387**	**387**	**388**	**394**	**398**	**398**	**0**	**0**	**0**	**0**

POQUONOCK SCHOOL

ENROLLMENT REPORT
2017-2018

Room #	Teacher	Grade	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann					14	14	14	14	14				
2	R Brown					13	13	13	14	14				
3	M Scott					14	14	15	15	15				
22	L Roche					15	15	15	15	15				
23	R Elkey					15	15	15	15	15				
24	L Eskanazi					15	14	14	14	15				
		Total	74		87	86	85	86	87	88	0	0	0	0
		Grade 1												
8	E Lamb					15	15	15	15	14				
16	N Nabil					17	17	17	18	18				
17	K Stoll					17	17	17	17	17				
18	B Neals					14	13	13	13	14				
15	E Velez					17	17	17	17	17				
		Total	74		81	80	79	79	80	80	0	0	0	0
		Grade 2												
9	S Trummel-Cadieux					18	18	18	18	18				
11	J Delsky					19	19	19	19	19				
12	K Filmer					18	18	17	17	17				
13	E Hoogewerff					15	16	16	16	16				
14	S Couchon					16	16	17	17	17				
		Total	88		89	86	87	87	87	87	0	0	0	0
	PK Smart Start		30		30	29	30	30	30	30				
	Sped & Peer		19		19	19	19	21	22	22				
		Total	49		49	48	49	51	52	52	0	0	0	0
	Poquonock	Totals	285		306	300	300	303	306	307	0	0	0	0

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2017 - 2018

Room#	Teacher		Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
11	A Sanchez					22	22	23	22	22				
24	S Michalic					23	23	22	22	21				
10	J Murray					20	20	21	21	23				
25	J Darrell					20	20	21	21	22				
13	C Messenger					20	20	19	20	20				
		Total	**98**		**108**	**105**	**105**	**106**	**106**	**108**	**0**	**0**	**0**	**0**
		Grade 4												
14	J Su					22	22	23	23	23				
15	L Savage					22	22	23	24	24				
26	C Nowsch					23	23	22	22	22				
27	D Williams					22	21	21	21	21				
		Total	**77**		**90**	**89**	**88**	**89**	**90**	**90**	**0**	**0**	**0**	**0**
		Grade 5												
9	N Arroyo					19	19	20	19	19				
18	E Chartier					20	20	20	19	20				
19	S Lewis					19	19	19	20	19				
8	C Lindsley					17	18	18	19	20				
12	R Grimes					21	21	21	21	22				
		Total	**102**		**97**	**96**	**97**	**98**	**98**	**100**	**0**	**0**	**0**	**0**
	Clover	**TOTAL**	**277**		**295**	**290**	**290**	**293**	**294**	**298**	**0**	**0**	**0**	**0**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
SCHOOL YEAR 2017-2018

Room#	Teacher	Grade	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
1	L Macaluso					21	20	20	21	21				
2	K Richards					21	20	20	21	21				
3	A Moyal					21	21	22	20	22				
4	D Ghanesh-May					22	21	21	20	19				
6	M Johnston					20	20	20	21	21				
8	V Vaicunas					20	21	21	21	21				
		Total	**111**		**124**	**125**	**123**	**124**	**124**	**125**	**0**	**0**	**0**	**0**
		Grade 4												
9	M Macaluso					19	19	18	18	18				
10	S Silliman					16	17	16	18	18				
12	L Bishop					18	18	18	18	18				
14	S Brown					17	18	17	18	18				
15	K Bowman					18	18	18	18	19				
16	D Taylor					17	17	18	18	17				
18	A Caselli					18	18	19	19	19				
		Total	**120**		**123**	**123**	**125**	**124**	**127**	**127**	**0**	**0**	**0**	**0**
		Grade 5												
19	J Somero					21	20	18	20	17				
20	S Paley					20	20	20	18	21				
24	J Freitas					21	20	21	21	20				
25	S Fye					21	22	22	22	22				
26	K Mazur					21	21	21	21	21				
27	N Donzella					21	20	22	22	22				
28	G Davies					22	23	24	22	20				
		Total	**136**		**148**	**147**	**146**	**148**	**146**	**143**	**0**	**0**	**0**	**0**
	Kennedy	**Total**	**367**		**395**	**395**	**394**	**396**	**397**	**395**	**0**	**0**	**0**	**0**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
SCHOOL YEAR 2017 - 2018

		Projected		8-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6															
Team 1					74	74	75	77	77					4	19.25
Team 2					68	69	70	70	68					5	14
Team 3					70	71	72	72	72					5	14.4
	Total	**214**		**218**	**212**	**214**	**217**	**219**	**217**	**0**	**0**	**0**	**0**		
Grade 7															
Team 4					85	86	86	87	87					4	21.75
Team 5					81	80	81	86	85					4	21.5
Team 6					83	83	84	84	86					5	16.8
	Total	**245**		**253**	**249**	**249**	**251**	**257**	**258**	**0**	**0**	**0**	**0**		
Grade 8															
Team 7					80	78	81	82	81					4	20.5
Team 8					78	79	77	78	77					5	15.6
Team 9					76	77	77	77	77					5	15.4
	Total	**219**		**236**	**234**	**234**	**235**	**237**	**235**	**0**	**0**	**0**	**0**		
SPARK					**6**	**6**	**6**	**6**	**6**						
Sage Park	**Total**	**678**		**707**	**701**	**703**	**709**	**719**	**716**	**0**	**0**	**0**	**0**		

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2017 - 2018

	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**224**		309	300	296	293	293	298				
Grade 10	**300**		303	299	306	306	309	308				
Grade 11	**281**		285	273	272	271	272	270				
Grade 12	**307**		312	305	308	314	311	311				
Windsor High Total	**1112**		**1209**	**1177**	**1182**	**1184**	**1185**	**1187**	**0**	**0**	**0**	**0**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Dana Plant **Presented By:** Danielle Batchelder

Attachments: Food Service Financial Report

Subject: Cafeteria Operations – January 2018

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities, at St. Gabriel's and CREC's Academy of Aerospace and Engineering. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School and CREC AAE. We operate the After School Snack Program for our Treehouse Program in Windsor. We operated our Summer Food Service Program of lunch and snack at Deerfield Apartment Complex, Goslee Pool, Wilson Library, the Performing Arts Academy in Windsor and added Poquonock Elementary School location during summer break. We are 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 all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

Status: Financial Report for January 2018

Recommendation: Informational only.

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

Agenda Item # 8c)

Windsor School Food Service
Financial Statement
January 2018

REVENUE	January 2017	7/1/16 - YTD	January 2018	7/1/17-YTD
SALES	$108,562.52	$632,689.90	$72,940.76	$460,750.73
REIMBURSEMENTS - STATE	14,271.00	62,374.00		32,594.00
ACCOUNTS RECEIVEABLE	117,414.63	667,471.50	87,276.06	511,667.82
CLOC	56,652.37	142,624.05	29,826.00	185,977.90
MISC. (Rebates)		162.37		2,164.25
6 CENTS Certification	2,947.62	16,003.26	2,307.60	12,480.24
REVENUE TOTALS	**$299,848.14**	**$1,521,325.08**	**$192,350.42**	**$1,205,634.94**
EXPENSES				
WAGES	$68,155.53	$430,405.56	$50,973.94	$378,508.63
PAYROLL TAXES	5,213.90	30,343.47	3,899.50	28,955.90
BENEFITS	7,650.50	60,405.87	8,202.58	57,131.44
FOOD/MILK/ICE CREAM	148,805.72	787,395.17	105,558.45	615,058.98
PAPER	6,965.12	41,540.12	6,766.26	34,449.31
TRUCK	421.31	3,838.72	300.55	2,631.48
SUPPLIES	10.00	6,857.19	115.00	16,902.42
EQUIPMENT	130.00	12,372.42		36,912.85
SERVICES	330.66	4,042.03	130.22	5,558.29
EXPENSE TOTALS	**$237,682.74**	**$1,377,200.55**	**$175,946.50**	**$1,176,109.30**
NET INCOME	**$62,165.40**	**$144,124.53**	**$16,403.92**	**$29,525.64**
INVENTORY		**$39,546.22**		**$28,685.14**
OPENING BALANCE 7/1		**$166,304.74**		**$347,470.46**
COMPUTED OPERATING POSITION		**$349,975.49**		**$405,681.24**

Windsor School Food Service
Program Participation
January 2018

WHS	Jan 2017	Jan 2018
DAYS	14 exam week	14 exam week
SALES	$27,840.02	$21,918.03
AVERAGE	$1,988.57	$1,565.57

Reimbursable Meals	Average LUNCH per day	
ELEMENTARY	845	868
Academy of Aerospace & Engineerin	389	418
SPMS	398	406
WHS	573	602

Reimbursable Meals	Average BREAKFAST per day	
ELEMENTARY	330	330
Academy of Aerospace & Engineerin	98	130
SPMS	88	75
WHS	179	147

Reimbursable Meals	Average SNACK per day	
Treehouse Program	96	94

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 21, 2018

Prepared By: Terrell M. Hill, Assistant Superintendent for Human Resources
Presented By: Terrell M. Hill
Attachments: None
Subject: Human Resources Report for January 1, 2018 – January 31, 2018

RESIGNATIONS/SEPARATIONS

Joanne Craig	Behavior Specialist	District
Kahli Hernandez	Food Service Driver	District
Bruce Johnson	Long Term Substitute Biology Teacher	Windsor High
Kristen Sutton	Special Education Paraeducator	Poquonock
James Thomas	Bus Monitor	District

RETIREMENTS

Carolyn Stewart	Special Education Paraeducator	Windsor High

TRANSFERS/REASSIGNMENTS

Laquita Ames	From: Part-time Elementary Cook/Secondary Salad Worker	AAE
	To: Food Service Manager	AAE
Tami Ducharme	From: Special Education PreK Paraeducator	Ellsworth
	To: High School Guidance Support Assistant	Windsor High
Patricia Logan	From: Food Service Manager	AAE
	To: Full-time Secondary Cook	AAE
Taisha Serrano	From: Family Resource Center Leader (Temporary)	Sage Park
	To: Family Resource Center Leader	Clover/Sage Park

HIRES

Katherine Braiewa	Regular Education Tutor (ESL)	Kennedy
Arielle Wezdenko	School Psychologist (Limited)	Ellsworth
Malik Yarde	Special Education Paraeducator (Limited)	Poquonock

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

Agenda Item # 8d.

Windsor Board of Education
Curriculum Committee
Unapproved Minutes

Thursday, January 11, 2018 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 11, 2018 Curriculum Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:32 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Ms. Michaela Fissel
Ms. Maryam Khan

Absent Board Members:
Mr. Leonard Lockhart

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The meeting was called to order by Ms. Nuchette Black-Burke at 4:32 PM with the Pledge to the Flag and Moment of Silence. Also in attendance were Superintendent of Schools Dr. Craig Cooke and Assistant Superintendent for Instructional Services Santosha Oliver. Board member David Furie also attended the meeting.

2. Audience to Visitors

Discussion:
None

3. Consumer Math: Pre-Algebra

Discussion:
The committee reviewed the curriculum writing process. The committee also reviewed course curriculum and proposal to change name to Pre-Algebra. This item will be brought forward to the full board.

4. Grade 3 Humanities

Discussion:
The committee reviewed Grade 3 Humanities curriculum. This item will be brought forward to the full board.

5. Grade 4 Humanities

Discussion:
The committee reviewed Grade 4 Humanities curriculum. This item will be brought forward to the full board.

6. Grade 5 Humanities

Discussion:
The committee reviewed Grade 5 Humanities curriculum. This item will be brought forward to the full board.

7. Adjournment

Motion Passed: Move to adjourn the meeting at 6:25 PM passed with a motion by Ms. Michaela Fissel and a second by Ms. Maryam Khan.

4 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Leonard Lockhart Yes
Ms. Michaela Fissel Yes
Ms. Maryam Khan Yes

_____
Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Long Range Planning Committee
Unapproved Minutes

Thursday, January 11, 2018 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 11, 2018 Long Range Planning Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:32 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. James Dobler
Mr. Leonard Lockhart
Mr. Jeremy Halek

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The meeting was called to order at 6:32 PM by Mr. Jim Dobler with the Pledge to the Flag and Moment of Silence. Superintendent of Schools Dr. Craig Cooke was also in attendance. Board member Michaela Fissel also attended the meeting.

2. Audience to Visitors

Discussion:
Michaela Fissel, 30 Ridgewood Road, encouraged the LRP Committee to follow up on the Windsor Youth Survey from last spring.

3. Discussion on previous LRP Committee work

Discussion:
The committee discussed the previous Long Range Committee's work.

4. Review of Board Goals and Indicators

Discussion:
The committee reviewed Board goals and indicators and how the LRP Committee was involved in the development.

5. Direction of the Committee

Discussion:
The committee reviewed a list of potential LRP areas of focus.

6. Adjournment

Motion Passed: Move to adjourn the meeting at 8:35 PM passed with a motion by Ms. Nuchette Black-Burke and a second by Mr. Jeremy Halek.

4 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes

_____
Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Regular Meeting
Unapproved Minutes
Wednesday, January 17, 2018 6:30 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the January 17, 2018 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. Brian Bosch
Ms. Michaela Fissel
Mr. Leonard Lockhart
Mr. James Dobler
Mr. Ronald Eleveld
Mr. David Furie
Mr. Jeremy Halek
Ms. Maryam Khan

1. Call to Order, Pledge to the Flag and Moment of Silence
Discussion:
The meeting was called to order at 6:30 p.m. by Mr. Lockhart with the Pledge of Allegiance and a Moment of Silence. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Director of Pupil and Special Education Services Steven Carvalho, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder and Assistant Superintendent for Instructional Services Santosha Oliver.

Ms. Maryam Khan, Secretary, welcomed members of the audience and viewers at home. She reviewed the Board's mission statement and goals and gave an overview of the protocols for Board meetings.

2. Superintendent Presents 2018-2019 Budget Proposal
Discussion:
Dr. Cooke presented the Superintendent's Proposed Budget for 2018-2019, which represents an increase of $1,597,470 or 2.37% over 2017-2018. The proposed budget is $69,068,800.

3. Public Forum on 2018-2019 Budget (Limited to maximum of 30 minutes)
Discussion:
The Public Forum on the 2018-2019 Budget was called to order at 6:57 p.m. by Mr. Lockhart.
Comments: None.
The Public Forum was closed at 6:59 p.m.

4. THE REGULAR MEETING WILL CONTINUE IMMEDIATELY FOLLOWING THE PUBLIC FORUM AND A 5 MINUTE RECESS
Discussion:
The meeting recessed at 6:59 p.m. The meeting reconvened at 7:04 p.m.

5. Recognitions/Acknowledgements
5.a. Recognition--Zaviana Desarmes, BOE Student Representative
Discussion:
Mr. Lockhart and Dr. Cooke recognized and thanked Zaviana Desarmes for her service as Student Representative to the Board for the first semester, and wished her well in her future endeavors.

6. Audience to Visitors
Discussion: None

7. Student Representative Report
Discussion:
Ms. Desarmes reported on current activities at Windsor High School, including midterm exams and the upcoming start of semester 2. She encouraged the Board and Administration to involve the student body more in decisions on issues that surround their education, and thanked the Board for allowing her to serve.

8. Board of Education
8.a. President's Report
Discussion:
Mr. Lockhart reported on documents he had signed on behalf of the Board based on votes from previous meetings, reported on activities he had attended throughout the district, and encouraged parents and community members to be engaged and involved in the upcoming budget process.

8.b. School Liaison Reports
8.b.1. Windsor High School
Discussion:
Ms. Black-Burke and Mr. Furie reported on Project Graduation, upcoming events, and encouraged parents and the community to keep an eye on the website for news and events.

8.b.2. Sage Park Middle School
Discussion:
Ms. Khan reported on transition night for 5th grade students and families; Mr. Halek reported on past and upcoming events and encouraged parents and community members to come out for events.

8.b.3. Clover Street School
Discussion:
No report.

8.b.4. John F. Kennedy School
Discussion:
Mr. Bosch reported on transition programs at JFK, reported on upcoming events and reset rooms being instituted at JFK.

8.b.5. Oliver Ellsworth School
Discussion:
Mr. Dobler reported he had met with Principal Hoerle, on events that had been held, and encouraged parents to attend the next PTO meeting on February 8.

8.b.6. Poquonock School
Discussion:
Ms. Fissel reported on family engagement goals at Poquonock, reported on upcoming events, and encouraged parents to view the Virtual Backpack for news on school and community activities.

9. Superintendent's Report
Discussion:
Dr. Cooke reported on PSAT scores, the Family Help Guides that have been created, grant funding from the Hartford Foundation for Public Giving, and congratulated SPMS Robotics students and WHS art students on their successes.

9.a. Legislative Update with Patrice McCarthy, Deputy Director and General Counsel, CT Association of Boards of Education
Discussion:
Patrice McCarthy, Deputy Director and General Counsel for the Connecticut Association of Boards of Education (CABE) provided an update on legislative issues, including state mandates and the state budget, and responded to questions from members of the Board.

9.b. Finalize 2017/2018 Budget

Motion Passed: Motion that the Board of Education accept the list of reductions, finalizing the 2017-2018 budget submitted to the Board by Dr. Cooke with a 0% increase over the 2016-2017 budget passed with a motion by Mr. David Furie and a second by Ms. Nuchette Black-Burke.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

9.c. Summer Learning
Discussion:
Bonnie Fineman and Noha Abdel-Hady gave a presentation on the plans for the 2018 Grade K-5 summer learning proposal. Questions and discussion ensued.

9.d. Budget Assumptions FY 19, 2nd Reading

Motion Passed: Motion that the Board of Education accept for a 2nd Reading the Budget Assumptions for FY 2018-2019 passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

9.e. School Calendar 2018-2019, 2nd Reading
Discussion:
Mr. Bosch suggested removing Columbus Day as a holiday and replacing it with a local holiday, for future consideration. Questions and discussion ensued.

Motion Passed: Motion that the Board of Education accept the proposed 2018-2019 school calendar for a 2nd Reading passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

9.f. Policy Adoption, 2nd Reading
9.f.1. New P 3523.11 Unmanned Aerial Systems (Drones)
9.f.2. Revised P 4112.3 Employment Checks
9.f.3. Revised P/AR 4118.11 Non-Discrimination (Personnel)
9.f.4. Revised P/AR 5113 Student Attendance and Truancy

9.f.5. Revised P/AR 5145.4 Non-Discrimination (Students)

Discussion:
Ms. Khan reported that the Board had received clarification from Shipman and Goodwin regarding policies 4118.11 and 5145.4 in relation to the term Veteran Status. The language from the policy is directly from the statute and is used to provide additional definition to the term veteran. The definition defines what would qualify as veteran and therefore, under the policy, could not be discriminated against.

Motion Passed: Motion to approve the new P 3523.11 Unmanned Aerial Systems (Drones) and revisions made to P 4112.3 Employment Checks, P 4118.11 Non-Discrimination (Personnel), P 5113 Student Attendance and Truancy, P 5145.4 Non-Discrimination (Students) as a 2nd Reading passed with a motion by Ms. Maryam Khan and a second by Mr. Brian Bosch.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

9.g. Curriculum Development, 1st Reading
Discussion:
Ms. Sara Anderson-Potts, Special Education Department Head at Windsor High School, presented the Board with the reasoning for the course name change from Consumer Math to Pre-Algebra and responded to questions from Board members.

Motion Passed: Motion that the Board approves course name change from Consumer Math to Pre-Algebra passed with a motion by Ms. Nuchette Black-Burke and a second by Mr. James Dobler.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

9.g.1. Consumer Math: Pre-Algebra
9.g.2. Grades 3-5 Humanities

Motion Passed: Motion that the Board approves Pre-Algebra and Grades 3-5 Humanities curricula as a 1st reading as presented passed with a motion by Ms. Nuchette Black-Burke and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes

Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

10. Committee Reports
10.a. Curriculum Committee
Discussion:
Ms. Black-Burke reported the Committee had met the prior Thursday and Dr. Oliver and her team gave a presentation on the way curriculum is written in the district. She also reminded Board members that all curriculum is uploaded and can be viewed through the CABE website.

10.b. Long Range Planning Committee
Discussion:
Mr. Dobler reported that the Long Range Planning Committee had met the prior Thursday, and explained the process they used to filter down to a manageable number of topics. He reported the following had been identified:

"A" Priorities for review: Expanding of the Pre-School Program, Infrastructure Improvement, and Improving communication between parents/guardians and the school district.

"B" Priorities for view: Explore interaction with similar school districts in the Northeast to explore best practices that could be adopted in Windsor, work with the Office of Family and Community Partnership to gain more exposure in the community for Windsor Public Schools and the Board of Education, and to explore how to improve the quality of food service for the students.

He reported they also had discussion about methods to enhance school climate as a whole, and they may be adding or removing topics depending on how discussions go. The next meeting is March 1.

11. Consent Agenda
11.c. Food Service Report
11.d. Human Resources Report

Motion Passed: Motion to approve Consent Agenda items 11.c. Food Service Report and 11.d. Human Resources Report as presented passed with a motion by Ms. Maryam Khan and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

11.a. Financial Report
Discussion:
Ms. Batchelder responded to questions from Board members.

Expenditures for December 2017: $8,340,600
Expenditures through December 30, 2017: $28,336,774

Motion Passed: Motion to accept Consent Agenda Item 11.a. Financial Report passed with a motion by Ms. Maryam Khan and a second by Mr. James Dobler.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes

Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

11.b. Enrollment Report
Discussion:
Ms. Batchelder responded to questions from Board members.

Motion Passed: Motion to accept Consent Agenda item 11.b. Enrollment Report passed with a motion by Ms. Maryam Khan and a second by Mr. James Dobler.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

12. Approval of Minutes
12.a. December 12, 2017 Special Meeting
12.b. December 19, 2017 Special Meeting/Public Forum
12.c. December 19, 2017 Regular Meeting

Motion Passed: Motion to accepted the minutes of the December 12, 2017 Special Meeting, December 19, 2017 Special Meeting with Public Forum and December 19, 2017 Regular meeting as presented passed with a motion by Ms. Maryam Khan and a second by Mr. Leonard Lockhart.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

13. Other Matters/Announcements/Regular BOE Meetings
13.a. BOE Public Forum with Finance Committee Immediately Following, Tuesday, January 23, 2018, 6:00 PM, LPW, Board Room
13.b. BOE Public Forum with Finance Committee Immediately Following, Saturday, January 27, 2018, 10:00 AM, LPW, Board Room
13.c. BOE Public Forum with Finance Committee Immediately Following, Tuesday, February 6, 2018, 6:00 PM, LPW, Board Room
13.d. BOE Finance Committee, Tuesday, February 13, 2018, 6:30 PM, LPW, Room 17, if needed
13.e. Next BOE Regular Meeting is Wednesday, February 21, 2018, 7:00 PM, Town Hall, Council Chambers
13.f. BOE Community Forum, Tuesday, February 27, 2018, 6:30 PM, LPW, Board Room

Discussion:
Mr. Lockhart reported on upcoming meetings and public hearings. Ms. Black-Burke reported that January is Human Trafficking Awareness and the Hartford Chapter of the Delta Sigma Theta Sorority along with the Connecticut Anti-Human Trafficking Response Team and the Village will have a presentation on Collateral Damage, January 31 at The Village.

Mr. Dobler and Mr. Furie encouraged the community to attend budget hearings to learn about the process and have their voices heard.

Ms. Fissel reported that a community forum will be held at Windsor Locks High School on January 30 on the Opioid Crisis, and training offered through CREC on promoting mindfulness based practices; information is on the CREC website.

14. Audience to Visitors

Discussion:
None.

15. Adjournment

Motion Passed: Move to adjourn the meeting at 10:18 p.m. passed with a motion by Mr. Ronald Eleveld and a second by Mr. David Furie.

9 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting/Public Forum with Finance Committee Immediately Following
Unapproved Minutes

Tuesday, January 23, 2018 6:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the January 23, 2018 Special Meeting/Public Forum with Finance Committee Immediately Following. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. Brian Bosch
Ms. Michaela Fissel
Mr. Leonard Lockhart
Mr. James Dobler
Mr. Ronald Eleveld
Mr. David Furie
Mr. Jeremy Halek

Absent Board Members:
Ms. Maryam Khan

1. Call to Order

Discussion:
The Public Forum was called to order by Mr. Lockhart at 6:00 PM. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder, Director of Pupil and Special Education Services Steven Carvalho and Assistant Superintendent for Instructional Services Santosha Oliver.

2. Public Forum on Superintendent of Schools' Proposed 2018-2019 Budget (limited to 30 minutes)

Discussion:
There were no speakers at the Public Forum.

3. Adjournment

Motion Passed: Move to adjourn the Public Forum at 6:01 PM passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

8 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Absent

4. A MEETING OF THE BOE FINANCE COMMITTEE WILL IMMEDIATELY FOLLOW THE ADJOURNMENT OF THE PUBLIC FORUM

5. Finance Committee Meeting

6. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The Finance Committee meeting was called to order by Mr. Furie at 6:01 PM with the Pledge of Allegiance and a Moment of Silence. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder, Director of Pupil and Special Education Services Steven Carvalho and Assistant Superintendent for Instructional Services Santosha Oliver.

7. Audience to Visitors

Discussion:
None

8. Discussion of the 2018-2019 Budget Proposal

Discussion:
Dr. Cooke began the meeting by giving an overview of the process used to examine the budget book. The board members reviewed General Fund Revenue on page viii and information on pages ix, x, and xi. Questions and discussion ensued.

The following site budget proposals were then reviewed and discussed:

Sites 01, 05, 08, 09 - Windsor Elementary Schools (Clover Street School, Poquonock School, John F. Kennedy School, and Oliver Ellsworth School)
Site 53 Sage Park Middle School
Site 61 Windsor High School
Site 62 WHS Interscholastic Athletics
Site 63 WHS Career and Technical Education

Dr. Cooke reviewed questions on the budget received from board members prior to the evening's meeting.

The committee will continue their review of the budget book on page 15, Site 71 Continuing Education, at their next meeting on Saturday, January 27, 2018.

9. Adjournment

Motion Passed: Move to adjourn the meeting at 8:05 PM passed with a motion by Mr. Ronald Eleveld and a second by Mr. Leonard Lockhart.

8 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Absent

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting/Public Forum with Finance Committee Immediately Following
Unapproved Minutes

Saturday, January 27, 2018 10:00 AM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the January 27, 2018 Special Meeting/Public Forum with Finance Committee Immediately Following. Any additions or corrections will be made at a future meeting.

Attendance Taken at 10:05 AM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. Brian Bosch
Mr. Leonard Lockhart
Mr. James Dobler
Mr. Ronald Eleveld
Mr. David Furie
Mr. Jeremy Halek
Ms. Maryam Khan

Absent Board Members:
Ms. Michaela Fissel

Updated Attendance:
Mr. David Furie was updated to present at: 10:12 AM
Mr. Ronald Eleveld was updated to absent at: 11:12 AM
Mr. James Dobler was updated to absent at: 11:42 AM

1. Call to Order

Discussion:
The Public Forum was called to order by Mr. Lockhart at 10:07 AM. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder, Director of Pupil and Special Education Services Steven Carvalho and Assistant Superintendent for Instructional Services Santosha Oliver.

2. Public Forum on Superintendent of Schools' Proposed 2018-2019 Budget (limited to 30 minutes)

Discussion:
There were no speakers at the Public Forum.

3. Adjournment

Motion Passed: Move to adjourn the meeting at 10:07 AM passed with a motion by Mr. Ronald Eleveld and a second by Ms. Nuchette Black-Burke.

7 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Absent

Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Absent
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

4. A MEETING OF THE BOE FINANCE COMMITTEE WILL IMMEDIATELY FOLLOW THE ADJOURNMENT OF THE PUBLIC FORUM

5. Finance Committee Meeting

6. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Due to Mr. Furie's absence, the Finance Committee meeting was called to order by Mr. Lockhart at 10:07 AM with the Pledge of Allegiance and a Moment of Silence. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder, Director of Pupil and Special Education Services Steven Carvalho and Assistant Superintendent for Instructional Services Santosha Oliver.

7. Audience to Visitors

Discussion:
None

8. Discussion of the 2018-2019 Budget Proposal

Discussion:
The committee received a blue packet with questions and answers from the 1/23/18 meeting. Dr. Cooke stated the questions in the blue packet are listed on the district website under the Budget tab and community members may submit questions to the administration under the Budget tab as well.

Dr. Cooke reviewed the Budget at a Glance from the 2017-2018 budget season and Danielle Batchelder facilitated the review of the questions and answers in the blue packet.

The meeting was turned over to Mr. Furie, Finance Chair, at 10:21 AM.

The committee reviewed and discussed the following sites:
Site 71, Continuing Education
Sites 41, 42, 43, Instructional Services Management, Curriculum Management and Development and Textbook Adoption
Site 76, Technology - will be discussed at 2/6/18 Finance Committee meeting
Site 73, Pupil Personnel Services
Site 74, Special Education Services

Mr. Eleveld left the meeting at 11:12 AM.

The Finance Committee continued with the following sites:
Site 40, District Policy and Planning
Site 44 Employee Personnel Services

Mr. Dobler left the meeting at 11:42 AM.

The Finance Committee then continued with the following sites:
Site 77, Financial Management, District Fiscal Services and Pupil Transportation Safety
Site 80, Transportation

Site 82, Physical Plant Services and Major Maintenance

The committee will continue their review of the budget book with Site 76, Technology, and Site 83, L.P. Wilson Center, at their Tuesday, February 6, 2018 meeting.

Dr. Cooke stated the abbreviation page will be updated for the Tuesday, February 6, 2018 meeting and for board members to get any new questions into him as soon as possible.

9. Adjournment

Motion Passed: Move to adjourn the meeting at 12:09 PM passed with a motion by Mr. Leonard Lockhart and a second by Mr. Jeremy Halek.

6 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Absent
Mr. Leonard Lockhart Yes
Mr. James Dobler Absent
Mr. Ronald Eleveld Absent
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting/Public Forum with Finance Committee Immediately Following
Unapproved Minutes

Tuesday, February 6, 2018 6:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the February 6, 2018 Special Meeting/Public Forum with Finance Committee Immediately Following. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. Brian Bosch
Ms. Michaela Fissel
Mr. Leonard Lockhart
Mr. Ronald Eleveld
Mr. David Furie
Mr. Jeremy Halek
Ms. Maryam Khan

Absent Board Members:
Mr. James Dobler

Updated Attendance:
Ms. Maryam Khan was updated to present at: 6:05 PM
Mr. Brian Bosch was updated to present at: 6:10 PM
Ms. Nuchette Black-Burke was updated to present at: 7:08 PM

1. Call to Order

Discussion:
The Public Forum was called to order by Mr. Lockhart at 6:00 PM. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder, Director of Pupil and Special Education Services Steven Carvalho, Assistant Superintendent for Instructional Services Santosha Oliver and Director of Information, Technology and CATE Matt Dadona.

2. Public Forum on Superintendent of Schools' Proposed 2018-2019 Budget (limited to 30 minutes)

Discussion:
There were no speakers at the Public Forum.

3. Adjournment

Motion Passed: Move to adjourn the Public Forum at 6:01 PM passed with a motion by Mr. Ronald Eleveld and a second by Mr. David Furie.

5 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Absent
Mr. Brian Bosch Absent
Ms. Michaela Fissel Yes
Mr. Leonard Lockhart Yes

Mr. James Dobler Absent
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Absent

4. A MEETING OF THE BOE FINANCE COMMITTEE WILL IMMEDIATELY FOLLOW THE ADJOURNMENT OF THE PUBLIC FORUM

5. Finance Committee Meeting

6. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The Finance Committee meeting was called to order by Mr. Furie at 6:01 PM with the Pledge of Allegiance and a Moment of Silence. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder, Director of Pupil and Special Education Services Steven Carvalho, Assistant Superintendent for Instructional Services Santosha Oliver and Director of Information, Technology and CATE Matt Dadona.

7. Audience to Visitors

Discussion:
None

8. Discussion of the 2018-2019 Budget Proposal

Discussion:
Danielle Batchelder distributed a document containing the 12 questions board members asked at the 1/27/18 committee meeting along with an updated listing of commonly used acronyms.

Dr. Cooke reviewed these questions and their answers. Dr. Cooke also reviewed two questions and answers asked by community members through the budget portal on the district website.

Matt Dadona reviewed Site 76, Technology, with the Board. Questions and discussion ensued. Questions from the 1/23/18 Finance Committee meeting related to technology were also reviewed and answered by Mr. Dadona.

The following site budgets were reviewed:
Site 83, L.P. Wilson Community Center
Site 90, Salaries
Site 91, Employee Benefits

The Board had a discussion concerning reducing the budget to 1.19% without impacting services and personnel and asked Dr. Cooke to bring that information to the next committee meeting.

The next Finance Committee meeting will be held on Tuesday, February 13, 2018 at 6:30 PM at L.P. Wilson Community Center, Room 17. There will be no Public Forum; there will be an Audience to Visitors portion of the meeting.

9. Adjournment

Motion Passed: Move to adjourn the meeting at 9:00 PM passed with a motion by Mr. Ronald Eleveld and a second by Mr. Leonard Lockhart.

8 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Yes

Mr. Leonard Lockhart Yes
Mr. James Dobler Absent
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Ms. Maryam Khan Yes

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Maryam F. Khan, Secretary
Windsor Board of Education